ADDIS ABABA UNIVERSITY
SCHOOL OF GRDUATE STUDIES

AN ASSESSMENT OF TEACHERS' JOB SATISFACTION IN SELECTED TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES IN ADDIS ABABA



BY
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ACRONOMYS/ ABREVIATIONS

ESDP— Education Sector Development Program

ILO----- International Labor Organization

MOE--- Ministry Of Education

MoFED- Ministry of Finance and Economic Development

PASDEP- A Plan for Accelerated and Sustained Development to End Poverty

SDPRP— Sustainable Development and Poverty Reduction Program

TVET— Technical and vocational Education and Training

TLTQF- TVET Leaders' and Teachers' Qualification Framework

VSO— Voluntary Service Overseas

Abstract

The main purpose of this study was to examine the level of job satisfaction of TVET teachers, to identify the major internal and external factors that affect their job satisfaction and to recommend the possible strategies to be set to enhance the motivation and job satisfaction of teachers of TVET colleges in Addis Ababa. To conduct this study, descriptive survey method was employed. The study was conducted in four selected TVET colleges in Addis Ababa. Survey questionnaires and interview question items were prepared and used as data gathering instruments. The instruments were piloted before the major study was conducted. The major sources of the data to the study were TVET college teachers selected from the sample colleges (N=197), four deans and two deputy deans from the selected colleges and two leaders of Addis Ababa TVET agency. In selecting the sample colleges, purposive sampling technique was employed and to select the respondent teachers, stratified sampling method was used. The raw data collected from different sources were tabulated, organized and analyzed by using descriptive methods such as percentage and weighted mean. The results of the study revealed that the level of job satisfaction of the majority of TVET teachers was found to be low due to insufficient satisfying elements like low salary as compared to what teachers perceived to earn, poor working conditions without necessary instructional materials and educational technologies and facilities, low professional status and recognition, poor communications between teachers and their leaders and poor technological support from college leaders and supervisors. Thus, problems related to insufficient salary scale, poor work condition, poor communication between teachers and management and poor technical support from college leaders & supervisors need immediate improvement to enhance TVET teachers' job satisfaction and then to increase their commitment to their profession.

CHAPTER ONE

Introduction

This part deals with the Background of the study, Statement of the Problem, Objectives of the Study, Significance of the Study, Delimitations of the study, Limitations of the study, Definitions of key terms, and Organization of the study.

1.1 Background of the Study and research problem

Education is a universal practice done by all societies at all stages of social development. It plays a key role for the socio economic development of any society. For any nation, to promote development, quality education is a crucial prerequisite.

The increasing importance that nations now attach to Technical and Vocational Education and Training is reflected in the various poverty reduction strategies. One of the most important features of TVET is its orientation towards the world of work and emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are, therefore, well placed to train the skilled and entrepreneurial work force that the nation needs to create wealth and emerge out of poverty. To promote development and bring about change in Ethiopia, the expansion of the TVET sector is not a matter of choice. To fulfill this demand the Government of Ethiopia has carried out several activities to support and encourage regional states to engage in the provision of TVET.

With regard to this, MOE (2005:8) mentioned that

> Technical and Vocational Education Training (TVET) was the most neglected area in the history of the Ethiopian Education system. However, since 2000/01 an expansion of this subsector has been operational. The strategic thinking behind the expansion of the TVET sector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very

essential to the overall development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike the past, would be job creators rather than expecting jobs to be provided by the Government.

Just like in the rest of the world, the current Ethiopian economic growth and development also has required higher level of technical skills. The economic growth and the resulting significant change in the Ethiopian work place has seen more jobs created that require higher level vocational qualifications or skills today. Ethiopian development policies and strategies are geared towards poverty reduction. To ensure fundamental and sustainable development in the country, the government of Ethiopia has launched different programs like ESDP, PASDEP, etc.

According to MOE (2005:4), the main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education. Moreover, MoFED (2006:1) mentioned that, the PASDEP carries forward important strategic directions pursued under the sustainable development and poverty reduction program (SDPRP) related to infrastructure, human development, rural development, food security and capacity building.

Since from 1997\98, these programs are being implemented all over the country. As it is stated by MOE (2005:54), the Ethiopian Government priority areas in addressing SDPRP strategy are road, education, agriculture, & natural resources and health. These priority areas can't be successful without the availability of skilled human power at various levels. Hence, the objective of TVET is to produce the necessary skilled human power at junior and middle levels aligned to the specific requirements of these sectors and the corresponding labor market.

To ensure the successful implementation of all these programs, the provision of effective, competent, and dedicated TVET teachers is of vital importance. At the same time, due consideration should be given to enhance the competency and committement of TVET teachers. Without the supply of well qualified, committed and motivated TVET teachers, the country can't benefit fully from the implemented programs and strategies.

One of the constraints in the expansion of quality TVET system is the supply of competent and qualified teachers. Torsten Husen (1995:6063) stated that

> improving the technical /vocational content of education as major contributing elements to the solution of problems of national economic development and labor supply has proved difficult. Deficiencies in the provision means that the teacher who must operate the system may be called up on to perform miracles with minimum of tools and materials, to devise locally relevant adaptation of basic syllabuses, and to bridge the gaps between trainers, clients and employers and between the teaching of general education subjects and their applications in the world of work.

Supporting this idea, VSO Ethiopia (2009:8) suggested that "Teachers are integral to the success of education system. They are the gatekeepers of knowledge and learning and, as such, have a huge impact not only individuals and their aspirations but also on national development".

This reveals that TVET Teachers are also the key inputs in any TVET system. They can play many roles in changing the attitudes, emotions, character and confidence of their students. They are concerned with all aspects of students' physical, spiritual, emotional and cognitive development.

In general, teachers are in a strategic position to influence the social and personal development of students and the society at large. They are supposed to shoulder huge responsibility. Teaching needs devotion and dedication, then the teacher should be motivated and handled properly. It is impossible to expect optimum devotion and dedication from a dissatisfied teacher. Sharing this idea, Wayne et al. (1991:167) suggested that there is no substitute for effective teacher motivation. Neither regulation nor resources, neither technical innovation nor program reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behavior in ways that link education program requirements to student learning needs.

Despite the fact that teaching has a very crucial role in the overall socio economic development of any society, it is not given due attention as much as its relevance. In Ethiopia related studies have been very limited, even the focus of these limited studies was on teachers of general education. This implies that there is a need to study the problems of TVET teachers in the country. For Varity of reasons, it seems that the status of teaching is not as high as that of other professions owing to such factors as its size, the nature of relationships with clients and the teachers working situation. Thus, it is the intention of this study to assess the level of job satisfaction of TVET teachers, to identify factors which affect teachers' job satisfaction and to recommend possible solutions to be set to enhance their motivation.

1.2 statement of the problem

In the discussion so far an attempt was made to outline the role of teachers in the socio economic development of any nation. Ethiopia is among the poorest countries in the world. Unemployment and underemployment are pervasive problems in the country. With regard this MOE (2005:5) stated that about 85% of the population earns its living from rain-fed subsistence agriculture which constitutes 42.1% of GDP. The country is one of the poorest in the world with per capita income not exceeding 100 USD, and where about 44 % of the population lives below the poverty line.

To eradicate these problems and to bring about development throughout the country, the country should work to have diversified employment opportunities by expanding Technical and Vocational Education and Training. It can play an indispensable role for the speedy development of the country. It enables individuals and society to acquire knowledge, ability, skills and attitudes. With regard to this (MOE, 2006:10) mentioned that the overall objective of national, TVET strategy is "to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality, technical and vocational education and training, relevant to all sectors of the economy, at all levels to all people in need of skill development."

But the expansion of TVETs can't achieve the intended objective without the provision of satisfied, qualified and committed TVET teachers. In relation to this UNESCO (1973:11) stated that technical and vocational teachers are responsible not only for inculcating knowledge and skills but also, and most important, for preparing workers and technicians capable of contributing to the society which can use technology to serve the cause of humanity.

The key players in TVET initiative are teachers. The teachers that the TVET program needs are, of course, teachers who are quite familiar and well armed with both the theory and actual activities and operations of industries. TVET teachers, no doubt, are one of the most crucial

elements in this endeavor. They are the providers of tangible and higher level skills to job seekers. Without them it will be very difficult to think and/ or achieve the desired result of having competent future employees in various sectors (MOE, 2010:2).

Therefore, among the prerequisite needed to improve the quality of technical and vocational education in Ethiopia, the mobilization of teachers by providing them adequate motivation is of vital importance. For the successful attainment of the objective of education, the academic staff should be the first to be addressed with the provision of attractive and motivating job environment. It should be then believed that, in striving to fulfill the increasing demand of skilled manpower in Ethiopia, equal emphasis should also be given for the strengthening TVET Teachers' job satisfaction.

The professional and pedagogical competence of the TVET Teachers is crucial to the successful implementation of any TVET strategy. Governments should, therefore, make conscious efforts, not only to train but also to retainTVET teachers in the system. Technical Teachers may be suitably motivated through equitable remuneration packages and incentives schemes that may include government subvention and loan to teacher associations and special credit facilities for teachers to acquire cars, houses, etc.(Africa Union, 2007:48).

TVET teachers should be satisfied with their job. The satisfaction can make them become devoted and committed to their responsibility. They are the fundamental resources of any TVET program. Their responsibility needs strong dedication and commitment.

But teachers in Ethiopia seem dissatisfied of their job because of absence of different motivating factors. Few conducted researches in this area indicated that Ethiopian teachers are not in good work conditions. For instance, Gaynor (1997:29) stated that teachers generally tend to leave and be absent due to they are not satisfied with teaching profession. Studies from some African countries suggested that the status of teaching profession is declining due to poor conditions and lack of incentive and that many of teachers are focused on meeting their basic needs rather than delivering quality education.

Moreover, VSO Ethiopia (2009:28) mentioned that,

> of all the issues facing teachers in Ethiopia, inadequate pay is foremost in their mind. The issues come up as the most demotivating factor in questionnaires, focus groups and discussions. This is a perception shared by their friends and families who do not see teachers as being rewarded as per their qualifications. The view that "Teachers pay is not comparable to other professions and sectors" dominated all responses. Low pay in comparison with other professional groups is clearly a major cause of teachers' dissatisfactions.

The low status of teaching profession, most of the times, has to do with the low salary, poor teacher's conditions of service, absence of remuneration, discipline problem, lack of administrative support, work load in general. As it is mentioned in the research conducted by VSO Ethiopia,

> Some teachers study with purpose of getting themselves out of teaching, or at least out of schools and into a university or college. In a system where those who become a teacher are determined by school grades and not by choice, there is going to be a higher rate of attrition and desire to change their professions. This desire to get out of teaching relates to the way many teachers feel about the profession. For many, the relatively poor pay and low status mean that it is a job to be escaped from. A number of respondents referred to teaching as a 'bridge' job, something to do while they upgrade or change their qualifications so that they could enter a different occupation. The rapid expansion of higher education institutions has also encouraged teachers to apply for jobs there (VSO Ethiopia, 2009:47).

Supporting this idea, Aklilu Habtie (1967:24) suggested that if the loss of teachers continues unchecked, then the ministry of Education may end up as a store house where other agencies shop for qualified and experienced "goods". This may be indicating that the best teachers are leaving the profession, affected by one factor or another. With all these problems, it is impossible to expect quality education.

