

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**STUDY OF TEACHERS' JOB SATISFACTION IN GOVERNMENT
MIDDLE LEVEL TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING INSTITUTES IN ADDIS ABABA**

BY

KASSAHUN DERESSA

MARCH, 2007

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN MANAGEMENT OF VOCATIONAL
EDUCATION**

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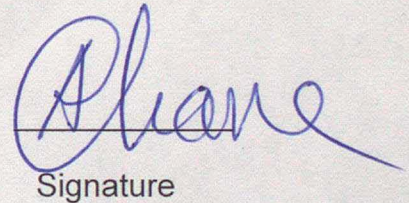
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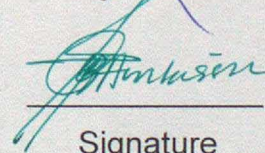
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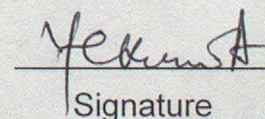
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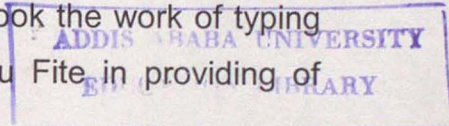
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ACKNOWLEDGMENT

I would like to express my deepest heart felt gratitude, sincere and appreciation to my advisor Dr. Wanna Leka for his enlightened, genuine and constructive comments.

My special thanks go to my brother Dr. Tamene Kitila who much concern for my paper and has given useful comments and encouragement.

I am also grateful to Dr. Taye Regassa who helped me in statistical analysis of the collected data. My sincere thanks also go to W/ro Yezichalem Meaza who undertook the work of typing and Ato Adane Bayissa and W/ro Degitu Fite in providing of written materials.



Finally, I would like to extend my sincere thanks to my spouse Bizunesh Fite and my son Sutan Kassahun for their affectionate support and encouragement throughout my study.

Kassahun Deressa

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Abstract

The achievement goal of the TVET program will be questionable if the majority of the teachers are dissatisfied with their job and assessment of factors that affect these conditions would not be regarded as central concern. It would, therefore, be useful to identify the major factors that affect TVET teachers' job satisfaction. The objective of this study was to investigate the level of middle level government TVET Institutes teachers' job satisfaction in Addis Ababa. To conduct this study, a descriptive survey method was employed with sample of 90 (N=90). For this purpose, questionnaire, interview and observation were used as an instrument to collect the data. Data collected through these instruments were analyzed using different graphs and percentage. The designed questions were intended to find factors that affect middle level government TVET teachers' job satisfaction. Factors such as opportunity for promotion, adequate salary, good working conditions, improvement and skill development were some of the issues focused on to carry out the study of job satisfaction among the TVET teachers. Finally, based on these findings, some recommendations are forwarded as to how all the concerned bodies can play vital role to reduce the TVET teachers' job dissatisfaction and enhance their satisfaction.

CHAPTER ONE

1. The Problem and Its approach

1.1. Background of the Study

All around the world education is an enabling process or instrument to promote economic growth and increase the productivity of labor. It equips people with the skills they need to participate fully in the development of their society. Labor markets, technology and trade are changing dramatically all over the world. This makes the acquisition of technical knowledge and professional skills important for employment. Technical and vocational education and training (TVET) helps individuals to acquire knowledge and skills. Moreover, TVET contributes to the over-all development of national economy by enhancing human resource. Franklyn, (1993:83) for example, states that "Improvement in the quality of human resources is crucial to the economic, social and political development of any country. Education and training, which are the major means of developing human resources, influence socio-economic development because they increase the productivity of the labor force and endow it with increased knowledge and skills".

Technical and vocational education and Training by its nature has an involvement of practical application where by students could capture the culture of work and learn respect for their profession and develop attitude of job creation rather than being job seeker. According to Quisumbing (1998:2), a holistic and integrated human resource development program for TVET aims to prepare the individual to become responsible, free and mature person. It also equips him/her not only with the appropriate skills and know-how of the latest technologies, but also endows him/her with deep human and spiritual values and attitudes. Quisumbing (1998), further states that in the light of the emerging challenges of the 21st century,(i.e., an era of rapid changes in knowledge) information and communication, science

and technology, industrialization and globalization, a new paradigm shift towards a human centered developments is imperative. TEVT, therefore is hoped to play a crucial role in enabling man to face these apparently formidable challenges.

Ethiopia is not the only country that is practicing TVET in a massive scale. A closer look at the situation in Africa reveals the manner in which technical and vocational education has been introduced and expanded in the continent. An investigation of the history of Africa shows that the late 1950s and early 1960s were the decades during which many countries in the continent achieved their independence from their colonial rulers. During the colonial period, the educational system of nearly all the states in the African continent had either nothing to do or little to do with needs of the African people.

In Wanjala's (1996: 12) UNESCO study, it has been observed that:

The rapid expansion felt across African States shortly after their independence was basically due to the demand for education as a right and as a result of concerted effort in its democratization. There was also a higher level commitment from the international community to assist the new nations in self governance. The thrust was for more literacy and academic knowledge to take over from the colonial administration....A decade later, it dawned on most States that liberal education alone was not sufficient. The school curriculum was no longer relevant to the needs of new nations. They required, besides administration and clerical officers, a cadre of qualified scientific and technological manpower to take over and develop the nation's productive capacity.

The changes that emerged following the educational reform undertaken in many of the African countries could be seen from two aspects: change in school structure and change in content of curriculum.

