

---

## THE EFFECTS OF THE (2020) WAGE INCREASE IN IMPROVING THE UNIVERSITY PROFESSORS' WORKING CONDITIONS IN SUDAN

**Dr. Abdulghani Eissa Tour Mohammed**

Department of English Language & Translation, College of Science & Arts, Arrass, Qassim  
University, K.S.A  
[aE.mohammed@qu.edu.sa](mailto:aE.mohammed@qu.edu.sa)

---

**ABSTRACT:** *The aim of this study is to determine the positive impact of the current Sudan general state budget of (2020) on the overall university professors' working conditions. Recently the Sudan budget which included the public – sector pay raise declaration reached to one hundred percent has been announced. Due to the inflation rate that hit a record and reached out to % 64.3 during the month of January 2020, the country has been witnessing a huge increase of basic needs prices and shortages including food, beverage, bread and fuel. Additionally, the country has also attested a deterioration of the exchange rate of the national currency (Sudanese pound) against the U.S. dollars compounded by a black market. Therefore, increasing university professors' wages in general with the continuation of the current circumstances seems to have very little impact on their satisfactions, and it is difficult for the majority to deal with this situation. In this study the researcher is attempting to shed lights on glimmer of hope the 2020 budget declaration may have on the unknown soldiers working diligently in a poor educational environment, who deserve our highest admiration and gratitude for a job well done during the last three decades. To conduct the present study, a qualitative research methodology is adapted through which the researcher interviews a sample of professors who are randomly selected from the above – mentioned universities. The researcher displays the study results as well as the findings and the necessary recommendations immediately following the data collection process. Finally, the study resulted into the following consequences:*

- 1. Among the most common challenges facing professors at both public and private universities as well as colleges are issues of poorly payments, transportation crisis, and the increasing prices of the major commodities.*
- 2. University professors' working conditions are far better at public sector compared to private sector for the following reasons: first, those working at public sector have self-career development and training opportunities. Second, most private sector institutions ignore any kind of expenditure on training programs.*

**KEY WORDS:** budget, increasing of wages, university professor, public sector, private sector

---

### INTRODUCTION

During the last three decades, Sudan has witnessed a huge expansion of tertiary level education followed by the establishment of numerous universities as well as colleges. The expansion has also included the foundation of several private colleges and universities as well. The huge project was

announced under what has been known as high education revolution. However, it appears as if the issue of teaching and learning quality has not taken seriously into consideration by those involved in that significant expansion. And that is why complaints were regularly heard regarding the poor infrastructure, lack of laboratories, and the worse working conditions in these universities. As part of the education system, teachers as well as university professors are expected to deliver learning, however, they also deserve appropriate treatment from the system. In developing countries, as stated by (Fry 2002, Sumra 2004), most policy discussion focuses on the deficiencies of teachers rather than taking into account their living and working conditions. The literature reviewed in this regard also showed that in terms of pay, respect and working conditions, the status of the teaching profession has globally declined over the past few decades (Hammett 2008, Dolton and Marcenaro-Gutierrez 2011, Keuren, Silova et al. 2015). Thus, teachers as well as university professors may leave the teaching profession within the severe economic deterioration in Sudan. Given, the dream of providing better education for their children, better health care, food on the table and dignified life to their families is still unattainable for the majority of university professors at both sectors (public and private). It also appears that the continuation of the precariousness of living conditions negatively impact their performance and the abandonment of the teaching post may continue unless the working conditions were improved. Despite the importance of wages rise based on the declaration of the 2020 budget in Sudan which includes the public sector at this extraordinary circumstance, however, university professors' working at private – sector are excluded. Therefore, it seems as if their suffering won't come to an end soon, with the continuing unjustified price of the fundamental needs. And of course, their suffering will negatively affect the entire process of the educational system in the country.