Though the problem being treated in this study is clear and crucial, previous studies in this area are very limited, especially the problems of TVET teachers are not investigated exhaustively. Therefore comprehensive investigation is required to examine and understand the various dimensions of these problems and come up with possible solutions.
As indicated by many scholars, it is true that, if teachers are less satisfied in their job, they will leave their profession or remain in it dissatisfied. Thus, conducting studies on this issue is timely. Hence, this study deals with the status of TVET teachers' job satisfaction.
It tries to identify the existing problems in job satisfaction and dissatisfactions in government-run TVET schools in Addis Ababa.

1.3 Objectives of the Study

The general objective of the study is to assess the extent of TEVT college teachers' job satisfaction and factors that may affect them.
The specific objectives of the study are

- To assess the level of teachers' job satisfaction in TVET colleges of Addis Ababa.
- To identify internal factors which negatively affect teachers' job satisfaction in TVET colleges in Addis Ababa.
- To identify the external factors which negatively affect TVET teachers' job satisfaction.
- To assess strategies put in place to improve teachers' job satisfaction in TVET colleges in Addis Ababa

To this end, the study attempts to investigate and seek answers to the following basic research questions.

1. What is the level of teachers' job satisfaction in TVET colleges of Addis Ababa?
2. What are the internal and external factors that affect teachers' job satisfaction in TVET colleges of Addis Ababa?
3. What strategies are in place to improve teachers' job satisfaction in TVET colleges of Addis Ababa?

1.4 Significance of the Study

The strength of the TVET system is the fundamental agenda for the socio economic development of Ethiopia. In order to achieve the expected objective of this sector, the commitment and dedication of TVET teachers is of vital importance. Therefore, significant and meaningful progress on the working environment of TVET teachers is critical for the successful realization of TVET.

This Study is intended to create awareness and bring the attention of all stakeholders on the problems of job satisfaction of TVET teachers.

Therefore, it

- enables TVET leaders to identify major factors that can influence teachers' job satisfaction and provide suggestions to MOE, Addis Ababa TVET Agency to help in the alleviation of problems faced in the teachers' job satisfaction.
- give clue on measures to be taken and strategies to be devised in an attempt to realize relatively good teachers' job satisfaction through improvement of the TVET system in Addis Ababa.
- help as a source of additional material for further study in this area.

1.5 Delimitations of the Study

It would be good if it were possible to conduct the study in all TVET schools in Addis Ababa by including varieties of internal and external factors of job satisfaction. But because of resource constrains like time and finance, the researcher has delimited the study to Public TVET colleges in Addis Ababa only. In Addis Ababa, there are six public TVET colleges. To manage the research work more effectively, the study further delimited it to four public TVET colleges. It was also more focused on the factors in and around the school settings.

It would be preferable if it were possible to evaluate the ideas of all stakeholders of the TVET system, but, because of the constraints mentioned above the researcher has farther delimited to gather the data from sample teachers, principals, and few officials of Addis Ababa TVET Agency.

1.6 Limitation of the Study.

The following factors created some inconveniences on the research during his conduct of the study. Addis Ababa TVET agency was established just before a year as an independent sector therefore; well organized data of teachers were not available. Any research requires adequate time, finance and material to undertake a successful study. The researcher has faced time constraints due to different responsibilities he had. Moreover, most of the respondents were not willing to fill in the questionnaires. The researcher has faced lack of cooperation of the respondents. Reluctance of some teachers to fill and return the questionnaires on time was evidenced. As a result, it was difficult to collect the questionnaires by the time set. However, by taking some more time and unreserved effort, it was possible to collect the distributed questionnaires. The researcher has visited and asked the respondents repeatedly to fill and return the papers. Despite all these limitations, the study was successfully managed and completed.

1.7 Definition of Key Terms

Job:- "is a collection of tasks that can be performed by a single employee that contributes to the production of some product or service provided by the organization" (Heneman, et.al, 1966: 101).

Job satisfaction: - The quality, state, or level of satisfaction which is result of various interests and attitudes of a person towards the job (Muchinsky, 1989:201).

Job dissatisfaction:-"A persons evaluation of his/her job and work contents. Employees become dissatisfied with their employment relationship, which motivates them to search for and join another organization with better conditions" (McShane and Glinow, 2000:37).

Job security:-"Employees want to feel economically secured. In return for his or her contribution to the organization, the employee expect that the organization will not discard him or her Without some strong reasons"(Rashid and Archer, 1983:60).

Motivation: - It refers to factors that activate, direct, and sustain goal-directed behavior (Jeffery S. Nevid, 2003:302).

1.8 Organization of the study

The study consists of five chapters. The first chapter deals with Background of the study, Statements of the problem, Objective of the study, Significance of the study, Delimitations of the study, Limitations of the study, Operational definitions of terms and Organization of the study. Chapter two provides the review of related literature. In chapter three the Research Methodology is briefly discussed. Chapter four deals with Presentation and Analysis of the data. And finally Summary, Conclusions and Recommendations are presented in the fifth chapter.

CHAPTER TWO

Review of Related Literature

2.1 Introduction

This chapter is an attempt to develop a conceptual framework for analyzing job satisfaction of teachers. Its purpose is to present a literature review through which readers can get an idea about the meaning of job satisfaction, factors which affect teachers job satisfaction and teachers work condition in Ethiopia. Several theories of job satisfaction are reviewed to serve as a conceptual framework of the study. It includes different theories of job satisfaction and theories of motivation. The process and the content theories of motivation are discussed.

2.2 Job satisfaction

The term job satisfaction has different definitions. The following two are some of them.

Robbins (2001:69) defines Job satisfaction as an individual's general attitude toward his/her job. According to him a person with high level of job satisfaction holds positive attitude toward the job, while a person who is dissatisfied with his/her job holds negative attitude about the job. Moreover, Muchinsky (1989:201) suggested that job satisfaction is the quality, state or level of satisfaction which is the result of various interests and attitudes of a person towards the job. One of the most important and widely studied work attitudes is job satisfaction. Job satisfaction represents a person's evaluation of his or her job and work context.

It is an appraisal of the perceived job characteristics and emotional experiences at Work. Satisfied employees have a favorable evaluation of their job, based on their observations and emotional experiences (Mc Shane, 2000:204).

In order for an organization to be successful, organizations must continuously ensure the satisfaction of their employees. An organization's productivity is determined by many factors. Employee's motivation and satisfaction are just two of these. They are very important ones for any organization. Motivation is the set of forces that cause people to behave in certain ways.

In most instances, employee performance is determined by three things: Motivation (the desire to do the job), ability (the capability to do the job), and the work environment (the tools, materials and information needed to the job). If employee lack ability, the manager knows what to do- either provide training or replace the worker. If there is an environmental problem, the manager again knows what to do- alter the environment to promote higher performance. If motivation is the problem, the task for the manager is more challenging. Individual behavior is a complex phenomenon, and the manager may be hard pressed to figure out the precise nature of the problem and how to solve it. Thus, motivation is important because of its significance as a determinant of performance and because of its intangible character (Griffin 1990:437).

All human behavior is directed to word certain goal and objectives. Such goal directed behavior revolves around the desire for need satisfaction. A need is a physiological, psychological or sociological want or desire. A need is "Satisfied" when it is fulfilled (Duening, 2004:307) .

Organizational behavior scholars have linked job satisfaction and dissatisfaction to many types of employee behavior. In relation to this Vecchio (1998:177) mentioned that highly satisfied workers have better physical and mental health records. Moreover, (Mc Shane, 2000:207) stated that employees with higher level of job dissatisfaction, particularly dissatisfaction with the work itself, are likely to quit their jobs, be absent from work, and experience mental or physical health problems. Joining a labor union and going on strike often results from dissatisfaction with pay or working conditions. Dissatisfied employees are also more likely to steal, deliberately sabotage company products and engage in acts of violence against their supervisor or co-workers

2.3 Theories of Motivation and Job Characteristics

Motivation refers to the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior. Motivated employees are willing to exert a particular level

of effort (intensity), for a certain amount of time (persistence), toward a particular goal (direction) (McShane, 2000:66).

Many theorists tried to come up with an explanation for why people feel the way they do in regards to their job and how they are motivated.

Griffin (1990:438) mentioned that motivation theory has evolved through three different eras:- the traditional approach, the human relations approach, and the human resource approach.

a. The traditional approach grew from the pioneering research of five people: Frederick W. Taylor (1856-1915), Frank Gilbereth(1868-1924), Lillian Gilbreth(1878-1972), Henery Gantt(1861-1919),and Harrington Emerson(1853-1931). Taylor played the dominant role. He suggested the use of incentive as pay system. He believed that managers knew more about the jobs being performed than the workers did, and he assumed that economic gain was the primary thing that motivated every one. Other assumptions of the traditional approach were the work is inherently unpleasant for most people and that the money they earn is more important to employees than the nature of the job they are performing. Hence, people could be expected to perform any kind of job if they were paid enough. Although the role of money as a motivating factor cannot be dismissed, proponents of the traditional approach took it to narrow a view of the role of monetary compensation and also failed to consider other motivational factors.

b. The human relation approach: this view proposed that workers respond primarily to the social context of the work place, including social conditioning, sentiments, and interpersonal situation at work (Griffin, 1990:439). Elton |Mayo and other human relation researchers found that the social contacts employees had at work were also important and that the boredom and representativeness of many tasks were themselves factors in reducing motivation. Mayo and others also believed that managers could motivate employees by acknowledging their social needs and by making them feel useful and important (Stoner, 1989:426).

c. The human resource approach; these theorists suggested that employees were motivated by many factors not only money or the desire for satisfaction, but also by the need for achievement and meaningful work. According to this approach management's task is to encourage participation and to create a work environment that makes full use of human resources available. In formal sense motivation is defined as "all those inner striving conditions described as needs, derives, desires, motives, and so forth. It is the inner states that activate moves" (Duening, 2004,307).

Basically the present day theories of motivation are categorized into content theories and process theories. The content theories of motivation attempt to identify what motivates employees in the workplace (eg advancement, self actualization, and growth). The process theories on the other hand, are more concerned with how motivation occurs; they explain the process of motivation. Masllow's need hierarchy theory and Herzeberg's motivation hygiene theory are cathagorized under content theory, where as the expectancy theory and equity theory are parts of process theory.

2.3.1 Maslow's need hierarchy theory

It is one of the best known content theories which explain why people have different needs at different times. Griffin (1990:440) mentioned the following." Maslow assumed that people are motivated to satisfy various needs and that these needs can be arranged in a hierarchy of importance." According to him, there are five need levels.

a. The physiological needs:- for such things as food, sex, and air represent basic issues of survival and biological functions.

b. The security needs: the needs for a secure physical and emotional environment. Example; the desire for adequate housing and clothing and the need to be free from worry about money and job security.

c. Belongingness needs: it is related to social process. They include the need for love and affection and the need to be accepted by one's peers.

d. Esteem needs:- comprise two different sets of needs, the need for a positive self image and self respect and the need for recognition and respect from others.

e. Self actualization needs: - these involve realizing one's potential for continued growth and individual development.

These needs are perhaps the most difficult for a manager to address. It can be argued that these needs must be met entirely from within the individual.

Maslow suggested that the five need categories constitute a hierarchy. Physiological needs are at the foundation of the hierarchy. He argued that behavior is primarily motivated by the lowest unsatisfied need at a time. As the person satisfies the lower level need, the next higher need in the hierarchy becomes the primary motivator. When satisfaction of physiological needs is achieved, they cease to act as primary motivational factor and the individual moves 'up' the hierarchy and becomes concerned with security needs. This process continues until the individual reaches the self actualization level.