Regarding curriculum the content related educational reform undertaken in the countries surveyed following their independence. Wanjala(1996:13) has stated that " A common feature underlying educational reforms in Africa is the introduction and expansion of technical and vocational education in the general school curriculum. This is due to the increased realization of the importance of technical and vocational education in national development".

As indicated above, the crucial role TVET can play in the overall economic development was recognized by many African states shortly after they achieved their independence in the mid 1960s but effective implementation of the policy of educational reform and the objectives of TVET came much later.

In connection with this, Wanna (1996:298) notes that many African countries in the 1960s introduced vocational/technical training programs in to their secondary school systems. Such secondary schools where vocational/technical training was offered are referred to as comprehensive secondary schools. The main objective of these schools was to meet the potential middle-level man power demanded in technical and commercial fields.

In his attempt to trace the development of Technical and Vocational Education, Wanna (1998:57) discussed four phases the development of the program. The first phase (1940s — 1960s) Ethiopia was rehabilitating the education system that was destroyed by the Italian invader. As a result some vocational schools were built during this time. The second period (1960s-1980s) started when most African countries including Ethiopia realized that human resource development was

pertinent to economic growth. To obtain this economic growth to obtain the required skilled middle level manpower was required. General secondary school needed to be converted into comprehensive secondary school in order for the country to get a place where the middle level skilled manpower could be trained. The third period (1980s-2001/2002) was when the Ethiopian government realized that the comprehensive high school program was failing. Thus, 10+3 Technical/vocational school program was introduced at the time in the selected comprehensive high schools and in some (then) newly established technical /vocational schools. During the third phase of the development of TVET total of 17 technical /vocational schools --- 14 government and 3 non government schools --- providing 10+3 program in 21 specialized fields.

The fourth period (2001/2002 – up to now) came into existence as a result of the change in political system of the country that entailed policy change of education systems in general and technical and vocational education and training in particular.

Ethiopia needs skilled manpower for rapid development. Technical and vocational training is critical in the development of a sustainable manpower resource, to supply the skilled workforce for the production and service section of the economy as well as in the expansion of opportunity for self-employment.

The introduction of technical and Vocational training in Ethiopia dated back to a long time, the development of the country in the past was slow and there does not seem to have been a strong policy support.

The education and training policy gives special attention to TVET by providing broad and multi level foundations. As can be recalled the Transitional Government

of Ethiopia (1994) issued an education policy and strategy. The policy identified three major areas for change;

- Making education more relevant to the demands of the community and curriculum change;
- Quality improvement; and
- The expansion of primary and vocational education.

The shift in policy would have major resource implications such as expansion of primary education and vocational training. As shown bellow, the education and training policy document presented specific objectives and strategic measures on TVET (Transitional Government of Ethiopia, 1994):

- Parallel to general education, diversified technical and vocational training will be provided for those who leave school at any level of education.
- Apprenticeship training will be provided in agriculture, crafts, construction, and basic bookkeeping for those at the appropriate age and leaving primary education.
- Technical and vocational training in agriculture, industrial arts, construction, commerce and home science will be provided after primary education for those who may not continue in general education.
- Technical training will be provided for those who complete Grade 10 to develop middle-level manpower.
- Student participating in technical and higher education program will be helped to gain the necessary field experience before graduation.
- Teachers and researchers will be helped to gain the necessary field experience of various development and service institutions while professionals working in such institutions will be helped to gain similar field experience of teaching will be facilitated.
- Coordinated curriculum development will be ensured so that students and trainees will acquire the necessary entrepreneurial and productive attitudes and skills.

- Research of practical societal impacts will be given priority and the necessary steps will also be taken to facilitate the coordinated effort of all those concerned.

The 1994 policy documents have provided guidelines for the planning of TVET reforms by the end of the 1990s. In connection to this, Johanna (2005:31) stated that:

The new middle technical education program (10+2) will be introduced in almost 130 schools (TVET schools, former comprehensive secondary schools) and will involve 2000 TVET teachers. The teachers have varied qualification and experience for becoming instructors in one of the 24 trades offered in the new program within four main occupational areas: Business Education, Home Science, Construction Technology and Industrial Technology.

Though the policy facilitates for progressive of TVET program, it is essential to investigate and give attention to the challenges that one might encounter during the implementation like absence of a dequate e quipment, facilities, teachers' job satisfaction, etc.

Following the education and training policy issued in 1994 special attention has been given to technical and vocational education and training program. The program is assumed to be based on the assessment of the training needs of the country's social, economic and political development. The aim of the program is not only to train skilled man power for employment, but is also intended to encourage the trainees to create jobs themselves and contribute to the national development

The estimation for the need for Government TVET Teachers in Ethiopia for five years program is illustrated as follows:

Table 1 : Estimated Need for Government-Owned TVET Teachers in (2002 –2007)

Field of Specialization	2002		2007		Total number of Additional Teachers Required in 2002-2007
	Number of Trainees	Additional Teachers Required	Number of Trainees	Additional Teachers Required	
Business	10200	408	24650	238	980
Industrial	6000	240	14500	140	580
Construction	6000	240	14500	140	580
Home science	7800	312	18850	182	751
Total	30000	1200	72500	700	2900

Source: Education and Training in Ethiopia (Johanna, et al 2005)

As shown in the Table 1 above, even though the numbers of enrollment and TVET teachers are increasing the sustainability of the program requires assessing factors that affect the teachers' job satisfaction.