### **Statement of the problem**

The difficult working conditions facing the university professors in Sudan are clear to all and has resulted into only two possible alternatives, they either look for extra working hours or think about leaving the country. Professors' working conditions are extremely hard and the recent increase in salaries based on 2020 budget may not positively impact the current situation amid the continuous rise of inflation rates and the increasing prices of the fundamental needs. Within the continuous regression of the economy and the deterioration of the Sudanese pound against the foreign currencies, their suffering may continue too. Thus, unless decision makers participate effectively in enhancing transparency and accountability that go hand in hand with challenges behind the slow economic- development in Sudan, it seems as if professors will go for the only two alternatives mentioned ahead. And in the long run, their daily sufferings will negatively impact their teaching performance, particularly when their ultimate goals turn into fighting to survive, educate their children, and present laudable efforts to cover the insurance of the costly medical care system. Five universities ranging from public, private and central (based in Khartoum State) as well as regional (based in different peripheral regions of Sudan) have been selected for conducting the current study. The objective behind this diversified selection of these universities is based on the following evidences: first, the researcher endeavours to study problems concerning professors working in public universities as well as those working in private ones to identify the similarities and differences between the challenges facing both categories. Second, the study also attempts to determine how their working conditions are similar or dissimilar when the university is located in the multicultural cosmopolitan City of Khartoum which is characterized by the presence of many private and

governmental universities. Hence, the researcher believes that universities based in Khartoum state offer great opportunities of obtaining additional working hours as well as supervising the postgraduate and the undergraduate students. In the contrary, such opportunities are rarely available in the peripheral regions where often there is only one university with a branch of other central university (based in the capital city of Khartoum). A good example to illustrate this point is the existence of Nyala University which is located in South Darfur state, with the presence of a branch of Omdurman Islamic University, a public university located in Khartoum. Third, the researcher also attempts to compare the challenges encounter professors at public universities either in the central region represented in Khartoum state or the peripheral regions to compare them with challenges of those working at private universities which are represented in this study by both Sudan International University and Omdurman Ahlia University. The ultimate goal for such a comparison is to examine their attitudes towards the impact of the current wages rise on the overall performance of the university professors.

### **Study Questions**

1. What motivates a university professor for better performance today?
2. To what extent the recent increase of wages is satisfying?
3. To what extent working conditions are different when comparing the public sector with the private sector?
4. What are the most common challenges face the university professors at the both sectors?
5. What are some suggested solutions to overcome these challenges?

### **LITERATURE REVIEW**

When it comes to factors that impact teachers' performance very negatively, several studies determine issues such as low wages or salaries (Tehseen, & Hadi 2015; Mary, 2010; and Kuncoro & Dardiri, 2017). Additionally, there is a correlation between the performances of the qualified teachers with job satisfaction as found by (Khan et al., 2012). Unfortunately such a vital satisfaction seems unattainable for the university professors in Sudan particularly when we consider the current situation of the living cost accompanied with high prices of fundamental commodities. For instance, a report by the Sudanese Professionals Association (2018) shows that a family of five members spends (15218) Soudanese pound per month for only the fundamental needs expenses regardless the unseen expenses allied with social greetings and emergency calls. In details the following table illustrates the distribution of the expenses for a family of five members according to Sudanese Professionals Association.

Items	Cost per month in Sudanese pound	Remarks		
Housing	3000	Slum districts around the capital city Khartoum		
Foodstuff	5000			
Transportation	3500	Based on less than 25 SP per individual a day.		
Medicine	1000			
Cleaning materials	500			
Electricity power	150			
Garbage	68			
Education expenses	2000			
<b>Total</b>	<b><u>SP 15218</u></b>			

**Table 1:** source: Sudanese Professionals Association 2018.

The table displays the distribution of the basic needs expenses for a family of five members, but what makes it difficult for some professors is the problem of housing particularly for those who decides to live in the capital city of Khartoum. The luckiest ones need to pay almost SP 3000 to rent an ordinary house in the Slum districts around the capital city. Whereas satisfaction is found to have a positive impact on teachers' job performance, dissatisfaction on the other hand, negatively reflects on their overall performance (Afshar & Doosti, 2016). Furthermore, despite the fact that little is known concerning specific attributes of effective teachers, however, numerous studies confirmed the existence of a strong connection between students learning performance with factors such as teachers' subject and pedagogical content knowledge (Hill, Rowan et al. 2005, Baumert, Kunter et al. 2010). Factors such as pedagogical interventions, teacher training and improve accountability which are directly related to teachers or delivered via teachers are also listed among the most effective interventions that improve learning (Kremer, Brannen et al. 2013, Snilstveit, Stevenson et al. 2015, Evans and Popova 2016). In reviewing the teachers' roles in general, global evidence has shown that they can make a substantial difference to students' test scores and long-term outcomes

including college attendance and wage incomes (SIMCE 2009, Hanushek and Rivkin 2010, Chetty, Friedman et al. 2014, Araujo, Carneiro et al. 2016).