Griffin (1990:441) stated that some researchers have found that five levels of needs are not always present and that the order of the level is not always the same as postulated by Maslow. In response to this and similar criticisms, Clayton Alderfer(1972) has proposed an alternative hierarchy of needs called the ERG theory of motivation.

2.3.2 The ERG theory of motivation

This theory collapses the needs hierarchy developed by Maslow into three levels. Existence needs:- correspond to the physiological and security needs of Maslow's hierarchy. Relatedness needs:- focus on how people relate to their social environment. In Maslow's hierarchy, they would encompass both the need to belong and the need to earn the esteem of others. Growth needs:- the highest level in Alderfer's schema, include the need for self esteem and self actualization. Although the ERG theory assumes that motivated behavior follows a hierarchy in somewhat the same fashion as suggested by Maslow, there are two important differences. First, the ERG theory suggests that more than one level of need can cause motivation at the same time. Second, unlike Maslow's model, ERG theory includes a

frustration regression process whereby those who are unable to satisfy a higher need become frustrated and regress back to the next lower level Griffin (1990:442).

2.3.3 Hertzberg's two factor theory

Frederic Herzberg's motivator- hygiene theory differs from Maslow's and Alderfer's need hierarchy models. Herzberg proposed that job satisfaction and job dissatisfaction came from two separate set of factors, which he called satisfiers (motivating factors) and dissatisfiers (hygiene factors). The satisfiers include achievement, recognition, responsibility and advancement. The satisfiers are related to the nature of work (the job content) and to rewards that result directly from performance of the work task (stoner, 1989:438).

According to Silver (1983:299) achievement, recognition, the work itself, responsibility, advancement, and possibility to growth are categorized under motivating factors and considered as satisfiers. Factors like salary, work condition, status, job security, inter personal relations and supervision are cathagorized under hygiene factors which are associated to feelings of dissatisfaction.

Ayalew (1991:146) mentioned that

> the motivators or satisfiers are equivalent to Maslow's higher level needs. These are the factors that motivate people to perform. The presence in a job factors such as job challenges is motivational; when these factors are absent, the level of satisfaction is reduced to the zero point. Absence of these factors is, however, not dissatisfying. The hygiene factors or dissatisfiers are similar to Maslow's lower level needs (physiological, security and social). They are essentially preventive factors that reduce dissatisfaction. In other words, hygiene factors, if absent in the job, lead to high level of dissatisfaction; if present, they create "Zero dissatisfaction"; or neutrality. By themselves hygiene factors do not motivate individuals to better performance. Scholars agreed that it has limitations.

According to Duening (2003, 316), three main criticisms have been directed.First,doubts have been raised about Hertzberg's methodology. (His use of the structured interview to

collect information). The method he used to measure motivation-hygiene factors determined the result. Second, some claim that two sets of job factors uncovered by Herzerg are not independent. Some individuals are motivated by salary, while other individuals are not at all motivated by advancement opportunities. Third, Herzberg proposed a theory of motivation based on the responses of engineers and accountants. This may not generalized to non professionals and less educated employs.

Despite some criticisms, Hertzberg's theory of motivation has stimulated discussions and further research in to motivation. It provides a unique perspective of employee motivation. School principals and other responsible bodies should be aware of this that there are different factors which can affect teacher's job satisfaction and job dissatisfaction.

2.3.4 The expectancy theory

It was developed by Victor H.Vroom, and it expands on the works of Maslow and Hertzberg. This theory views motivation as a process of governing choices. Thus, an individual who has a particular goal must practice a certain behavior to achieve it.

According to Duening (2004:317), in the expectancy motivation model, motivation, or the force to perform is defined as expectancy times, instrumentality times valence, or M= E x I x V. The theory proposes three determinates of motivation.

The expectancy that individual effort will result performance: - Employees generally are motivated to exert effort if they believe their effort will result in high performance.

The belief that performance will result in reward: - Employees are motivated if they believe performance will lead to desired rewards. The employee considers whether performance is instrumental in achieving rewards.

The valence of rewards: - Valence refers to an employees' preference for rewards he believes will result from performing well.

Expectancy theory predicts that motivation to work will be high in the following instances.

a. Expectancy is high- the employee feels that high performance can be attained.

b. Instrumentality is high – the employee associates high performance with a desired (positive valence) outcomes such as a merit pay increase

c. Valence is high- the employee has a high preference for a merit pay increase.

Empirical studies provide some support for the expectancy theory. However, many factors besides expectancy, instrumentality, and valence may influence the amount of effort expended on the job, and accurately measuring the factors in the expectancy theory is difficult. Is it really possible to have people report on their expectancies, instrumentalities, and valence? How can their answer be measured? Researches who have tested various portions of the expectancy model have not yet completely resolved these questions (Duening, 2004:319).

2.3.5 The Equity theory

Equity theory is based on the thesis that a major factor in job motivation, performance and satisfaction is the individual's evaluation of the equity or fairness of the reward received. Equity can be defined as a ratio between the individual's job inputs (such as effort or skill) and the job rewards (such as pay or promotion) compared with the rewards others are received for similar job inputs. Equity theory holds that as individual's motivation, performance, and satisfaction depends on- his or her subjective evaluation of the relationships between his or her effort /reward ratio of others in similar situation (Stoner, 1989:448).

Equity theory explains how people develop perceptions of fairness in the distribution and exchange of resources. It explains what employees are motivated to do when they feel inequitably treated.

Inputs include skill, effort, experience, and amount of time worked, performance results, and other employee contributions to the organization. Employees see their inputs as investments in to the exchange relationship. Outcomes are the things employees receive from the organization in exchange for the inputs, such as pay, promotions, recognition, or an office with a window. Both inputs and outcomes are weighted by their importance to the individual (Mc Shane, 2000:79).

According to this theory, people compare what they are being paid for their efforts with what other in similar situations receives for theirs. When they feel that inequity exists, a state of tension develops with them. People try to resolve this tension by appropriately adjusting their behavior. A worker, who perceives that he/she is being underpaid, for example, may try to reduce inequity by exerting less effort. Over paid workers, on the other hand (also in a state of tension through perceived inequity), may work harder.

In general the motivational theories stated so far are very important for managers to understand, since managers must channel people's motivation in order to achieve personal and organizational goals. The theories are concerned on identifying what factors motivate employees and how motivation occurs in the work place.

McShane (2000:66) suggests

> that motivation is one of the key ingredients in employee's performance and productivity. Even when people have clear objectives, the right skills, and a supportive work environment, they will not get the job done without sufficient motivation to achieve those work objectives. Motivation refers to the forces within a person that affect his/her direction, intensity, and persistence of voluntary behavior. Motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence) toward a particular goal (direction).

School systems as a very crucial for the socio economic development of the society should be managed properly. The effectiveness of school systems depends on the efforts exerted by school principals to influence the behavior of the human resource of the school towards the achievement of the goal of the organization (schools). The implication of these theories in teachers' attitude towards their profession (teaching) is that it helps the educational administrators to give due attention on teacher's work and to consider the teaching profession itself as a primary source of motivation. It can also increase their understanding in identifying what factors bring about motivation in teaching and how teachers are motivated.

2.4 Determinants of Job Satisfaction

Organizations effectiveness and success largely depends on the competence of their human resource. Therefore the motivation and job satisfaction of employees is a very crucial for the development of any organization. Productivity of employees is determined by many factors. Motivation and satisfaction are two of these. If morale is high, employees are satisfied and happy about their job, working conditions, pay and other aspects of employment situations and producing efficiently and effectively. On the other hand, if they believe morale is low, they assume that employees are dissatisfied with things in general the quality and quantity of production accordingly to the workers (Huneryager and Hechman, 1976:329).

Job satisfaction is a positive emotional sate resulting from evaluating ones job experience. Job dissatisfaction on the other hand occurs when ones expectations are not met. There are different sources of job satisfaction identified by different writers. Frederic Hertzberg theorized that employee satisfaction has two dimensions: The hygiene issues, such as salary and supervision which can decrease employees' dissatisfaction and the motivators such as recognition and achievement, make workers productive, creative and committed.

Arnold and Fledman (1986:86) stated that there are varieties of factors that bring job satisfaction or job dissatisfaction: pay, the work itself, promotion supervision, the work group and work condition are some of them.

Mullins (2007:227) mentioned that there is some doubt whether job satisfaction consists a single dimension or a number of separate dimensions. Some workers may satisfy with certain aspects of their work and dissatisfied with other aspects. Job satisfaction is itself a complex concept and difficult to measure objectively. The level of job satisfaction is affected by a wide range of variables relating to individual, social, cultural, organizational and environmental factors. These different factors all affect the job satisfaction of certain individual in a given set of circumstances but not necessarily in other.

As mentioned above, it is difficult to put the factors of job satisfaction in black and white. But many scholars believed that within any organization, among the elements of

organizational climate that one can influence directly are better incentives and benefits, safe and healthy environment and factors related with it. Within this conceptual framework, Type of leadership, Salary, Fringe benefits, Status, Working conditions, Nature of work, Relationship with others are some of the factors which are briefly discussed as follows.

2.4.1 Type of Leadership

In order for organizations to meet their objectives, the availability of material, financial and human resource is so essential. Among these resources, the human ones are very crucial. Because, without people organizations are not able to function at all. People are the life blood of any organization, the very oxygen which quickens it, and gives it vitality. Nothing is of more important to any organization than the people of which it is composed. Their skills and abilities will enrich it, their failings and weaknesses will deplete it (Warner and crosth waite, 1995:86).

Organizations must then Marshall their existing human resources effectively to get the direct output. What is expected form leader of an organization is to motivate his subordinates more efficiently. This is because, he/she can get the work done effectively and efficiently only if he/she properly motivates his subordinates. Leaders should adequately understand the issue of employee motivation and satisfaction. Leadership styles of leaders affect the job satisfaction of employees. Among other things leadership is believed to be a determining factor in the successful achievement of organizational goals.

Vecchio (1998:310) suggests that democratic leadership style may lead to greater employee satisfaction and higher quality output while autocratic leadership may lead to a greater quantity of output, accompanied by decrease quality and employee satisfaction.
Up to a point, high consideration for employee may be related to employee satisfaction and low consideration may lead to employee dissatisfaction.

Lack of appropriate leadership is one of the persistent problems in the educational development. The effectiveness of school systems depends on the efforts exerted by school principals to influence the behavior of the human resource towards the achievement of the

goal of the organization. Principals should call for active involvement and participation of all teaching staff in the overall management of school resources to promote effective teaching learning process.

According to Mc Shane (2000:321) employee involvement is an integral part of quality management, because quality is the responsibility of all employees in everything they do. School systems need to have knowledgeable and experienced leaders who among other things have the position and the know how to influence the behavior of school personnel.

School leaders can influence the emotional climate of their organizations and, in so doing, motivate staff and impact positively up on teachers' working lives. Therefore leadership style of leaders is one of the factors that can influence the motivation and job satisfaction of teachers. How teachers are managed and supported is a fundamental importance to teachers' moral and performance.

2.4.2 Salary

Organizations are primarily established for the provision of services to the society. To come up with their intended mission, the use of human, mental and manual labor is the first and foremost prerequisite. For such expanded labor, they usually invest certain amount of money as a payment for the employees. The payment made is known as wages or salaries. Wages and salaries are very important factors for both the organization and the employee.