According to the information obtained from Addis Ababa Education Bureau, currently there are five middle level government TVET Institutes, namely, Higher 4, Higher 7, Higher 12, Higher 20 and Akaki Middle Level TVET Institutes. The number of TVET teachers in these Institutes is shown in the Table below:

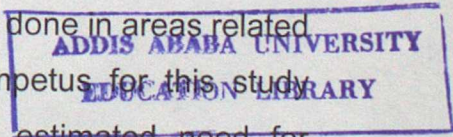
Table 2: Government TVET Institutes and number of TVET teachers in Addis Ababa

S. No.	Institute	Number of TVET Teachers		
		M	F	Total
1.	Higher 4	52	23	75
2.	Higher 7	42	19	61
3.	Higher 12	42	16	58
4.	Higher 20	44	19	63
5.	Akaki	31	7	38
Grand Total		211	84	295

Source: Addis Ababa Education Bureau 1998 E.C (2005/2006)

1.2 Statement of the Problem

Many studies form local and abroad have been carried out in areas related to job satisfaction. The majority of these studies tend to focus on employees' motivation in different organization or Institutes for good performance. However, not much seems to have been done in areas related to middle level government TVET Institutes. The impetus for this study arose from realizing this gap. As revealed in the estimated need for government owned TVET teachers in Ethiopia from 2002 to 2007 program (Education and Training in Ethiopia 2005) the number of TVET Institutes increases from year to year and this causes a great incremental change in student enrollment and teachers. Along with this increase in the number of



the TVET teachers and students, the effectiveness and implementation of vocational education also needs to be evaluated. One way to do this is through responding to the growing needs of middle level government TVET teachers. For example, it seems helpful to think about the retention of qualified TVET teachers together with the information related to their job satisfaction. Therefore, this study was intended to investigate whether or not middle level government TVET Institutes teachers in Addis Ababa are satisfied with their job, and if they are, to determine the extent of their satisfaction.

Hence the specific objective of the study was to explore the extent to which the vocational teachers in five middle level government TVET Institutes are satisfied with their job. In particular, the study attempted to answer the following basic questions.

1. Are middle levels government TVET Institutes teachers in Addis Ababa satisfied with their jobs?
2. If they are not, how does their dissatisfaction affect their job?
3. What factors affect government middle level TVET Institute teachers' job satisfaction in Addis Ababa?

1.3. Significance of the Study

Recently the vocational education and training environment has been changed. Accordingly vocational education and training strategies need to be adjusted. Based on the information obtained from the program that is being carried out at the moment, the following finding of this study is therefore, hoped to provide:

1. Information to concerned bodies on the current status of Government Technical and Vocational Education and Training teachers' job satisfaction. This will help them to make informed decision on what needs to be done to keep the teacher in the profession.
2. Information to concerned bodies on whether or not there is a gap between the opportunity offered to teachers by their profession and the teachers' own job related needs.
3. Serve as a starting point for further study in the area in the future.

1.4 Delimitation of the Study

This study is limited only to middle level government TVET Institutes teachers in Addis Ababa .The study would have been more comprehensive, had it been possible to consider all government TVET teachers in other regions. But due to time and financial constraint it is limited to Addis Ababa.

1.5 Limitation of the Study

This study has the following limitation.

- A more helpful data that could help the Ministry of Education, Ministry of Capacity Building and other pertinent bodies to make informed for decisions and have been obtained if the present study were able to cover more TVET Institutes and teachers. However, time and resources constraints have limited the scope of this study to only middle level government TVET institute in Addis Ababa.
- Some directors of the selected middle level TVET Institutes were unwilling for the questionnaires to be filled by TVET teachers.

1.6. Research Methodology

1.6.1 Method

A descriptive survey method was used for the study of factors that affect job satisfaction government middle level TVET Institutes teachers in Addis Ababa. The method was believed to be convenient and appropriate to enable the researcher investigating the problem. Referring to this, Best and Kahn, (1999:105) stated that " A descriptive study describes and interprets what is. It is concerned with conditions or realities that exist, opinion that are held, process that are going on, effects that are evident or trends that are developing. It is primary concerned with the present, although it often considers also past events and influences as they relate to current conditions". So, as it is mentioned above, the appropriateness of the method has been preferred.

1.6.2. Sampling procedure

As stated in the statement of the problem, the purpose of this study was to explore the extent to which middle level government TVET Institute teachers in Addis Ababa are satisfied with their job. To do this, all Middle Level Government TVET Institutes located in Addis Ababa were taken as the over all population of the study. In these five TVET Institutes, 295 teachers were teaching in the 2005/06 academic year. From among these teachers, 90 were selected using availability sampling technique. This means that 30% of teachers were selected from each school.

This was done as follows. I took the questionnaire to each Institute and distributed it to, for example, 23 teachers I met in the first two hours I stayed at Higher 4. It took me another two hours to get 13 teachers at Higher 7 TVET Institutes. I followed a similar procedure in the remaining three TVET Institutes. In some Institutes, for example, in Higher 20, it took me 5 hours to get and distribute the questionnaire to 19 teachers.