Given, a vast literature review proofs the correlation between the improvements of the working conditions with the overall improvement of the teaching performance. In other words, we can say that the impact of better working conditions is simply reflecting in teachers' performance, changing some of them into better teachers, and enable them to deliver more effective learning. Reflecting on the case studies of Ecuador and India respectively, the literature review displays that better teachers impact positive on improving learning conditions, moving from a 10th percentile teacher to a 90th percentile teacher would increase learning by from 0.2 standard deviation in Ecuador to 0.9 standard deviation in India (Bau and Das 2017, Buhl-Wiggers, Kerwin et al. 2017), the equivalent of between 4.7 and 6.8 years of business-as usual schooling (Evans and Yuan 2017).

Improvement of the wide-ranging learning environment facilitate the work of the university professor and also add a great value to students regardless their levels of education. For instance, it is found that a high – quality classroom practices that cannot be substituted by advanced technology directly impact students positively (Berlinski; and Busso 2015, Araujo, Carneiro et al. 2016). That is why (UNESCO; 2013) has been repeatedly demanding the improvement of teacher quality since it correlates with the leaners general improving. Accordingly, it is reported that when children complete primary schools they still lack basic reading and numeracy skills in low middle-income countries (UNESCO 2014). Moreover, some other contributing factors that result into challenges of learning and situation of learning crisis are also reported by (UNESCO 2014).

For example, factors such as high absenteeism, little instructional time and the insufficient mastery of curricula that characterize a big share of the teaching force in developing countries are regularly contributing to the existing challenges (Bold, Filmer et al. 2017). Thus, tackling this global learning crisis requires an overall improvement of teacher – quality. On the basis of the results of nationally representative surveys from 7 Sub-Saharan African countries, (Bold, Filmer et al. 2017) found that students only received half scheduled teaching time per day and this situation implied inadequate teaching. Moreover, it is also found that more than 80% of public education expenditure in developing countries is a direct constitution of teacher salaries (UIS 2017). As stated by the International Labour Organization, in convention no.131 licensed in 1970 which endorsed by Sudan before passing the minimum wages agreement in 1974, determining the minimum wages is seen as a fundamental right for labours and professionals.

In fact, the aim of the legislation was not only addressing the minimum wages, but also aim at protecting those labours with low and unequal wages. The minimum wage in Sudan was SP 425 per month as result of recent increase of the late (2012) and the good news is that the (2020) budget declares 100% increasing of wages for the entire public sector. When the new application of the (2012) minimum wages increase started in 2013, the literature shows that the official exchange rate by the central bank of Sudan was equal to 96 dollars. The wages continue regardless the huge recession that hits the country's economy during the last decades. Table 2: The current wages situation: source: Sudanese Professionals Association 2018.

<b>Civil service grades</b>	<b>Basic salary in Sudanese pound</b>
First (Private)	1876
Second (Private)	1793
First	1534
Second	1438
Third	1317
Forth	1209
Fifth	1111
Sixth	1024
Seventh	964
Eighth	873
Ninth	753
Tenth	713

The above salary structure was established in 2013 and regardless its tremendous weakness as well as its failure to meet the ambitions of the labours and professionals, the exchange rate itself has dramatically risen. For example, in 2013 the exchange rate of the US dollars to the Sudanese pound was (SP) 8020 as officially stated by the Federal Bank of Sudan and 4040 for nonofficial market (Black market). This simply meant that the basic salary for the tenth civil service grade was US 162 dollars according to the federal bank rate and US 86 according to the nonofficial market. In the contrary, the salary for the first-grade rate is 348 to 187 dollars according to the federal bank and the nonofficial market respectively. The divergence of the exchange rate is undoubtedly complicating the living cost for the university professors. In a study conducted by another component body of the Sudanese Professionals Association known as Teachers' committee has determined the living cost for a family of five members. It is found that a family of five members live at SP 14704 despite the fact that the study excluded communication, entertainment and social contributions costs.