Flippo (1988:281) mentioned that " wages and salaries are important to the organization, on one hand, because they constitute the greatest single coast of doing business, and they are important to the employees, on the other hand, because the pay check is the sole means of economic survival and one of the most influential factors in determining status in society."

To maintain the growth and development of both the organization and the employees, the introduction of valid and acceptable payment system is inevitable. If such condition is not perceived in the organization, the effect might not be pleasing for both. In most cases, dissatisfaction of employees emanates from such perceptions that lead to absenteeism and

turn- over which is as well costly to the organization. It invites deterioration of the quality of organizational service.

A sound systematic, consistent system of compensation will do much to promote equity and satisfaction provided that such a system is understood and reasonably accepted by most employees (Flippo, 1988:305). According to Hertzberg's two factors theory, salary is categorized under hygiene factor which is not a satisfier. But the absence of this brings about the feeling of dissatisfaction. If individuals believe they are not compensated well, they will be unhappy in their work. Though salary is not a motivator for employees, it can decrease dissatisfaction. Once the hygienes are addressed, said Hertzberg, the motivators will promote job satisfaction and encourage production.

Different studies indicate that teachers' salary is relatively low as compared with other professions. Torsten Husen(1995:6226) stated that

> the major barrier to enhanced status stems from the fact that teaching is by far the largest profession. Because the profession is so large, the total salary bill is high and thus individual salaries are depressed below those obtained in other professions. Moreover, because large numbers of teachers have constantly to be recruited, the status- best owing characteristics of those recruited to the major professions. The most important of these characteristics are social class background, gender and academic achievement.

2.4.3 Fringe benefits

Job satisfaction of employees can be increased through various benefit programs, such as flexible working hours, retirement plans, profit sharing career development programs, health care options, provision of housing, etc. Stoner (1989:441) mentioned that the overall personnel policies of the organization, its method of rewarding individual employees, and the organization's culture all translate into organizational actions that influence and motivate workers. Personnel policies, such as wage scales and employee benefits (vacations, pensions, and the like), generally have little impact on individual performance. But these policies do

affect the desire of employees to remain with or leave the organization and its ability to attract new employees.

Motivating teachers through different incentive programs is a matter of concern regardless of countries level of development. To promote teachers performance countries should provide different competitive fringe benefits. Tatto (1997:142) mentioned that

> the perspective most often found in the literature on teacher policy and administration, relates to the needs of government (as teacher employers) with respect to recruitment, teacher education, deployment, and retention issues. On the other hand, teacher needs, such as need for sufficient economic rewards. (to cover actual and opportunity costs), the need for supporting structures that will facilitate teachers' success, the need for adequate professional preparation and continued opportunities to develop professionally and the need to achieve and maintain an adequate social life and social standing in the community need to be taken into consideration in developing teacher policy.

2.4.4 Status

Status of teachers is a crucial factor for improving teachers' job satisfaction. Supporting this idea, Aggarwal (1996:459) has mentioned that, the status of teachers has had a direct bearing on the quality of education and many of ills of the latter can be ascribed to the different manner in which society has looked up on the teacher and the manner in which many teachers have performed their function.

Moreover, ILO (1990; 36) stated that teachers must have a status, which corresponds to their key role in the advance of education and to the importance of their contribution to the development of the individual and of society as a whole.

The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives, it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for all full realization of the aims and objectives (ILO ,1991: 77).

Historically, teaching was a highly regarded profession. In Korea, for example, teachers received the same honor as the king and as parents. This is not the case in most developing countries today; the status of teachers is low and has declined considerably in the past two decades. The low status manifested in low salaries, poor working conditions and uncertain career paths means that more competent students do not become teachers (Lockheed, 1991; 92).

2.4.5 Working conditions

Favorable working condition is one of the most important motivating factors of employees. With regard to this, Robbins (2001:82), stated that "Employees are concerned with their work environment for both personal comfort and facilitating on doing a good job. Studies demonstrate that employees prefer physical surroundings that are not dangerous or uncomfortable. Additionally, most employees prefer working close to home, in clean and relatively modern facilities and with adequate tools and equipments."

The environment teachers work in has a direct effect in their motivation and job satisfaction. Teachers' mental image of working conditions can be great incentive or inhibitor for their motivation. To provide high quality education, schools must attract and retain strong and effective teachers. Due to some reasons developing countries do not possess the necessary resources to create the ideal environment which teachers can give of their best.
In some counties, working conditions such as class- size, insufficient or defective amenities and equipment, inappropriateness in teaching assignment, volume of non teaching assignments and serious disadvantages attached to teaching in deprived areas are some of the worst problems besetting teachers to day (ILO, 1991:101).

World Bank (1998: 40) declared that in developing countries adequate facilities, equipments, and curriculum resources which are in short supply may be cited among the basic necessities for teaching. Moreover, ILO (1991: 101) mentioned that developing countries for financial and demographic reasons do not possess resources to create the ideal environment in which

teachers can give of their best. Therefore, schools should try to create appropriate work condition to exploited maximum effort of their teachers.

2.4.6 Nature of work

According to Hertzberg's two factor theories, the work itself i.e. the nature of task to be carried out on the job is one of the motivating factors that can bring about motivation and satisfaction of employees. The nature of work is then, very important factor to motivation of employees. Some individuals are attracted to teaching by the nature of the job. They believed that they want to be a teacher because teaching is a knowledge work and helping people to understand their surroundings.

To elaborate this idea, VSO Ethiopia (2009:18) stated that "Many teachers identified positive reasons for entering education they felt their role was important and enjoyed teaching and seeing children develop. There was also an extremely strong response about the positive aspect of teaching; passing on knowledge simply for the enjoyment of teaching students and also for the opportunities it gave individuals for self development."

2.4.7 Relationship with others

Good working relationship among staff, colleagues and supervisors are essential to healthy work environment. Many individuals' social need could be satisfied through their favorable interaction with both coworkers and managers at work. Robbins (2001:82) suggests that, for most employees, work also fills the need for social interaction. Not surprisingly, therefore, having friendly and supportive co-workers leads to increased job satisfaction. The behavior of one's boss also is a major determinant of satisfaction. Studies generally find that employee satisfaction is increased when the immediate supervisor is understanding and friendly, offers praise for good performance, listens to employee opinions and show a personal interest in them. In relation to this, Stoner (1989:441) stated that the immediate work environment includes attitudes and actions of peer and supervisors and the "climate" they create. Numerous studies have found that peer groups in the work situation can have an enormous influence on people's motivation and performance. Most people desire the friendship and approval of peers and will behave in accordance with the norms and values of the peer group.

Teachers spend most of their day with young people and they have opportunities to talk with colleagues. Social influence from colleagues can be an important determinate of teachers job satisfaction because colleagues are usually around often have similar type of jobs and often have certain things in common.

2.5 Relationship between job satisfaction and personal variables

Personal variables such as age, socio economic status, amount of education, teaching experience etc have direct relationships with job satisfaction. Robbins (2001:35) mentioned that,

> concerning the relationship between age and satisfaction, the evidence is mixed. Most studies indicate a positive association between age and satisfaction, at least up to age 60. Other studies, however, have found a U shaped relationship. Several explanations could clear up these results, the most plausible being that these studies are intermixing professional and non professional employees. When the two types are separated, satisfaction tends to continually increase among professionals as they age, where as it falls among non professionals during middle age and then rises again in the later years.

> Moreover, studies suggested that job satisfaction increases with age, especially for males. Thus the most dissatisfied workers are the youngest and the most satisfied are those nearing retirement. The reason why job satisfaction increases as age increases is that individuals become more realistic about what they can expect from job, and this maturation results in greater satisfaction and younger workers who are dissatisfied eventually quit teaching to find jobs that will satisfy them and employees who like their jobs remain in it (Muchinsky,1989:49).

According to Bateman (1991:49) study showed a consistent trend in job attitudes according to age and length of service. When people begin work (typically in their late twenties or their early twenties), they appear to do so with considerable enthusiasm. This enthusiasm soon wanes, giving way to steady decline in job morale, which reaches its lowest depth in the late

twenties or early thirties. Attitudes then become increasingly positive at least well into the fifties.

Sex difference in job satisfaction shows less consistency. Organ, (1982:297) suggest that

> sex difference in job satisfaction shows less consistency. Published studies up until the mid 1950s showed no clear cut differences between males and females. Sheppard and Herrick's findings in 1972 showed females to be less satisfied than males, the difference reaching its maximum extent among workers under 30. It would appear that women, especially young women, are less likely to be satisfied with just any form of employment. They are more sensitive that women workers of preceding generations about working under job conditions that are inferior to those of males with the same set of qualification as their own.

Socio economic status of an individual is one factor that contributes to his/her job satisfaction. Studies declared that the lower socio economic class of the teachers' parental family, the more likely the person is to remain in teaching; the higher the socio-economic status, the more likely the person is to leave teaching. Bloland and Selby (1980:14) also stated that the low socio economic status families regard teaching as respectable occupation while higher socio economic status families may regard teaching as a step down-ward. Moreover Lauglo (1975:287)in his study on Norwegian teachers, found that teachers of higher social origin were less likely to have been committed to teaching at the end of their own education.

Amount of education of the individual may have negative or positive effects on job satisfaction. According to Mottaz (1984:56), one point of view suggests that education may increase job satisfaction by increasing both intrinsic and extrinsic rewards of work. A second point of view suggests that education may reduce job satisfaction by raising work expectations that may not be fully realized in the work place. Moreover Gaziel (1986:36) mentioned that individuals with more education are less job satisfied. The reason is that individuals with more education have more options in the job market and need develop high identification with particular jobs.

2.6 Teachers work conditions in Ethiopia

For Ethiopia to succeed in the global competition and to improve the lives of the society the provision of quality education is the first and foremost prerequisite. In this context, it is important to build a demand-driven, flexible, integrated and high quality TVET system.

The Ethiopian Government is working on expansion of TVET throughout the country. The vision of Ethiopian education strategy is to position TVET as a tool for empowering the people of Ethiopia, especially the youth, for sustainable livelihoods and the socio economic development of the country. The African Union(2006:10) stated that, the ultimate goal of TVET is to provide the young generation with quality education that imparts key generic competencies, skills and attitudes that lead to a culture of lifelong learning and entrepreneurship in order to fit them into an ever changing world of work.

But this goal can't be realized without qualified, committed and dedicated teachers. Highly skilled, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET program. For teachers to be committed in their profession, countries should provide fertile work conditions. Our education policy has given due attention for the improvement of teachers' lives. For example, the National Technical and vocational education and training strategy stated that for a long time it has been difficult to attract high caliber teachers and motivated professionals to work in the TVET sectors, inter alia, the sector had low reputation and work conditions and was un attractive.

Therefore, a precondition for the successful implementation of the TVET reform as envisaged in this strategy is to create a conducive, motivating and attractive work environment for technical teachers/ instructors and TVET managers and administrators. To this end, the TVET system will undertake all efforts to raise salary packages offered to TVET professionals, which may include housing and transport allowances and other benefits, and coherent human resource development planning and career promotion schemes (MOE,2006:33).

The ministry of education has conducted a study which is entitled "TVET teachers salary scale, benefit scheme and qualification requirements". The objectives of this study were;

- to produce a salary scale which can attract, retain and motivate the teaching staff of TVET, to align the current TVET teachers' salary according to the TLTQF.
- to set qualification requirements that can correspond with the existing level of technology and salary scale constructed and
- to introduce a benefit scheme which can offer a positive response to the discontent created (MOE, 2010: 3).