Table 3 below shows the total number of teachers sampled from each Institute

Table 3: TVET Teachers sampled for the study

S/No	Institute	Sample size (30% of the population)		
		M	F	Total
1	Higher 4	16	7	23
2	Higher 7	13	6	19
3	Higher 12	13	5	18
4	Higher 20	13	6	19
5	Akaki	9	2	11
	Grand Total	64	26	90

1.6.3 Data Gathering Instruments

The instruments used for this study were questionnaires, interview and observation. The major tool for collecting data for the study was questionnaires. Closed ended questionnaire was prepared to gather information about Job satisfaction of TVET teachers. The questionnaire consisted of items on respondents' personal data i.e. age, sex, years in teaching, qualification, subject he/she teaches and items designed to measure factors that affect job satisfaction of middle level government TVET teachers.

In the study interview was used as one of the instruments to gather relevant data from the Institute principals and students. Additionally, observation was used by the researcher as supplementary instrument whether facilities and teaching materials are available and fulfill the interest of the teachers.

1.6.4 Pilot test

A pilot test was conducted before the distribution of the questionnaire to the sample population of the study. Pre-test questionnaire was given to 30 middle level government TVET teachers (6 TVET teachers from each Institute) for judgment. After the comment of the teachers some questions were improved and based on this pilot-test, reliable questionnaire for the data collection was prepared.

1.7. Organization of the study

The study has four chapters. The first chapter deals with the background of the study and its approach. The second chapter presents the review of the related literature. Chapter three deals with the analysis and interpretation of data. Finally, summary of the findings, conclusion and recommendations are presented in the fourth chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concept of Job Satisfaction ✓

According to Vroom (1982:99), job satisfaction is the reaction of the workers against the role they play in their work. Similarly, Blum and Naylor (1986:364) define job satisfaction as a general attitude of the workers constituted by their approach towards the wage, working condition, control, promotion related with the job, social relations in the work, recognition of talent and some similar variables, personal characteristics, and group relations apart from the work life.

Job satisfaction is the total of the sentiment related with the job conducted. If the worker perceives that his/her values are realized within the job, she/he improves a positive attitude towards his/her job and acquires job satisfaction (McCormic and Tiffin 1974:74).

In light of these concepts, we can define the job satisfaction as the sum of all negative and positive aspects related to the individual's salary, his/her physical and emotional working conditions, the authority she/he has, the autonomous usage of this authority, the level of success she/he has maintained and the rewards given due to this success, the social status maintained in relation with his/her job, and his/her relations with his/her colleagues and administrations. Individual elements do not result in the job satisfaction. Job satisfaction can only be mentioned if all these elements exist.

Attention has been directed toward defining the concept of job satisfaction, determining the factors that contribute to it, and establishing its impact on performance. The terms motivation, morale, and job attitude have been used to

define job satisfaction. Although these terms do not mean the same things, they are all used to refer to the same concept. (Condler: 1988:19)

On the other hand, Davis (1989:70) defined job satisfaction as a set of favorable or unfavorable feelings with which employees view their work. Invancevich (1990:63) defines also job satisfaction as an attitude that workers, have about their job. That is, job satisfaction can be viewed as an overall attitude or it can apply to the parts of an individual's job.

If people compare their achievements and the resulting awards with the other's achievements and awards, and the result is balance, then we can talk about job satisfaction. In contrast, if the result is imbalanced, then dissatisfaction will exist (Adams 1963:4)

2.2. The Importance of Job Satisfaction

Job satisfaction is the condition of establishing a healthy environment in an organization. In connection to this, Kahn (1973:94) stated that: Job satisfaction is very important for a person's motivation and contribution to production.

Individuals want to maintain status, high ranks and authority by giving their capabilities such as knowledge, ability, education, health etc. to their jobs for which they spent most of their time. The individuals who cannot meet their expectations with regard to their jobs become dissatisfied. Thus, this dissatisfaction affects the organization for which she/he works.

According to Mirza (1995), the importance of job satisfaction is listed below.

1. Leads to improved productivity and hence profitability.
2. Improves the moral of the work force
3. Helps create a better corporate image.
4. Improves relationship between boss and subordinates.
5. Aids in developing leadership skills, loyalty and better attitudes.

accor Mir [1995] cited in

6. Develops a sense of responsibility to the organization for being competent.
7. Improves labour-management relations
8. Creates an appropriate climate for growth and communication.
9. Makes the organization a better place to work and like.

This can also be applied for TVET Institutes. Since TVET has a crucial role to play in the development of socio-economic condition of a country, maintaining of job satisfaction of TVET teachers has a great importance.

2.3. Factors Affecting Job Satisfaction

Numerous research results show that there are many factors affecting job satisfaction. Satisfying factors motivate workers while dissatisfying ones prevent. Motivating factors are achievement, recognition, the job conducted, responsibility, promotion and the factors related to the job itself for personal development. Motivating factors in the working environment result in the job satisfaction of the person while protective ones dissatisfy him/her (Herzberg 1969:21).

As a result of his inquiry about the attitudes of employees, Herzberg et al. (1959) developed two distinct lists of factors. One of factors caused happy feeling or a good attitude within the worker, and these factors, on the whole, were task-related. The other grouping was primarily present when feelings of unhappiness or bad attitude were evident, and these factors, Herzberg claimed, were not directly related to the job itself, but to the conditions that surrounded doing that job. The first group he called motivators (job factors):

- recognition;
- achievement;
- possibility of growth;
- advancement;
- responsibility;

- work itself.