During the same period of time the living cost has been determined as SP 9800 for the family of five members by Supreme Council of wages. The council is a governmental body concerns with the policy of wages in the state's sectors to harmonized the average per capita income and the living

conductions in terms of life demands and price increases. Later the same council has resulted new figures concerning the living cost at SP 5800 after a careful examination of price for various foodstuffs. Despite the figures and reports presented by the council to the public as well as to the mass media, however, no actions have taking seriously for the application processes. It is also claimed that teachers are supposed to be wasting limited resources particularly when student performance is poor. For instance, (Muralidharan 2016) states that during unannounced school visits conducted in India the visit resulted into the fact that 23% of teachers were absent. These absentees are unfortunately associated with a cost of \$1.5 billion per year.

The motivation of humans in general is found it correlates with some basic needs, for instance, Maslow (1943) states that the arrangement of human needs is a pre-potency hierarchy, where each need rests on the satisfaction of the prior. Thus, the satisfaction of physiological, safety needs, to belongingness, esteem and self-actualization needs depends on each other. Moreover, no need is isolated but related to the state of satisfaction or dissatisfaction of other needs.

Given, university professors and teachers in general deserve an ideal working conditions to do their jobs effectively. Studies in general show that there are factors which positively or negatively influence their performance and may resulted into either an ultimate success or failure. According to the Herzberg's there are two-factory theory of job satisfaction, for instance, some motivators associated with their jobs can positively affect the teachers' performance. Motivators such as challenging work, recognition, sense of importance are found to have a positive impact on teachers' performance. On the contrary, factors such as job security, salary, working conditions and benefits can negatively influence their performance (Herzberg 1959).

The literature review also displays that motivation cannot be ordered hierarchically or substituted one for another simply because each drive that motivates employees is independent (Chung 2011). Consequently, it seems useless to focus on improving only a single motivator and ignore other vital ones since such an improvement may not enhance the overall working performance of the teachers. Studies from both developing and developed countries proof that the relation between that teacher motivation and job satisfaction is to some extent confusing. Such relations may not fit perfectly in the traditional employee motivation theories. It is found that belongingness is more valued by teachers concerning job satisfaction when compared to payment (Gawel 1997, Evans and Olumide-Aluko 2010, Skaalvik and Skaalvik 2011). Additionally, (Berry, Smylie et al. 2008, Ladd 2011) state that improving the teachers' working conditions is extremely important simply because it impacts the effectiveness of teaching directly. This is true when we consider the privacy of jobs descriptions. For instance, unlike other professions, teachers spend most of their professional time with students, isolated from other adults and face qualitative and subjective judgements of effectiveness (Barnabé and Burns 1994). According to a study conducted in Mauritius, (Keshwar Seebaluck and Devi Seegum 2013) found that among the most effective factors empowered and motivated teachers were primarily the ability to communicate with pupils and impart knowledge. Secondly, sense of accomplishment and pride they get from successful student performance. On the basis of a study conducted in in Ghana where a sample of 178 high school teachers were participated. Furthermore, working conditions are found as the second most important factor of motivation following salary. Other factors including future pension, incentives, opportunities for growth and

recognition of work performance were also stated (Seniwoliba 2013). However, the literature review also shows that a high rate of teacher attrition is seen as worsened worldwide according to reports from Zambia, China, Uganda, and many other countries (Hong 2010, Skaalvik and Skaalvik 2011, World Bank 2014). In figures, several studies pointed out that in Zambia, for instance, the teacher attrition rate is hovering around 11 percent, despite two major increases in teacher salaries, and the reason for this attrition is unknown according to the government (Saeki, Hong et al. 2015). On other hand, similar a study conducted in Jilin China, revealed that teachers report low job satisfaction. And 40.4% of them, were probably or certainly would leave the teaching profession for another occupation if the opportunity arose (Liu and Onwuegbuzie 2012). Likewise, a report by the (Ministry of Education and Sports 2013) in Uganda, showed that only half of teachers were somehow or very satisfied with their jobs, such realities are not uncommon in Sub-Saharan Africa. While policy discussion focuses on the deficiencies of teachers, very little takes into account of teachers' living and working conditions in developing countries (Fry 2002, Sumra 2004).