Moreover, teachers in Addis Ababa city Administration are entitled to the following Housing allowances as of last July 2009:

MA Degree holders Birr 350
BA Degree holders Birr 300
Diploma holders Birr 250 and
Certificate holders Birr 200 (MOE, 2010:23).

But, are teachers satisfied? As indicated in the previous chapter, different studies indicated that the work condition of teachers of Ethiopia is not attractive and motivating. If things continue the same, the TVET system may lose its competent and committed staff members.

CHAPTER THREE

The Research Design & Methodology

In this chapter, method of the study, source of data, sample population and sampling techniques, instruments of data collection, data collection procedure and Techniques of data analysis are presented.

3.1 Method of the study

The research method used for this study was descriptive survey method. The rationale for selecting descriptive survey method is that it is appropriate to reveal the detail of the issue under the study. In relation to this, Best and Kahn (1999:105) stated that, descriptive survey study describes and interprets what is. It is concerned with conditions or realities that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers also past events and influences as they relate to current conditions.

It has the potential to provide a lot of information obtained from a large sample of individuals. It is also said to be adaptable to obtaining personal opinions and attitudes using questionnaires. Thus, for the aforementioned reasons, descriptive survey method was selected and employed in order to have deep understanding of the phenomenon under the study.

3.2 Sources of Data

The study focuses on assessing the level of job satisfaction of TVET teachers in Addis Ababa. It is also intended to identify factors which affect teachers' job satisfaction and recommend the possible mechanisms to be set to enhance their motivation. To accomplish these objectives, relevant literature review was made. In addition, the primary sources of the data were selected from teachers and Deans of the selected TVET colleges and the leaders of TVET agency of Addis Ababa. To give some back ground information for the study, studies and other related books, Education policy, Education guide lines, and other educational bulletins of MOE were used as secondary sources.

Since teachers are one of the important inputs of the TVET system and they are the main elements of the study, their experience and feelings were used as primary source for the study. Moreover, college deans are responsible bodies for all activities performed in the colleges; hence they were taken as primary sources of the study too. Leaders of Addis Ababa TVET agency as government authorities have direct relationships with TVET colleges. Structurally, TVET colleges of Addis Ababa are directly managed by Addis Ababa TVET Agency. Hence, they are taken as primary sources of the study. In addition, books, guide lines, policies were also used as secondary sources of the study.

3.3 Sample Population and sampling techniques

In Addis Ababa, there are 6 government – run TVET colleges. To make the sample area manageable and representative 4 (66.67%) colleges were selected as a sample. Purposive sampling technique was used in selecting the colleges. The logical reason for using this sampling technique is that it enables the researcher to include colleges from different sub cities in Addis Ababa and to choose colleges which are convenient for access to areas and hence to make the study feasible within the constraints of time to the researcher.

In the sample colleges, there was a population of 556 teachers. Among these 225 (40.5 %) teachers were taken as sample respondents. The method used for selecting the sample respondents was stratified sampling. The rationale for using this method is that, it enables the researcher to select teachers from different departments and to balance the proportion of gender representativeness.

To make the data manageable and reasonable the researcher selects the respondents by categorizing them in to four categories which are Business, construction, manufacturing and others. The sample population consists of a total of 225 Teachers. It includes 65 (28.9%) business teachers, 42(18.7%) construction teachers, 47(20.9%) from manufacturing fields and the remaining 71(31.6%) from other fields. This is done according to the number of teachers in each category.

Table 1:- Sample colleges and number of selected TVET teachers from each college.

Sample TVET College	Business Teachers			Construction Teachers			Industrial Teachers			Others			Total No			No of Sample teachers	%
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
Entoto TVET College	51	6	**57**	22	4	**26**	32	12	**44**	41	18	**59**	146	40	**186**	70	37.6
Misrak TVET College	19	19	**38**	14	2	**16**	16	3	**19**	24	19	**43**	73	43	**116**	50	43.1
G/ Wingate TVET College	39	2	**41**	34	2	**36**	24	5	**29**	29	16	**45**	126	25	**151**	60	39.7
Tegbare Id TVET College	21	11	**32**	15	3	**18**	33	7	**40**	11	2	**13**	80	23	**103**	45	43.7
Total	130	38	**168**	85	11	**96**	105	27	**132**	105	55	**160**	425	131	**556**	225	40.5

The above table indicates the distribution of respondents according to their departments and the college they are teaching in. From the total of 556 teachers of the four colleges, 225(40.5%) were selected.

Regarding Interviews, Deans and deputy deans of each selected college and two officials of TVET agency of Addis Ababa were taken as respondents. From the four colleges, eight deans and from the regional TVET agency, two leaders, totally, ten interviewee were selected.

3.4 Instruments of Data Collection

Questionnaire

To gather more reliable and adequate information, closed ended questionnaires which are followed by few open ended items were prepared and distributed to selected TVET teachers. The questionnaire was arranged according to the three basic questions of the study. The first part was related to the level of job satisfaction of TVET teachers, the second one on the factors which affect teachers' job satisfaction and the third part is concerned on the strategies to be set to enhance their job satisfaction.

Interview

To get more detail information about the issue under the study, in-depth interview was also conducted with deans of TVET colleges and leaders of the Addis Ababa TVET agency after it was prepared intentionally to assess the level of job satisfaction of TVET teachers, factors which affect their job satisfaction and mechanisms to be set to enhance their motivation. The process of interview was conducted orally and was tape-recorded upon their approval (permission).

3.5 Procedure of Data Collection

The data gathering instruments, which were drafted on the basis of the reviewed literature and the intended data to be collected, was first piloted in 25 selected teachers of Higher 12 TVET institution, which were not included in the final study. The respondents were selected randomly from different departments. The researcher has collected the selected teachers in one room, and distributed the questions to all. Orientation has also given to them on the objective of the study and the purpose of the pilot test. This assessment helped the researcher to get feedbacks as to whether or not the questionnaire was clear. The pilot helped the researcher to identify ambiguities, misunderstandings and spelling errors. Finally, refinement was made on the instruments according to the constructive suggestions that were obtained from the pilot test.

After the pilot test and the refinement of the tools, the improved questionnaires were distributed to the actual respondents of the study. During the process of administering

questionnaires one responsible teacher was assigned to each college to give orientation, to distribute and collect the questionnaires. A close follow up was also maintained by the researcher to correct problems immediately. Moreover, interview was also made by the researcher with the college deans and officials of Addis Ababa TVET agency.

3.6 Techniques of Data Analysis

The raw data collected from different sources through both close-ended and- open ended questions were carefully tallied, tabulated and organized depending on the type of the question and the nature of the data. The frequency counted was converted in to percentage and other competitions such as mean rating score. Important responses to the interview and open-ended questions have been analyzed and discussed by summarizing similar ideas with the ideas they relate.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

This part of the thesis deals with the presentation, analysis and interpretation of the data gathered from the sampled respondents. The main objective of this part is to seek appropriate responses for the basic questions raised at the beginning of this thesis. One of the tools which used to collect data was questionnaires that were distributed to teachers of selected TVET colleges and interview has also been conducted with deans of colleges and leaders of Addis Ababa TVET Agency. Therefore the analysis and interpretation of the data are presented based on the responses obtained from the questionnaire, the interview and document analysis.

Description of the characteristics of targeted population gives some basic information about the sample population involved in the study. Totally 225 copies of questionnaires were distributed to respondent teachers of selected TVET colleges. From these copies 197 (87.6 %) were filled and returned. Interview was also conducted with six college deans and two leaders of Addis Ababa TVET agency.

4.1 Characteristics of Respondents

This part provides all information's about the selected respondents. Table two deals with the sex, age and marital status of the selected teachers. Table three contains the educational background and year of service of the respondents.

Table-2: Respondents by sex, age, and marital status.

Category	Teachers		Leaders of TVE	
	No	%	No	%
Sex				
M	149	75.6	7	87.5
F	48	24.4	1	12.5
Total	**197**	**100**	**8**	**100**
Age				
Under 25	16	8.1	-	-
26-35	42	21.3	2	25.0
36-45	35	17.8	5	62.5
46-50	48	24.4	1	12.5
51 and above	56	28.4	-	-
Total	**197**	**100**	**8**	**100**
Marital status				
Married	138	70.1	7	87.5
Unmarried	57	28.9	1	12.5
Divorced	2	1.0	-	-
Total	**197**	**100**	**8**	**100**

As Table 2 indicates, out of 197 respondents 149(75.6%) were males and 48(24.4%) were females. The proportion of females as compared to males is very low. The above data reveal that less participation of females still calls for an effort to increase in women's involvement in teaching of TVET colleges. The possible explanation for small number of female teachers in TVET sector could be the perception of the society where professions which demand hard skills are devoted to males. The policy context of our country's Education system shows that due attention is to be given to increase the participation of females in the profession.

MOE (April, 1994:22) explains that "Special attention will be given to the participation of women in the recruitment, training and assignment of teachers." Moreover, the Education Sector Development Program (ESDP) explains that "the Government will ensure equitable treatment for women, both in their recruitment to the teaching profession and in their subsequent access to training in the education system" (MOE ,2005:51). But still, especially in the TVET colleges, very high difference is observed in the proportion of males and females.

With regard to age distribution, in the age category, under 25 years were 16(8.1%), those aged 26-35 were 42(21.3%), those aged 36-45 were 35(17.8%), those aged 46-50 and above 50 were 48(24.4%) and 56(28.4%) respectively. From this result we can see that the majority of respondents were matured. This implies that the colleges are abounding with well experienced teachers. This has its own contribution for the motivation of teachers. Time invested in the profession becomes a valued resource for teachers for that it enables them to accumulate experiences and achieve development through career advancement thereby committed towards their job.

Concerning the marital status of respondents, 138(70.1%), 57(28.9%) and 2(1%) of respondents were married, single and divorced respectively. This fact reveals that majority of respondents were married. This can increase their sense of holding responsibility and then it can play a positive role in their feeling towards their job.

Table-3: Respondents by education, service in teaching and number of periods in a week.

Category	Teachers		Leaders of TVET	
	No	%	No	%
Educational Qualification				
Diploma	18	9.1	-	-
Bachelors	153	77.7	-	-
Masters	26	13.2	8	100
PhD	0	0.0	-	-
Total	**197**	**100**	**8**	**100**
Year of service				
0-10 Years	47	23.9	-	-
11-20 years	41	20.8	2	25
21-30 years	51	25.9	6	75
31 and above	58	29.4	-	-
Total	**197**	**100**	**8**	**100**

Table 3 shows that educational background and service years of respondents. With respect to their level of educational qualification, the majority, 153(77.7%) of the respondents were first degree holders. 18(9.1%) and 26(13.2%) were diploma and masters degree holders respectively. This result indicates that most of the college teachers were at a first degree level. Some teachers were with diploma level.

In relation to their work experience, most of the teachers were experienced and have served more than 20 years. The data showed that 58(29.4%) of them served more than 30 years. 51(25.9%), 41(20.8%) and 47(23.9%) of the respondents had 21-30 years, 11-20 years and less than 10 years of experience respectively. In this regard, most of them have had better work experience to carry out their current duties and responsibilities and to solve problems in their college

4.2 Teachers' Job Satisfaction

This part has three parts according to the three basic questions of the study. The first part deals with the analysis of data related to level of TVET teachers' job satisfaction. The second part is concerned with the analysis related to factors affecting TVET teachers' job satisfaction. Finally, the third part presents the analysis focused on strategies to improve TVET teachers' job satisfaction.