The second group Herzberg named hygiene factors (extra-job factors):

- Salary
- Interpersonal relations-supervision;
- Interpersonal relations-subordinates;
- Interpersonal relations-peers;
- Supervision-technical;
- Company policy and administration;
- Working conditions;
- Factors in personal life;
- Status
- Job security

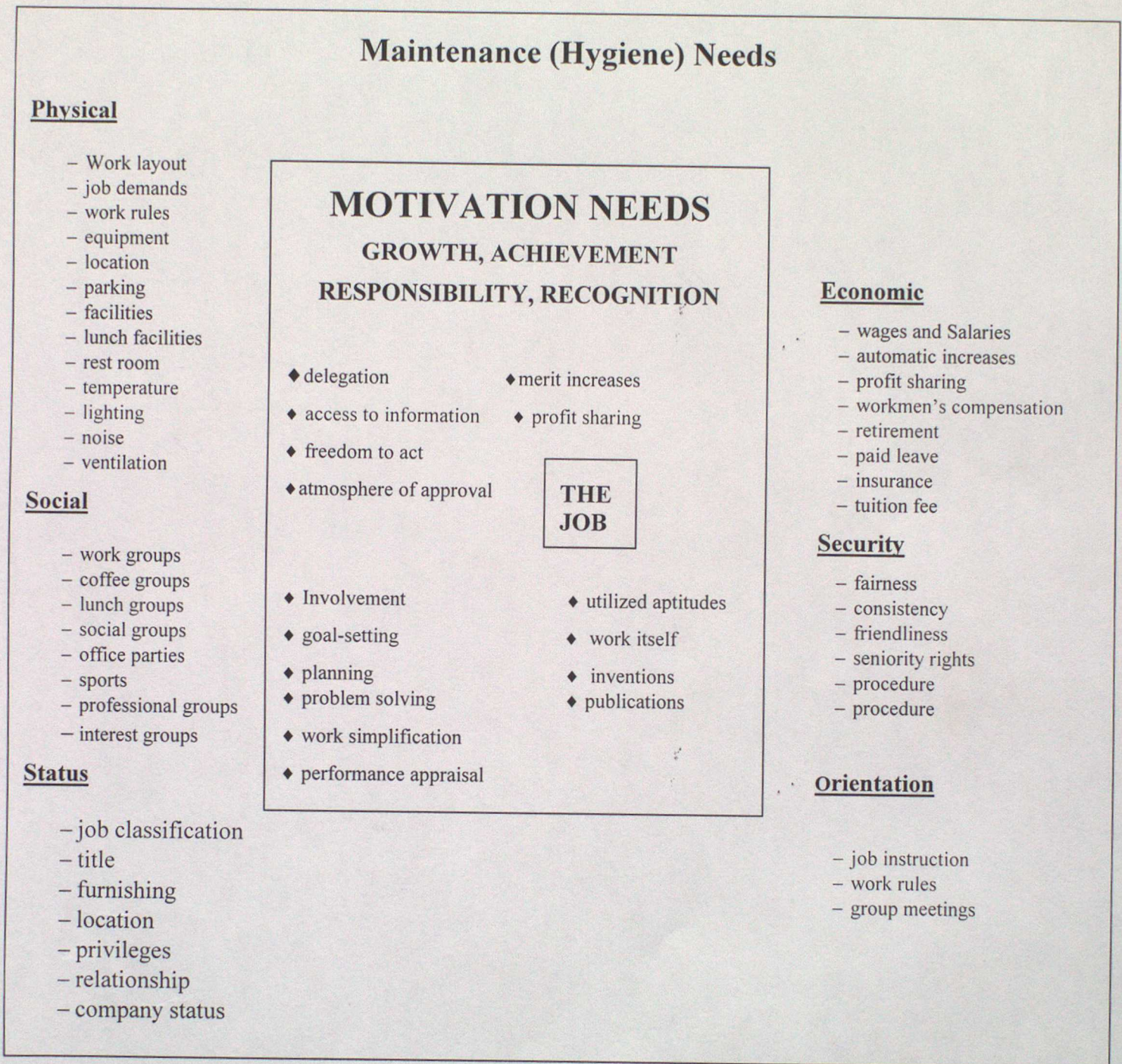
Motivations refer to factors intrinsic within the work itself like the recognition of task completed. Conversely, hygienes tend to include extrinsic entities such as relations with co-workers, which do not pertain to the worker's actual job.

Recalling motivator factors, Herzberg (1968:53) concludes that only these factors can have a lasting impression on a worker's attitude, satisfaction and thus, work. Furthermore, Steininger, (1994:601) stated that workers perform best when this stimulating is internal and work-related.

Herzberg theorizes that there are different powers at work in the elimination of job dissatisfaction versus the achievement of job satisfaction. He found that job dissatisfaction is caused by factors such as poor supervision, bad working conditions, unpleasant colleagues, low salaries, objectionable work policies or procedures, and low job security.

Herzberg's two- step process of motivating employees (first provide hygiene and then motivation) can be summarized as flows:

Figure 1 Summary of Herzberg's theory



2.4. Relevant of the Herzberg's two-step processes of motivation to Teachers' Job satisfaction

The theory; however is useful and relevant to teachers' job satisfaction. It provides a sense of professional achievement, give continuous feed back and identifies the factors that affect teachers job satisfaction. From the figure mentioned above, adequate information can be obtained about job satisfaction of teachers. Through the view of the summarized theory, the relationship between teachers' satisfaction and motivation depicts as follows:

- (a). **Physical:-** The items that are listed under physical show the working conditions. Workplace conditions have a positive relationship with teachers job satisfaction. Teachers with adequate school facilities and healthy environment feel higher level of satisfaction than teachers who lack comfortable working conditions.
- (b). **Social:-** Social groups work groups, peer support, etc, help teachers in exchanging in information on their job issues. If such relations are not exist among teachers, Job dissatisfaction is inevitable.