## RESEARCH METHODOLOGY

The researcher accumulates the required data for the current study via a quantitative data collection method. Essentially the researcher interviews five professors representing the following universities in Sudan: 1) Al-Neelain University, a public university based in Khartoum State. 2) Bahri university, a public university based in Khartoum State. 3) Nyala University, a public university based in South Darfur State. 4) Sudan International university, a private university based in Khartoum State. 5) Omdurman Ahlia University, a private university based in Khartoum State. The aim of the interview questions is to summarise the most difficulties facing a university professor in Sudan and to suggest some solutions to overcome such challenges.

## SUMMARY AND FINDINGS

To review the most important results based on responses of the study subjects, the researcher provides the study questions once more in this section. According to the first study subject from Al-Neelain University, a public university based in Khartoum State, working conditions should be improved to meet the necessary needs for the most university professors. The following are the findings on the basis of the first study subject.

### **1. What motivates a university professor for better performance today?**

The university professor has a vital role to play in the field of education, but it seems difficult to attain such dynamic roles under the current circumstances in Sudan. Most professors have to take overload of teaching hours in their working departments to deal with the current situation. And without extra working hours they won't develop self-career, perform better or even stay a life nowadays. Additionally, they have to supervise more postgraduate students enrolled at both Master and Ph.d programs. They also need to teach crash courses in several universities in order to diversify and increase their income resources.

### **2. To what extent the recent increase of wages is satisfying?**

The recent increase in salary does not satisfy the ambitious of anybody unless decision makers managed to totally control the phenomena of the black market and prevent individuals from the greediness of traders as well as brokers via taking strict measures against them.



**3. To what extent working conditions are different when comparing the public sector with the private sector?**

Those working at private sector have neither pension nor after service benefits. Furthermore, they don't have travel tickets allowance as well, thus, professors working in the public sector have much benefits including the above – mentioned advantages.

**4. What are the most common challenges face the university professors at the both sectors?**

The most common challenges facing university professors in both sectors are poorly payments, transportation crisis, unjustified price increase of the fundamental commodities, and the disrespect of the students.

**5. What are some suggested solutions to overcome these challenges?**

To overcome these challenges, strict measures must be taken seriously by decision makers to reduce the occurrence of the negative phenomena represented in brokerage and the black market predominantly in vital commodities.

The following responses are stated by the second study subject from Bahri University, a Public University based in Khartoum State.

**1. What motivates a university professor for better performance today?**

Teaching is a noble career and university professors only need to develop their teaching capabilities to get the job done effectively.

**2. To what extent the recent increase of wages is satisfying?**

The recent increase doesn't bring the necessary satisfaction for the majority of the professors, nevertheless, it can assist them to confront the difficult circumstances.

**3. To what extent working conditions are different when comparing the public sector with the private sector?**

In general, working conditions in private sector are better particularly when it comes to the ideal environment and the decent payments.

**4. What are the most common challenges face the university professors at the both sectors?**

Inadequate financial returns which seem insufficient to meet the cost of a dignified life, challenges of securing appropriate means of transportation as well as difficulties of achieving some personal necessities.

a. Developing the capabilities of the staff members.

b. The poor working environment in most universities.

c. The unbalanced rate of working hours compared to the global rates.

**5. What are some suggested solutions to overcome these challenges?**

a. Increasing the financial returns to improve the staff members' overall working conditions.

b. Universities should establish training programs to improve the staff members' self-directed career.

c. Improving the working environment and upgrading it to outreach the international standards.

As stated by the third study subject representing Nyala University, the following responses display the viewpoint of the participant concerning the study questions.

In fact, nothing motivates the university professors to perform well in Sudan except their conscience that urges them to support students despite the fact that they have no adequate time to contact them. They are always busy simply because they have to teach several courses at private universities and institutes to secure their basic needs.

2- Increasing wages may not positively influence professors working conditions, if the Sudanese pound doesn't recover against foreign currencies. And such recoveries solely depend on the export of the country's production, but unfortunately till now we have nothing.

3- Of course, the working conditions in private universities are better than the public sector simply because decision makers have neglected the vital role of the education quality during the last decades and spent more money on war related issues rather than improving the overall educational system.