4.2.1 Level of TVET Teachers' Job satisfaction

This part is concerned with the presentation and analysis of the level of job satisfaction of TVET College teachers in Addis Ababa. The data was analyzed based on the responses from the respondents.

Table -4:- Interest of teachers to join their profession.

	Item	Alternative responses	Respondents		Cumulative percentage
			Frequenc		
	Why did you become a teacher?	Because you like it	82		41.6
		Because you didn't have other option	97		90.8
		Because you wanted to us it as a spring board for other jobs	18		100
		Total	197		
	Do you plan to make the teaching profession your long term career?	Yes	93		47.2
		No	104		100
		Total	197		
	Would you change your profession if you get another profession with the same pay, security and status?	Yes	78		39.6
		No	119		100
		Total	197		
	How satisfied are you in your profession?	Satisfied	88		44.7
		Dissatisfied	109		100
		Total	197		

As indicated in item 1 of table 4, the respondents were asked why they became a teacher. Significant number of respondents, i.e. Eighty two (41.6%) asserted that they joined the teaching profession because they liked it. But, the majority, ninety seven (49.2%) of the respondents indicated that they joined teaching profession because they didn't have any other option. Eighteen (9.2%) of the respondents said that, they joined the profession because they wanted to use it as a spring board for other jobs. Totally, one hundred fifteen (58.4%) of the respondents joined teaching without their interest.

For the question whether or not they planned to make teaching profession as their long term career, ninety three (47.2%) of them replied "yes" and one hundred four (52.8%) of the respondents indicated that they did not want to make the profession their long term career.

Concerning the response for the question whether or not they change their profession if they get another profession with the same payment, security and status, seventy eight (39.6%) of them were in need of changing their profession and one hundred nineteen (60.4%) of the respondents said they don't want to change it.

The last item in table four is about their satisfaction in the teaching profession. Accordingly, out of the total respondents, eighty eight (44.7%) of them said that they are satisfied by their profession; however, one hundred nine (55.3%) of them indicated that they were not satisfied.

From the above data one can conclude that, even though significant number of TVET college teachers liked their profession and satisfied by their work, influential number were in the opposite side. They did not join it by their interest and they were dissatisfied. Huge number of respondents didn't need to make the teaching profession as their long term career. The data revealed that, more than half of the respondents didn't want to change their profession if they got another profession with the same payment, security and status.

The following table is concerned on the items which indicate the level of job satisfaction of TVET teachers. Percentage, mean value rating score and chi-square test were used for the analysis.

Note that for tables 5and 6, the rating scale is:

Strongly Agree(SA)=5, Agree(A)=4, Un Decided(UD)=3, DIS Agree(D)=2 and Strongly Disagree(SD)=

Table- 5: Teachers' View on Teaching Profession.

Items	Responses given										X
	SA		A		UD		D		SD		
	N	%	N	%	N	%	N	%	N	%	
I like Teaching	8	4.1	67	34.0	5	2.5	98	49.8	19	9.6	2.73
I am successful in my work	2	6.1	107	54.3	11	5.6	59	29.9	8	4.1	3.28
Teaching is secured than Other Professions	21	10.7	106	53.8	25	12.7	42	21.3	3	1.5	3.56

X is used for mean value.

To make the analysis easily understandable, Strongly Agree and Agree are taken as the same value and Strongly Disagree and Disagree are treated as one.

Table 5 shows the data organized on the respondents' view of teaching profession.

Concerning the first item of table 5, the result shows, the majority one hundred seventeen (59.4) of the respondents did not like teaching whereas seventy five (38.1%) of them were interested in teaching.

Regarding their success in their work, one hundred nineteen (60.4%) of the respondents believed that they were successful and contented with the profession while sixty seven (34%) of them were not.

The majority one hundred twenty seven (64.5%) of the sample teachers agreed that teaching is secured than other professions, but forty five (22.8%) of them did not agree.

Even though significant number of respondents confirmed that they like teaching profession and are satisfied by their work, the majority joined teaching because they didn't have any other option, and they were not satisfied by their work.

To get more information whether or not the teachers in TVET colleges are satisfied in their job, interview was conducted with college deans and leaders of Addis Ababa TVET agency. The respondents believed that there were teachers who were not yet satisfied due to different reasons, but the majority of college teachers were satisfied. They said "especially after the provision of house allowance for all teachers, in Addis Ababa, the motivation of teachers is being gradually improved. Un like the previous times, now days most teachers are not willing to transfer from teaching to other office works."

Though some positive responses of the teachers for strongly agree and agree indicate that there were some positive employees who liked their profession, it could be judged from the data in table 5 that the majority of respondents disliked teaching.

As it is indicated in the review of related literature, if employees in an organization are dissatisfied of their job, the consequence will be very dangerous for the organization as well as for the employee him/her self. Sharing this idea, Mc Shane (2000:207) mentioned that, employees with higher level of job dissatisfaction, particularly dissatisfaction with the work itself, are likely to quit their jobs, be absent from work and experience mental or physical health problems.

4 .2.2 Factors Affecting TVET Teachers' Job Satisfaction.

This part is concerned in the internal and external factors which may affect teachers' job satisfaction. It is organized in three tables. Table 6 is concerned with items related to benefits

and rewards. On the other hand, Table 7 holds the items related to the internal work environment and table 8 has items concerned with the external work environment.

Table- 6:- Teachers' Responses Related to Benefits and Reward Supplies

Items	Responses given										X
	SA		A		UD		D		SD		
	N	%	N	%	N	%	N	%	N	%	
The salary I receive is as good as most other professions	0	0.0	46	23.4	13	6.6	129	65.5	9	4.6	2.49
I have the opportunity for further education	3	1.5	69	35.0	29	14.7	92	46.7	4	2.0	2.87
I am satisfied with the college benefit package	0	0.0	36	18.6	23	11.9	121	62.4	14	7.2	2.42
Rewards given by the college are valuable	0	0.0	38	19.5	30	15.4	121	62.1	6	3.1	2.46

X is used for mean value

Table 6 shows the data of responses of sample TVET teachers related to Benefits and reward supplies.

With regard to item 1, forty six (23.4%) of respondents agreed that the salary they receive is as good as most other professions. But very large number, one hundred thirty eight (70%) of them did not agree by this idea.

Concerning their opportunity for further education, seventy two (36.6%) and ninety six (48.7%) of the respondents said that agree and disagree respectively.

The majority, one hundred thirty five (69.6%) of the sample respondents agreed that they were not satisfied with the college benefit packages. One hundred twenty seven (65.1%) of them again, believed that the rewards given by their colleges were not valuable.

Job satisfaction of employees can be increased through the provision of different benefit programs. But from the data we can see that significant difference is observed in the responses of items related to the salary of teachers and benefits and rewards provided by the colleges. It shows, the salary and the reward and benefits given to TVET college teachers were not satisfactory. As depicted in the table, most of the respondents replied that they were not adequately paid for the job they perform and they were not also rewarded for their better performances. Thus, it is evident that most of TVET teachers in the colleges were dissatisfied with their salary and benefit packages of their colleges.

As it is mentioned by Flippo (1988:305), a sound systematic, consistent system of compensation determination will do much to promote equity and satisfaction provided that such a system is understood and reasonably accepted by most employees. Therefore, to maintain the growth and development of the organization and employees, the introduction of valid and acceptable payment system and reasonable benefit package is inevitable.

Table 7 Teacher's Response to the Questions Related to their Work Environment

Items	Responses given									
	V. Good		Good		Medium		Poor		V. poor	
	N	%	N	%	N	%	N	%	N	%
The provision of instructional materials and other facilities in the college	3	1.5	62	31.5	22	11.2	99	50.3	11	5.6
Technical support from supervisors and deans	4	2.0	60	36.0	11	5.6	117	59.4	5	2.5
Communication between teachers and management	-	0.0	51	25.9	45	22.8	89	45.2	12	6.1
Communication between teachers and students	11	5.6	130	66.0	14	7.1	42	21.3	-	0.0
The school rules and regulations	6	3.0	110	55.8	13	6.6	60	30.5	8	4.1

Table 6 illustrates, sixty five (33.0%) of the respondents believed that the provision of instructional materials and other facilities in their college was good. Twenty two (11.2%) of them agreed as it was at medium level. But the far majority, one hundred ten (55.8%) of the respondents rated it as poor.

To check to what extent the responses of the teachers are reasonable, the researcher had also observed some shops in the colleges. According to the observation, some shops like ICT and

Drafting technology were more or less well equipped with necessary materials. But, shops of occupations like automotive technology, general metal fabrication, machining were not well equipped. The reason for these problems, as mentioned by the college deans is that, the equipments of these shops are very expensive and then not affordable by the colleges.

Regarding the technical support given by their supervisors and deans, sixty four (32.5%) and eleven (5.6%) of the respondents assumed as it was good and medium respectively. But the remaining one hundred twenty two (61.9%) believed that it was poor.

AS far as the communication between teachers and management is concerned, the response of the sample teachers were, for fifty one (25.9%) 0f the respondents it was good, and forty five (22.8%) of them rated as medium. But the remaining, one hundred one (51.3%) of them considered it as poor.
The communication between teachers and students as well as the school rules and regulations were taken as good by the majority of the respondents.

In order to see the extent to which the work environment hampered the performance of TVET college teachers, an open-ended question was presented to the teachers. Most of them mentioned that the work environment of the colleges was not motivating. Workshops were not well equipped with necessary instructional materials and technological facilities. Regarding the benefits and rewards rendered by the colleges, majority of the respondents agreed that it was not satisfactory. Some of them said "Totally there is no benefit and reward in our college." Another de motivating factor mentioned by the teachers was the poor communication between teachers and college leaders. Most of them were not satisfied by the leadership quality of the deans of the colleges.

Interview was also conducted to collect more information on this issue. The interviewees mentioned different factors which they believed affect teachers' job satisfaction negatively. Some of the factors mentioned are summarized as follows.

- Improper work conditions, especially lack of instructional materials;
- Lack of proper communication between teachers and leaders;

- Low level of students' motivation for the teaching learning process;
- The absence of Insurance coverage, especially for the hard skill teachers; and
- The absence of well developed career ladder for TVET teachers.

As indicated in the literature review, favorable working condition is one of the most important motivating factors of employees. Robins (2001:82) indicated that employees are concerned with their work environment for both personal comfort and facilitating doing a good job. But the study revealed that, most of the respondents believed, the provision of instructional materials and facilities, technical support from supervisors and deans and communication between teachers and management in their colleges was poor. This can bring a negative contribution to the satisfaction of TVET teachers in their profession. Most of the teachers asserted that they were dissatisfied with the work environment of the colleges for that it can create them obstacles to perform their duties efficiently and effectively.

Table 8: Views of Teachers on External Work Environment

Items	Responses given									
	V. Good		Good		Mediun		Poor		V. poor	
	N	%	N	%	N	%	N	%	N	%
How teaching is respected by the society	5	2.5	41	20.8	15	7.6	121	61.4	15	7.6
Teachers' Economic standard as compared to workers in others governmental institutions with the same qualification and services.	-	0.0	64	32.5	18	9.1	103	52.3	12	6.1
Teachers social acceptance in their external life	21	10.7	92	46.7	21	10.7	60	30.5	3	1.5

As shown in table 8, forty six (23.3) and fifteen (7.6%) of the sample teachers, confirmed that the respect to the teaching profession by the society is good and medium respectively. But the far majority one hundred thirty six (69.0%) of the sample respondents believed that teaching was not respected by the society.