(c). **Status, Economic Security and orientation**

There are several source of dissatisfaction in teaching of which status, economics, security and orientation should be award. However, a closer analysis of this source may help to identify factors that affect job satisfaction of teachers. According to the figure above, the absence of these factors could create job dissatisfaction.

(d). Motivation Needs

Under this title Herzberg identified factors such as Growth, Achievement, Responsibility and Recognition. He found these factors particular, that were strong determiners of job satisfaction. These motivations can be associated with teachers Job satisfaction, because they have positive effects in their job performance.

In general, it may be summarized from the figure, Fredrick Herzberg suggested that some aspects of a job allow people to satisfy their needs, which he called satisfiers or motivators. He argue that people get and want more from their jobs than pay, such as recognition, responsibility, feelings of achievement, prestige, pleasure from social interactions, stimulation, and challenge. Some job elements are noticeable in their absence, however, and produce dissatisfaction. Such dissatisfiers tend to affect external conditions, such as company policy and its administration, supervision, working conditions, relations with others, status, and job security. Satisfaction of these it called hygiene. The core point of Herzberg's approach is that dissatisfaction may lower performance. This theory definitely can be applied in education. It is often assumed that satisfaction is positively correlated with performance on the job, but evidence shows that the correlation is weak. Happy employees are not necessary outstanding performance. For teachers, satisfaction is related to teach students, whereas dissatisfaction arises from factors that impede effective teaching.

2.5. Motivation and job Satisfaction

Personnel managers identified that "Lack of employee motivation is the most troublesome problem they face, 69 percent of operating managers said that "lack of employee motivation is the most annoying problem in their organization, and

small-business leaders reported that motivation is the human resources issue that takes up the most of their time" (Spitzer 1995:3). According to Robert (1998:226), the instilling of satisfaction within workers is a crucial task of management and satisfaction creates confidence, loyalty and ultimately improved quality in the output of the employed.

Motivations are things that induce an individual to perform. While motivations reflect wants, motivators are the identified rewards or incentives that sharpen the drive to satisfy these wants. Some important motives relevant to employee behavior are: achievement affiliation, power, security, status, prestige and recognition (Mirza, 1995:191)

Under this topic it has been tried to review the literature of different motivational theories and draw from their approaches to job satisfaction and the role of motivation within job satisfaction.

2.5.1. Motivation

At one time, employees were considered just another input into the production of good and services. What perhaps changed this way of thinking about employees was research, referred to as the Hawthorne Studies, conducted by Elton Mayo from 1924 to 1932. This study found employees are not motivated solely by money and employee behavior is linked to their attitudes (Dickson 1973:298). The Hawthorne Studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Bedeian, 1993:16)

Many contemporary authors have also defined the concept of motivation. Motivation has been defined as the psychological process that gives behavior purpose and direction (Kreitner, 1995); a predisposition to behave in a purposive manner to achieve specific, unmet needs (Buford, 1993); an internal drive to satisfy an unsatisfied need (Higgins, 1994).

Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001:51). As stated by Brown (1994:152), motivation is a term that is used to define the success or the failure of any complex task. Steers and Porter (1991:6) deal with three matters while discussing motivation:

- What energizes human behavior,
- What directs or channels such behavior and
- How this behavior is maintained or sustained.

✓ This concept of motivation enables researchers to identify teachers' motivations. Motivation contributes to high level of teachers' job satisfaction and develops their professional which gears them to overcome the intellectual challenge of teaching. The lack of commitment in teaching may reduce teachers' performance and as a result expected basic skills (knowledge) for students will be badly affected

2.5.2. Teacher Motivation

Johnson (1986) states that there are three theories of motivation and productivity that teacher motivation are based on.

- (a) **Expectancy theory.** It is probable for a person to struggle for work if there is an expected reward such as bonus or a promotion that is worth working.
- (b) **Equity theory.** Unfair treatment for their efforts and achievements
Makes Individuals displeased.
- (c) **Job enrichment theory.** The more varied and challenging their work is, the more productive employees become.

Inadequate rewards both extrinsic and intrinsic are contributing to the diminishing of job satisfaction. Many writers in the field have investigated the causes how teachers can be motivated to the profession. Among these writers, Gorton (1988:283) mentioned some factors: low salary, inadequate teaching facilities and absence of career advancement.

There is a tight relation between performance-based pay and a career ladder to be climbed to take higher pay and higher status. Also, merit pay is known as "a compensation system" where employees are paid in terms of their performance. However, in educational practice, merit pay indicated a bonus plan that "supplements that standard pay scale and rewards teachers for special services, multitask pay scale that provides rapid salary advancement for outstanding teachers, or a bonus plan for accomplishment such as participating in extracurricular activities or conducting in service training" (Willis:1984).

From the above statements we understand that teachers are essentially motivated by economic reward. In this context, however, money still seems to play a very significant role in educational practice. Several studies, for instance, as Miaza 1988, cited (Sinha, 1958; valid 1978; Monga, 1978 have confirmed that

"wages continue to be perceived as a major factor constituting job satisfaction and productivity followed by other factors like job security, opportunity for advancement and type of work etc".