4- There are many challenges to be listed, among which are the poor working conditions, teaching large classes, lack of electrical power, poorly wages, and lack of transportation as well as oil shortages.

5- There is only one solution to get out of this problem; we must reform the economy. When the economy deteriorates in any country, everything deteriorates

The following responses are reported by the fourth study subject from Omdurman Ahlia university, a private university based in Khartoum State.

**1. What motivates a university professor for better performance today?**

Satisfying their basic needs which correlates with having the dream of decent salaries comes true.

**2. To what extent the recent increase of wages is satisfying?**

There is nothing confirmed till now, the increase of wages is still under process, and to the best of my knowledge those working in private sector are not included.

**3. To what extent working conditions are different when comparing the public sector with the private sector?**

The working conditions of professors in public sector are far better than their peers at private sector for numerous reasons. First, university professors working at public sector have great training opportunities which is included in the budget whereas most private sector educational institutions do not provide training expenses for self – career and development of their staff members. Second, those working at public sector are financially supported and encourage to attend international conferences, on the other hand, professors working in private sector participate in such conferences individually and they have to bear the expenses. In terms of credit hours, public sector has a unified system of credit hours, whereas in private sector there is a variation in applying the system from institution to another.

**4. What are the most common challenges face the university professors at the both sectors?**

Payments!

**5. What are some suggested solutions to overcome these challenges?**

Decent payments

Concerning the fourth study subject representing Sudan International University, a private University based in Khartoum State, the recent increase of wages may to somehow fulfils at least the basic needs of the university professor. Thus, it appears reasonable to say that something is better than nothing as the saying goes.

1. It fulfils the basic needs and maintains the stability for professors who have been forced to keep looking for extra working hours so as to secure a dignified life for their family members.
2. According to the exchange rate of the national currency (Sudanese pound) against the U.S. dollars compounded by a black market, the current increase of wages won't cover all the necessities.
3. Public sector provides the basic facilities and services, since such advantages are controlled and managed by the government; this situation facilitates the mission of the university professors and motivate them towards better performance. Moreover, professors working in public sector have great opportunities for self-developing career simply because various training programs are always funded by the ministry of high education whether they are conducted internally or abroad. In contrast, private sector institutions are more focusing on making returns, thus, they rarely organize training programs for the career development of their staff members, and we can say that those working in private sector have to bear the expenses whenever they plan to take such training courses.
4. Some suggested solutions to overcome the main difficulties.
  - To attain the daily life's needs.
  - Inadequate payment and salaries.
  - Lack of research funding.
5. Finally, Better payment is crucial than ever in daily life, and by so doing other needs can easily be fulfilled.

To sum up this section, the researcher has conducted a face to face conversation with one of the study subjects. The conversation attempted to determine the differences regarding professors working conditions in the capital city of Khartoum compared to other several universities based in the peripheral regions. Accordingly, the study subject states that the university professors recover their income via two ways: first, through teaching intensive courses to post graduate as well undergraduate students; mostly at public or private universities based in the capital city of Khartoum. Additionally, the majority working in universities around Khartoum state regularly conduct sabbatical leave towards the local universities grounded at the cosmopolitan cities in several peripheral regions across the country. For example, they go and stay there for few days during which they cover courses that supposed to be taught through the whole semester before heading back to their work areas. Some of the cons associated with such crash course teaching methodology is that it may impact the learners' progress since students have to take such intensive courses in a short period of time instead of taking them throughout the whole semester. Regardless the pressure at their schedules and the laudable efforts they present to cover these courses, it seems logical to say that university professors rise their income sources at the expense of the quality of the education provided to students via adapting such approaches. Secondly, professors also raise their income via supervising postgraduate students enrolled at both master and Ph.D. programs. Given, several post graduate projects are regularly conducted throughout the year by numerous universities where national and international students registered at the suggested programs and that is why professors have great opportunities to supervise them. To conclude this section, we can say that the existence of several universities in the capital city of Khartoum may enhance the university professors' opportunity and may also provide them the advantages of constant cooperation with numerous universities during the whole academic year. This preference definitely increases their income sources, however, when we consider the standard of the living costs in the capital city, we can simply say that the unjustified prices of the fundamental needs make it harder for the majority to deal with

such situations. On the other hand, professors working in the peripheral regions rarely have opportunities to diversify their incomes compared to their peers working in the capital city of Khartoum. They hardly have additional working hours since the rural areas in Sudan are associated with the presence of a few universities and colleges as well. Yet, what is evident is that these peripheral regions are identified as production zones and known for their abundance of agricultural and animal products. Therefore, living costs are normally less expensive than living in the capital city of Khartoum. Concerning working conditions in general, the majority of the study subjects believe that professors working in private sector have more advantages compared to their folks at private sector.