Regarding teachers' economic standard as compared to workers in other governmental institutions with the same qualification and service, sixty four (32.5%) of them taken it as good. Eighteen (9.1%) of the teachers rated as medium. But one hundred fifteen (58.4%) of the respondents believed that it was poor.

Teachers' social acceptance in their external life, was rated as good by the high majority, one hundred twenty three (62.4%) of the sample respondents. The above result discloses that majority of teachers believed that their social acceptance in their external life was favorable whereas their economic standard as compared to other similar governmental institutions was unfavorable.

As far as the external factors which affect teachers' job satisfaction are concerned, open-end questions were given to the sample teachers. Most of the respondents believed that their economic standard as compared to other employees was very poor because of this; their profession was not respected by the society. They said, "Teaching is considered as a lower income job; therefore, it is not a respected job. That is why most educated people are not willing to join the profession."

Studies showed that the status of teachers has had a direct bearing on the quality of education. Related to this ILO (1991:77) stated that, the status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives, it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for all full realization of the aims and objectives.

4.2.3 Strategies to Improve TVET teachers' Job Satisfaction.

The following table shows the rank order of given items as ranked by the respondents. The respondents were asked to choose the best five items which can enhance their motivation and rank them from first to fifth according to their preference.

Table 9: Teachers' Views on Strategies to be set to Enhance Teachers' Job Satisfaction

Items	Rank				
	1	2	3	4	5
Salary increment	45	30	21	28	16
Job security	23	21	25	30	25
Good work condition	32	34	29	21	23
Good relationship with colleagues and supervisors	9	20	22	23	28
The work itself	17	23	20	21	22
Possibility to growth	16	24	26	27	32
Fringe benefits like house allowance	24	20	17	20	24
Recognition	31	25	35	24	26
Total	197	197	195	194	196

From the discussion of table one, it is realized that majority of TVET teachers were not satisfied in their profession. Most of them claimed that they have joined the profession without their interest. But they still argue that they don't want to change their profession by another one with the same pay, security and status. These ideas indicated that the reason for the dissatisfaction of teachers cannot be because they are being teachers, but because of some factors they want to get.

Table 9 reflects the respondents' preference by rank. They were asked to choose the best five items which they prefer most from the given eight items and to rank them from first to fifth. Thus, according to their response, from the given items salary increment is selected as a first motivating factor by 45 respondents. This implies that salary increment is of more

importance for the majority of teachers. This idea matches with the idea stated in the statement of problem of this study. As mentioned by VSO Ethiopia (2009:28), of all the issues facing teachers in Ethiopia, inadequate pay is for most in their mind.

As it is revealed from the table, from the given items, good work condition is ranked as the second important factor by majority (34) of respondents. This indicates that most of the teachers need a favorable work condition to be motivated and so as to contribute their maximum effort to their organization. They expect some satisfying factors like clean, safe and relatively modern facilities with adequate tools and equipments. Therefore, conducive organizational climate is believed to be one of the factors to be taken in to consideration.

Recognition is rated as the third important motivating factor by thirty five respondents. This indicates that for teachers, recognition is very important factor to their job satisfaction and dissatisfaction.

Job security and possibility to growth are ranked as fourth and fifth as responded by thirty and twenty seven respondents respectively.

To get more information, open-ended question was raised for the teachers on what strategies should be done to improve their job satisfaction. Most of them replied that they need a salary scale which is comparable to their work load and equivalent to the salary of other employees in other organizations with the same qualification and service. In addition to these, they need a good work environment like facilitated conditions and favorable management system.

The interviewees were also asked to give their views on the possible mechanisms which can improve job satisfaction of teachers. They believed that, the following should be improved to bring optimum motivation of TVET teachers.

- Improper work condition, especially lack of teaching materials;
- Salary increment in accordance with their magnitude of work;
- Lack of proper communication between teachers and leaders;
- Low level of students' motivation for the teaching learning process;

- The absence of Insurance coverage, especially for the hard skill teachers;
- The absence of well developed career ladder;
- Low level of teachers' social status due to their low economic standard.

From the above discussions then, one can deduce that salary increment, good work condition, Recognition, Job security and Possibility to growth are more important factors to enhance job satisfaction of TVET teachers.

CHAPTER 5

Summary, Conclusions and Recommendations.

5.1 Summary

Nowadays, Ethiopia has focused on expansion of TVET. This is because, it is the means to produce skilled man power which satisfies the demand of the market of the country. To achieve this goal the provision of committed and dedicated TVET teachers is not a matter of choice. But, as studies indicated, Ethiopian teachers are not in appropriate job satisfaction. Then the main purpose of this study is to identify the main problems in this area and to find some possible solutions to the problems.

The main objectives of this study were

- To assess the level of teachers' job satisfaction in TVET colleges of Addis Ababa.
- To identify internal factors which negatively affect teachers' job satisfaction in TVET colleges in Addis Ababa.
- To identify the external factors which negatively affect TVET teachers' job satisfaction.
- To assess strategies in placed to improve the teachers' job satisfaction in TVET colleges in Addis Ababa.

The following are the major findings obtained from the analysis.

5.1.1 Respondents' back ground

The far majority, 75.6% of the respondents, are male. This indicates that the responses represented predominately males' idea. More than 70% of the respondents are above thirty six years old and they have more than ten years service in teaching. This implies that the colleges have well matured enough teachers. Above 70% of the sample respondents are married. This could be indicating that they are matured enough to take responsibility. About 77.7% of the sample respondents are first degree holders. This may indicate that there is a high need of masters' level teachers.

5.1.2 Major findings

The study has come up with the following major findings.

- Among the respondents, one hundred fifteen (58.4%) of TVET college teachers have joined the teaching profession without their interest. Similarly, one hundred four (52.8 %) of the total respondents did not plan to make the teaching profession as their long term career. But 60.4% of the sample respondents responded that they don't want to change their profession if they get another profession with the same pay, security and status.
- Of all, one hundred seventeen (59.4%) of the sample respondents indicated that they don't like the teaching profession. But one hundred twenty seven (64.5%) of them believed that teaching is secured more than any other professions and one hundred nineteen (60.4%) of the respondents responded that they were successful in their work.

- Seventy percent of the sample respondents believed that the salary they receive is not as good as most employees in other professions with the same qualification and service rendered and earned.

- Sixty eight percent of the sample respondents are uncomfortable with the benefits rendered by the colleges. One hundred twenty seven 65.2% of them again did not believe that the rewards given by the colleges are valuable.

- The study indicated that, the provision of instructional materials and other facilities in the colleges is rated as poor by the majority of the sample respondents.

- Technical support from supervisors and deans, and communication between teachers' and management are rated as poor by the majority of the respondents. But the communication between teachers and students and the school rules and regulations were considered as good by majority of them.

- Big majority, one hundred thirty six (69%) of the sample respondents believed that the respect to the teaching profession by the society is poor.

- One hundred fifteen (58.4%) of the sample respondents replied that teachers' economic standard as compared to workers in other governmental institutions with the same qualification and service is low. But one hundred thirteen (57.4%)of the respondents believed that teachers' social acceptance in their external life w as good.

- Eight items were given for the respondents to choose the best five and to rank them according to their preference to enhance their job satisfaction. The items were salary increment, job security, good work condition, good relationship with colleagues and supervisors, the work itself, possibility to growth, fringe benefits and recognition. From these items Salary increment, good work condition, recognition, job security and possibility to growth are chosen respectively by the respondents as the main motivators and ranked from first to fifth in the order of their seriousness.

5.2 Conclusion

Based on the major findings of the study, the following general conclusions were drawn

- The study indicated that majority of TVET teachers joined the teaching profession without their interest. Then, it is concluded that the motivation and level of job satisfaction of majority of TVET teachers is low.

- The existing salary scale, which is not found in the line with the way the teachers perceived to earn, is one of the main factors that affect teachers' job satisfaction negatively.

- Job satisfaction and motivation of TVET teachers is diminished due to unfavorable communication between teachers and their leaders as well as the poor technical support rendered to them from deans and supervisors.

- It is inferred that majority of TVET teachers are dissatisfied with the work environment of the colleges due to inadequate instructional materials and workshop facilities. Hence, unfavorable working condition is one factor which demotivates TVET college teachers.

- As it is indicated in the study, majority of TVET teachers felt dissatisfied due to low respect of the society to teaching profession. This filling decreases the motivation and job satisfaction of TVET teachers.

5.3 Recommendations

Based on the major findings and conclusions made, the following possible solutions which can enhance the satisfaction of teachers are recommended.

For countries like Ethiopia, the expansion and diversification of TVET system seem to have been one of the solutions to produce skillful human resource according to the market need of the country and in an attempt to gradually eradicate poverty ills of the country. However, this cannot be realized without high caliber or quality, effective, efficient, competent and motivated teachers. Therefore satisfaction of teachers is a question of the development of the country. Within this conceptual framework, the researcher recommended the following.

1- As it is indicated in the review literature, of all issues facing teachers in Ethiopia, inadequate pay is foremost in their mind. The study revealed that most of the sample respondents were dissatisfied of their salary. If this problem is not solved quickly, well experienced TVET college teachers can leave their profession or remain in it unmotivated. Therefore, the government has to consider the provision of reasonable salary scale for TVET teachers in accordance with the nature of their work.

2- TVET teachers felt dissatisfied with the inconvenient work conditions such as lack of necessary instructional materials, educational technologies and related facilities. It is advisable that, the Addis Ababa TVET Agency and the college leaders work hard to fulfill the necessary instructional materials and other facilities gradually using different strategies to diversify their income generation mechanisms.

3- One factor that affects teachers' job satisfaction, as indicated by the study, was poor communications between college management and teachers of the colleges as well as poor technical support provided to teachers by deans and supervisors. It is suggested that the TVET Agency of Addis Ababa tries to identify and assign qualified and capable supervisors

and college deans who can be instructional leaders. Furthermore, the college leaders need to develop democratic and transparent working norms and maintain cooperative and collegial climate within the college working environment.

4- Since most of the respondents were dissatisfied with the colleges' benefit packages and rewards given by the same, college leaders devise mechanisms to provide motivators such as recognition, praise, trust and respect. They also need to establish a reward system and provide economic incentives as much as possible for those who discharge their professional duties effectively.

5- Majority of teachers are dissatisfied because they believe that the teaching profession is not respected by the society. Therefore, the leaders of Addis Ababa TVET Agency and the college deans should try to enhance the participation of the community in all activities of the TVET system and create awareness on the contribution of teaching profession to the quality of training and well being of the society.

6- It is also important that TVET teachers understand that their expectations should match with the existing reality and country's paying capacity. Moreover, they should consider themselves as part of the solution for the existing problems in the TVET system, since the question of development of the country is the concern of all of its citizens.

7- Finally, further study with a wider scope needs to be done on the issue under study in order to gain in depth understanding of the problem and enhance job satisfaction of TVET teachers in Addis Ababa.

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APPENDICES

APPENDIX- 1

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF BUSINESS EDUCATION

Questionnaire to be filled by Teachers of TVET colleges in

Addis Ababa.