According to Hawley (1985:58), in order to increase teachers' contribution toward educational achievement career ladder plans should be done. There are some principles to be designed for career ladder plans. There are:

- (1) For high performance, economic rewards are important
- (2) In order to keep higher levels of pay and status, teachers carry on showing high performance.
- (3) There should not be any competitive rewards which can discourage peer interaction and social approval, importance to effective teaching.
- (4) Fair and predictable assessment measures should be used.

"The need to avoid pain and the need for psychological growth" are two basic elements ground in job enrichment theory karl (1982). It is said that motivation factors should be intrinsic which present tasks that are more enjoyable, interesting and psychologically rewarding. Achievement, recognition, work responsibility, advancement and possibility of growth take place in that group. On the other hand, other factors are extrinsic in terms of the context or setting where the work is performed. Organizational policy and administration, technical supervision, salary, working conditions, status, job security effects on personal life, and interpersonal relations with superiors, peers and subordinates are in that group.

2.6. Job Satisfaction in Teaching

Many organizational psychologists have studied the factors that influence workers in carrying out the tasks associated with particular job for number of years. Most of these studies have taken place in industrial settings. Nevertheless, much of what have been studied can be applied to those who work in schools.

The question of the relationships between job satisfaction and performance has to be raised and assessed by administration or principals of schools in order to accomplish mission. In reference to this Seyfarth (2005:101) stated that: "A persistent question in the minds of administrations and organization psychologists has to do with the relationship between job satisfaction and performance. It is frequently assumed that by creating conditions that increase employees' level of satisfaction, we will obtain increased productivity"

This shows that when as employee's level of satisfaction increases, the job performance will improve or when job performance improves, job satisfaction level will rise.

2.6.1. Career Anchors and Teacher Satisfaction

Seyfarth cited Schein (1990) and introduced the concept of career Anchors as:

The concept of career anchor as a way of explaining the factors that motivate people in their work. A career anchor is the meaning or purpose an individual seeks through a job. A person who finds a job that allows him or her to achieve an important meaning or purpose are likely to feel a sense of satisfaction from the job. Among the career anchor identified by Schein were technical aspects of the work; opportunities to analyze and solve problems; opportunities to help people work together; job security and long-term commitment to the organization; opportunity to build or create an enterprise; setting one's own schedule and place of work; and balancing clear and lifestyle; such as spending time with family or friends. (Seyfath: 2005).

The idea of career Anchors helps to identify and clarify in setting of individual's motivation that gears to Job satisfaction at work. This information is useful for making selection decisions, planning professional development activities, and making decisions about job promotion that lead to the Job satisfaction of employees. According to Seyfath, (2005) most people have several career anchors, which they tend to rank in hierarchy importance. Therefore, it is explained as follows:

i) Rewards and Security. Tangible rewards and recognitions are commonly used motivations in all types. Money and praise are powerful motivation for them, salary increases or expansions of fringe benefits are nevertheless welcomed by almost everyone. Money is valued not only for what it will buy but also as a symbol of success and approval. Few people enter teaching expecting to make a lot of money, but for many the security that teachers enjoy helps to compensate for the relatively low salaries. Most teachers are assured of continuing employment as long as they are reasonably effective in the classroom and do not break the law or violate community expectations. Fringe benefits such as medical insurance and retirement plan add to the security of teaching career.

ii) Working with people. People who like working with others often choose to teach because it is a job that involves constant interaction. Teachers spend most of every day with young people, and they also have opportunities to talk with colleagues. Contact with people is such

an integral part of teaching that anyone thinking about a teaching career who doesn't enjoy interacting with others would be well advised to choose a different occupation.

- iii) **Nature of the work.** Some individuals are attached to teaching by the nature of the job. Teaching in knowledge work, and helping students to understand new material is a fulfilling experience for many in the field. Teaching also involves a fair high level of autonomy, although this autonomy is more limited now than in the past because of mandated curriculum prescriptions and accountability requirements. Nevertheless, teachers continue to enjoy a degree of autonomy that is absent from many other occupations. Another career anchor for some teachers is the opportunity for personal and professional growth. Teachers are expected periodically to take coursework or engage in other education experiences in order to renew their professional credentials, a requirement that meets the need of many teachers' growth and learning.
- iii) **Working Conditions:** Working conditions are positive feature of most teaching positions. Teachers work in clean, comfortable surroundings, and many take pride in decorating their classrooms attractively. Teaching also involves variety, and people who are motivated by variety like teaching because

no two days are the same.. However, that is not to say teachers don't get bored. Those who crave very high levels of variety discover after a few year that the newness has worn off and boredom has set in. Some of those teachers seek a change of scenery, either by moving to a different school or grade level, or both, or they may obtain additional degrees to qualify for a supervisory or counseling position, or even leave the profession altogether to seek employment in other field.

2.6.2. Sources of Dissatisfaction in Teaching

Dissatisfaction with the conditions of teachers work can lead them to exit the profession or cause poor performance in teaching learning process. So, principals and personnel administration of school should be aware of sources of dissatisfaction in teaching. According to Seyfarth (2005:104), "Dissatisfaction is likely to be especially intense in schools that lack resources to support their teachers and shortage of teaching resources are common in schools and are frequent cause of teacher complaints". Many schools lack funds with to purchase necessary supplies and equipments for teaching. The existence of poor or inadequate teaching materials causes dissatisfaction in teaching.