## RECOMMENDATIONS

1. Raising of wages.
2. Effective and sustainable teacher – training programs.
3. Raising of research funding.
4. Improving and upgrading the working environment to outreach the international standards.
5. Reforming the overall macroeconomic system.

## CONCLUSION

To sum up, the researcher strongly believes that the present increase in wages based on the declaration of the (2020) budget may not positively impact the working conditions of the university professors amid the continuous rise of inflation rates and the increasing prices of the fundamental needs. Therefore, it seems as if the dream of providing better education for their children, better health care, food on the table and dignified life to their families is still unattainable for the majority at both sectors (public and private). Additionally, university professors' working conditions may worsen within the continuous regression of the economy and the deterioration of the Sudanese pound against the foreign currencies.

## References

- Afshar, H., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97-115.
- Araujo, M. C., P. Carneiro, Y. Cruz-Aguayo and N. Schady (2016). "Teacher quality and learning outcomes in kindergarten." *The Quarterly Journal of Economics* 131(3): 1415-1453.
- Barnabé, C. and M. Burns (1994). "Teachers' job characteristics and motivation." *Educational Research* 36(2): 171-185.
- Baumert, J., M. Kunter, W. Blum, M. Brunner, T. Voss, A. Jordan, U. Klusmann, S. Krauss, M. Neubrand and Y.-M. Tsai (2010). "Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress." *American educational research journal* 47(1): 133-180.
- Bau, N. and J. Das (2017). "The misallocation of pay and productivity in the public sector: Evidence from the labor market for teachers."

- Buhl-Wiggers, J., J. T. Kerwin, J. A. Smith and R. Thornton (2017). The impact of teacher effectiveness on student learning in Africa. RISE Annual Conference 2017.
- Berlinski, S. and M. Busso (2015). "Challenges in Educational Reform: An Experiment on Active Learning in Mathematics." Working paper.
- Berry, B., M. Smylie and E. Fuller (2008). "Understanding teacher working conditions: A review and look to the future." Report prepared for the Spencer Foundation. Hillsborough, NC: Center for Teaching Quality.
- Bold, T., D. Filmer, G. Martin, E. Molina, C. Rockmore, B. Stacy, J. Svensson and W. Wane (2017). "What Do Teachers Know and Do? Does It Matter? Evidence from Primary Schools in Africa." WDR 2018 Background Paper, The World Bank.
- Chetty, R., J. N. Friedman and J. E. Rockoff (2014). "Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood." *American Economic Review* 104(9): 2633-2679.
- Chung, J. (2011). "Employee Motivation A Powerful New Model."
- Dolton, P. and O. Marcenaro-Gutierrez (2011). 2013 global teacher status index, Varkey Foundation.
- Fry, L. (2002). What makes teachers tick?: a policy research report on teachers' motivation in developing countries, Voluntary Services Overseas London.
- Gawel, J. E. (1997). "Herzberg's theory of motivation and Maslow's hierarchy of needs." *Practical Assessment, Research & Evaluation* 5(11): 3.
- Hammett, D. (2008). "Disrespecting teacher: The decline in social standing of teachers in Cape Town, South Africa." *International Journal of Educational Development* 28(3): 340-347.
- Hanushek, E. A. (2007). "The single salary schedule and other issues of teacher pay." *Peabody Journal of Education* 82(4): 574-586.
- Hanushek, E. A. and S. G. Rivkin (2010). "Generalizations about using value-added measures of teacher quality." *American Economic Review* 100(2): 267-271.
- Hill, H. C., B. Rowan and D. L. Ball (2005). "Effects of teachers' mathematical knowledge for teaching on student achievement." *American educational research journal* 42(2): 371-406.
- Keuren, C. H.-V., I. Silova and S. McAllister (2015). "The Evolution of the Status of the Teaching Profession (2000-2015) and the Impact on the Quality of Education in Developing Countries: Three Case Studies." Background paper prepared for the Education for All Global Monitoring Report 2015.
- Keshwar Seebaluck, A. and T. Devi Seegum (2013). "Motivation among public primary school teachers in Mauritius." *International Journal of Educational Management* 27(4): 446-464.
- Khan, A., Shah, I., Khan, S., & Gul, S. (2012). Teachers' Stress, Performance & Resources The Moderating Effects of Resources on Stress & Performance. *International Review of Social Sciences and Humanities*, 2(2), 21-29.
- Kremer, M., C. Brannen and R. Glennerster (2013). "The challenge of education and learning in the developing world." *Science* 340(6130): 297-300.
- Kuncoro, T., & Dardiri, A. (2017). Teacher performance and work environment in the instructional process in vocational school. AIP Conference Proceedings 1887.
- Liu, S. and A. J. Onwuegbuzie (2012). "Chinese teachers' work stress and their turnover intention." *International Journal of Educational Research* 53: 160-170.
- Maslow, A. H. (1943). "A theory of human motivation." *Psychological review* 50(4): 370.