General direction

Dear teacher, This questionnaire is designed to collect data on teachers' job satisfaction in government TVET colleges in Addis Ababa and exercise for academic purpose to resolve problems observed with job satisfaction of teachers. The findings could be used for planning and improving the system. Thus, the success of the study depends on your genuine, frank and timely response. Therefore, you are kindly requested to cooperate by providing relevant information and filling in the questionnaire. Be sure that the information you provide will be kept confidential and analyzed in group

Note

-No need of writing name

-Respond by putting mark (X) and provide short response whenever needed.

Sincerely yours

Sisay Abrha

Part I Personal information

1. Name of your college _____
2. sex Male [ ] Female [ ]
3. Age Under 25 [ ] 25-30[ ] 31-35 [ ]
   36-40 [ ] 41-45[ ] 46-50 [ ]
   51 and above [ ]
4. Marital status un married [ ] Married [ ]
   Widowed [ ] Divorced[ ]
5. Educational qualification
   Diploma [ ] BA/BSc/Bed [ ]
   MA/MSc/Med [ ] Other specify _____
6. Field of study _____
7. Department / field currently you are teaching _____.
8. your service
   In teaching----------
   In other profession----------
9. Any administrative assignment other than teaching (eg. Dep. Head, coordinator).
10. Number of periods you are teaching in a week _____
11. Number of students you teacher in a class on average_____
12. Salary (monthly in Birr) _____

13. Any training received relevant to your position (list some types of training offered).__

_____

_____

_____

_____

Part II Interest to join teaching profession.

1. Why did you become a teacher?

Because you like it [ ]

Because you didn't have other opportunities [ ]

Because you want to use it as a spring board for other jobs [ ]

2. Do you plan to make the teaching profession your long term Career (until retirement)?

Yes [ ] No [ ]

3. Would you change the teaching profession if you get another

Profession with the same pay, security and status?

Yes [ ] No [ ]

4. How satisfied are you in teaching as a profession?

Extremely satisfied [ ] satisfied [ ]

Extremely dissatisfied [ ] Dissatisfied [ ]

Put (X) mark on the space provided of your choice

No	Item	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I like teaching					
2	I am successful in my work					
3	I think teaching is secured than other professions					
4	I sometimes feel my job is meaningless					

PART III --Items related to work environment (Internal)

Put (X) mark on the space provided of your choice.

No	Item	Very good	Good	Medium	Poor	Very poor
1	The provision of instructional materials and other facilities in your college					
2	Your work load in teaching and other related actives.					
3	Interpersonal communication between teachers.					
4	Communication between teachers and management					
5	Communication between teachers and student					
6	Technical support from your supervisors and deans.					
7	Your career development /personal growth/					
8	The school rules and regulations					

9-In general, How do you express the work environment in your college?

_____

_____

_____

_____

_____

_____

10-List other problems related to work environment._____

_____

_____

_____

PART IV-Items related to benefits and reward supplies

Put (X) mark on the space provided of your choice.

No	Item	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The salary I receive is as good as most other professions pay.					
2	I am satisfied with the college's benefit package					
3	I have the opportunities for further education.					
4	I feel I am valued at this college					
5	The rewards given by the college are valuable					
6	Individual initiative is Encouraged					
7	I feel I am respected by my students					

8- List any other problems related to benefits and rewards._____

_____

_____

_____

_____

PART-V Items related to external work environment.

No	Items	Very good	Good	Medium	Poor	Very poor
1	How teaching is respected by the society					
2	Your economic standard as compared to workers in other Governmental Institutions with the same qualification and services.					
3	Your social acceptance in your external life.					

4. What other external factors (economic, social, and political) do you think affect your job satisfaction? List the problems._____

_____

_____

_____

_____

_____

_____

Part VI

1. Strategies to be set to enhance teachers' job satisfaction.

The following are items related to factors which motivate teachers. Which one motivates you more? Please choose the best five and rank them First to fifth according to your preference.

Items	Rank
The increment of salary	
Job security	
Good work condition	
Good relationship with colleagues and superiors	
The work itself (the type of work)	
Possibility to growth	
Fringe benefits like house allowance	
Recognition	

2. What other strategies should be done to improve teachers' job satisfaction?

_____

_____

_____

_____

_____

PART VII

Write any suggestion /comment which you think it is necessary for this study.

_____

_____

_____

_____

_____

APPENDIX -2

Interview organized for TVET college Deans, Deputy deans and officials of TVET Agency of Addis Ababa.

1. Do you think teachers in your college are satisfied in ther job? Clarify your reason.
2. Do you believe that the work environment in you college is conducive?
3. What do you think are the internal factors which affect teachers' job satisfaction?
4. What do you think are the external factors which affect teachers' job satisfaction?
5. What do you think are the main possible solutions to improve teachers' job satisfaction?
6. What efforts have you mode to improve teachers' job satisfaction?
7. What motivating mechanisms did your college provide to improve teachers job satisfaction?

Table-1 Alternative Salary Scale I

Grade	Level			Base Salary	Step Salaries									Ceiling
	C	B	A		1	2	3	4	5	6	7	8	9	
1	Junior Trainer			1000	1088	1184	1288	1397	1515	1636	1759	1882	2006	21-34
2	Trainer			1288	1397	1515	1636	1759	1882	2006	2134	2271	2409	2556
3	Senior Trainer	Junior Instructor I		1636	1759	1882	2006	2134	2271	2409	2556	2709	2867	3030
4	Chief Trainer	Junior Instructor II		2006	2134	2271	2409	2556	2709	2867	3030	3203	3384	3566
5		Assistant Instructor		2409	2556	2709	2867	3030	3203	3384	3566	3759	3954	4160
6		Instructor	Instructor	2867	3030	3203	3384	3566	3759	3954	4160	4376	4608	4853
7		Senior Instructor	Senior Instructor	3384	3566	3759	3954	4160	4376	4608	4853	5105	5376	5660
8			Lead Instructor	3954	4160	4376	4608	4853	5105	5376	5660	5949	6253	6572
9			Chief Instructor	4608	4853	5105	5376	5660	5949	6253	6572	6900	7246	7608

Table-2 The Step Salary Increments of Salary Scale I

Grade	Level			Base Salary	Step Salary Increment									Ceiling
	C	B	A		1	2	3	4	5	6	7	8	9	
1	Junior Trainer			1000	88	96	104	109	118	121	123	123	124	128
2	Trainer			1288	109	118	121	123	123	124	128	137	138	147
3	Senior Trainer	Junior Instructor I		1636	123	123	124	128	137	138	147	153	158	163
4	Chief Trainer	Junior Instructor II		2006	128	137	138	147	153	158	163	173	181	182
5		Assistant Instructor		2409	147	153	158	163	173	181	182	193	195	206
6		Instructor	Instructor	2867	163	173	181	182	193	195	206	216	232	245
7		Senior Instructor	Senior Instructor	3384	182	193	195	206	216	232	245	252	271	284
8			Lead Instructor	3954	206	216	232	245	252	271	284	289	304	319
9			Chief Instructor	4608	245	252	271	284	289	304	319	328	346	362

Appendix - 3

Table-3 Alternative Salary Scale II

Grade	LEVEL			Base Salary	Step Salaries									Ceiling
	C	B	A		1	2	3	4	5	5	7	8	9	
1	Junior Trainer			1100	1183	1270	1363	1462	1569	1683	1806	1938	2080	2232
2	Trainer			1363	1462	1569	1683	1806	1938	2080	2232	2395	2567	2742
3	Senior Trainer	Junior Instructor I		1683	1806	1938	2080	2232	2395	2567	2742	2917	3092	3269
4	Chief Trainer	Junior Instructor II		2080	2232	2395	2567	2742	2917	3092	3269	3456	3644	3834
5		Assistant Instructor		2567	2742	2917	3092	3269	3456	3644	3834	4024	4214	4404
6		Instructor	Instructor	3092	3269	3456	3644	3834	4024	4214	4404	4595	4786	4978
7		Senior Instructor	Senior Instructor	3644	3834	4024	4214	4404	4595	4786	4978	5177	5376	5582
8			Lead Instructor	4214	4404	4595	4786	4978	5177	5376	5582	5794	6014	6243
9			Chief Instructor	4786	4978	5177	5376	5582	5794	6014	6243	6480	6726	6982

Table-4 The Step Salary Increments of Alternative Salary Scale II

Grade	LEVEL			Base Salary	Step Salary Increment									Ceiling
	C	B	A		1	2	3	4	5	5	7	8	9	
1	Junior Trainer			1100	83	87	93	99	107	114	123	132	142	152
2	Trainer			1363	99	107	114	123	132	142	152	163	172	175
3	Senior Trainer	Junior Instructor I		1683	123	132	142	152	163	172	175	175	175	177
4	Chief Trainer	Junior Instructor II		2080	152	163	172	175	175	175	177	187	188	190
5		Assistant Instructor		2567	175	175	175	177	187	188	190	190	190	190
6		Instructor	Instructor	3092	177	187	188	190	190	190	190	191	191	192
7		Senior Instructor	Senior Instructor	3644	190	190	190	190	191	191	192	199	199	206
8			Lead Instructor	4214	190	191	191	192	199	199	206	212	220	229
9			Chief Instructor	4786	192	199	199	206	212	220	229	237	246	256

Table-5 Alternative III Salary Scale

Grade	LEVEL			Base Salary	Step Salaries									Ceiling
	C	B	A		1	2	3	4	5	6	7	8	9	
1	Junior Trainer			1200	1290	1385	1487	1595	1712	1837	1971	2114	2262	2421
2	Trainer			1487	1595	1712	1837	1971	2114	2262	2421	2590	2772	2966
3	Senior Trainer	Junior Instructor I		1837	1971	2114	2262	2421	2590	2772	2966	3173	3384	3595
4	Chief Trainer	Junior Instructor II		2262	2421	2590	2772	2966	3173	3384	3595	3806	4017	4229
5		Assistant Instructor		2772	2966	3173	3384	3595	3806	4017	4229	4441	4653	4865
6		Instructor	Instructor	3384	3595	3806	4017	4229	4441	4653	4865	5079	5293	5508
7		Senior Instructor	Senior Instructor	4017	4229	4441	4653	4865	5079	5293	5508	5728	5948	6169
8			Lead Instructor	4653	4865	5079	5293	5508	5728	5948	6169	6393	6625	6877
9			Chief Instructor	5293	5508	5728	5948	6169	6393	6625	6877	7138	7409	7691

Table-6 The Step Salary Increments of Alternative Salary Scale III

Grade	LEVEL			Base Salary	Step Salary Increment									Ceiling
	C	B	A		1	2	3	4	5	6	7	8	9	
1	Junior Trainer			1200	90	95	102	108	117	125	134	143	148	159
2	Trainer			1487	108	117	125	134	143	148	159	169	182	194
3	Senior Trainer	Junior Instructor I		1837	134	143	148	159	169	182	194	207	211	211
4	Chief Trainer	Junior Instructor II		2262	159	169	182	194	207	211	211	211	211	212
5		Assistant Instructor		2772	194	207	211	211	211	211	212	212	212	212
6		Instructor	Instructor	3384	211	211	211	212	212	212	212	214	214	215
7		Senior Instructor	Senior Instructor	4017	212	212	212	212	214	214	215	220	220	221
8			Lead Instructor	4653	212	214	214	215	220	220	221	224	232	252
9			Chief Instructor	5293	215	220	220	221	224	232	252	261	271	282

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledge.

Name:- Sisay Abrha

Signature----------

Date ---July 3/2010

This thesis has been submitted for examination with my approval as university advisor

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