- Muralidharan, K. (2016). "A new approach to public sector hiring in india for improved service delivery." Working Paper.
- Rivkin, S. G., E. A. Hanushek and J. F. Kain (2005). "Teachers, Schools and Academic Achievement " *Econometrica* 73(2): 417-458.
- Saeki, H., S. Y. Hong, L. M. Gardner, S. Nomura, K. Kadiresan and S. Bashir (2015). *Education public expenditure review in Zambia (English)*. Washington, D.C. : World Bank Group
- SIMCE (2009). *Resultados Nacionales SIMCE 2008, Chile*.
- Skaalvik, E. M. and S. Skaalvik (2011). "Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion." *Teaching and teacher education* 27(6): 1029-1038.
- Snilstveit, B., J. Stevenson, D. Phillips, M. Vojtkova, E. Gallagher, T. Schmidt, H. Jobse, M. Geelen, M. G. Pastorello and et al. (2015). "Interventions for improving learning outcomes and access to education in low-and middle- income countries: A systematic review." *Systematic Review* 24, London: International Initiative for Impact Evaluation (3ie).
- Sudanese Professionals Association 2018: <https://www.alnilin.com/13095588.htm>
- Sumra, S. A. (2004). *The living and working conditions of teachers in Tanzania: A research report*, HakiElimu.
- Tehseen, S., & Hadi, N. (2015). *Factors Influencing Teachers' Performance and Retention*.
- UNESCO (2014). "Teaching and learning: achieving quality for all."
- UNESCO; (2013). *The Global Learning Crisis: Why every child deserves a quality education*
- World Bank (2014). *Albania - Public finance review (Vol. 2) : Improving the efficiency and quality of public spending (English)*. Public Expenditure Review (PER). Washington, DC: World Bank Group.
- World Bank (2014). *Lesotho - Public expenditure review . Public Expenditure Review (PER)*. . Washington DC ; World Bank Group.
- World Bank (2014). *Seychelles - Programmatic public expenditure review policy notes - health education and investment management (English)*. Public Expenditure Review (PER). . Washington, DC : World Bank Group.

### **Acknowledgments**

The researcher would like to thank the following colleagues for the tremendous work that resulted into conducting this study. Truly speaking, this study would not have been accomplished without the efforts of these dearest folks. First, their laudable efforts are represented in the effective contribution during the data collection stages. Second, they also provided tangible advice that enabled the researcher to cover the most important challenges associated with the university professors' working conditions at both public and the private sectors today. And finally, they reported the cream of the cream regarding the daily difficulties facing the most university Professors in Sudan. Accordingly, our deepest gratitude goes to: 1) Dr. Mustafa Mohamed Ali Abbakar, Bahri University 2) Dr. Bakheit Mustafa Mohamed Salih, Al-Neelain University 3) Dr. Abdel Aziz Omar Mohamed Tahir, Nyala University 4) Mr. Mohamed Khider Mohamed Sharafeldin, lecturer in English Language, Sudan International University 5) Dr. Mohamed Alhafiz Hisain, Omdurman Ahlia University.