Another source of dissatisfaction in teaching mentioned by Seyfarth was "teachers who are assigned to teach subjects that they are not qualified to teach or for which they lack interest are likely to cite that as cause of frustration and administration. Administration decisions to assign teachers to teach courses for which they have inadequate preparation create incompetence".

As stated above, assigning of unqualified teachers for the subject and lack of preparation for lesson create dissatisfaction in teaching.

2.7. Stress and Job satisfaction of Teachers

Optional levels of stress can lead teachers to perform their jobs effectively and achieve educational goal. However, as stress of teachers exceeds the optional levels, their job satisfaction declines and work outcomes, such as job performance, moral and commitment of the school will be deteriorated. Therefore the source of the stress has to be identified, so that, stress and job satisfaction simultaneously and continually impact upon each other will be understood clearly.

According to Shinn 1994:84; "Source of job-related stress could be work load, role ambiguity, poor relationship between workers and their colleagues, between supervisors and subordinates, and also lack of subjective fit between the person and the environment".

Seyfarth (2005), stated that: Teachers often experience stress because of the conditions under which they work. Conditions that are particularly conducive to stress are pressure to produce learning gains and disruptive and disrespectful students. Prolonged stress leads to physical and emotional symptoms characterized by a loss of interest in work and in the well far of others.

2.8. Role of Technical and Vocational Education and Training Teachers in social development

Technical and vocational Education teachers play a key role for human resource development in the world of work and its effect up on work skills, knowledge and attitudes which is base for competency and employment. It is clear that TVET teacher s prepare future citizens with the sophisticated skills needed to participate in a knowledge based society. In connection to this Chekum (2005:4) described in his article, "A technical and vocational education and training teachers have to play diversified roles and responsibilities such as a subject specialist, an experienced practitioners, an effective communicator, a curriculum and instructional communicator, a curriculum and instructional material developer, a manger, a counselor, and evaluation and a motivation for entrepreneurship"

Based on this TVET teachers have a great importance in education reform strategies and to bring about technological and societal change. For the change TVET teachers are the principal actors that play a significant role to enhance social progress and national prospectively. It is clear that TVET teachers have to be more and more successful with a wide rage of learning in order to prepare future citizens with the sophisticated skills needed to participate in a knowledge-based society. Referring to this:

It is of vital important that the talents of technical and vocational e ducation teachers are given. Full expressions and that the best possible professional standard are achieved and maintained by these teaches in the early years of their careers and beyond. Work conditions and environments must sustain teacher competence and confidence enable teachers to achieve the learning outcomes that students and the community need.

For a variety of reasons, qualitative aspects of teaching career are emerging as key focal points in employment policy for the years ahead. Judgments of quality and decisions about how to recognize and reward quality give rise to difficult issue. This needs to be addressed constructively if teaching is to become a more creative and prestigious career (checkum 2004:3)

Taking this into account, we can understand that the role of TVET teachers has a great place in social development. Therefore, since TVET teachers play a great place in social development. Therefore, since TVET teachers play a great role creating and developing eligible human resource, encouraging them to perform high standard career through giving more attention to their job satisfaction.

2.9. The contributions of TVET to Social and Economic Development

Technical and vocational Education and Training has a big contribution in the field of development of a country. Many countries in the world are faced with the challenge of improving the capacity of their workforce to respond to their own national development needs and to the demands of a rapidly changing, more globally competitive, world. According to UNESCO (2004), "The future success not just of nations, but also of individuals, enterprises and communities will increasingly depend on a pool of transferable and renewable skills and knowledge".

Many people, both in the developed and developing countries are giving emphasis to the place of improving the capacity of Technical and vocational Education and Training systems, in recognition of the important role TVET plays in equipping individual with relevant skills and knowledge. TVET program enables individual to participate in social, economic and technological innovation processes. In connection to this in UNESCO (2004), it is stated that "A pool of skilled and knowledgeable people is as important to the TVET industry itself as it is to the industries TVET serves".

The contribution of Technical and Vocational Education and Training is crucial in economic and human resource development program. Tom karmel (2004), stated that paper that vocational education and training provides skills and knowledge for work, enhance employability and assists learning through life. This statement is a clear manifestation of TVET's contribution in preparing individuals to become a responsible, free and mature person. It equips with the proper skills and know-how of the latest technologies.

Human resource development is a key role for the country's development strategy. TVET is regarded as the most crucial investment in human development. It is regarded as the most crucial investment in human development. It significantly contributes to improvement in health, hygiene, productivity and practically all that has a bearing on the quality of life (Maddi, 2006)

This shows that Technical and Vocational Education and Training determine the development and socio-economic condition of a country.

According to UNESCOI, 2004:

Technical and vocational education as integral component of life-long learning has a crucial role to play in this new era as an effective tool to realize the objective of culture of peace, environmentally sound sustainable development, social cohesion and international citizenship.

The TVET of the future must not only prepare individuals for employment in the information society, but also make them responsible citizens who give due consideration to preserve the integrity of their environment and the welfare of others.

These statements represent a broadening of TVET from the narrow task of providing training for industry- specific and occupation specific skills to the broader task of workforce development and lifelong learning, for sustainable development and citizenship. Therefore, TVET contributes to the achievement of societal and economic development.

Contribution of TVET has a great place in a country and to realize this, maintaining of the job satisfaction of TVET teachers is necessary. Without positive attitude towards their profession, this development will not be achieved.

Job satisfaction is a condition of establishing a healthy organizational environment in an organization. This most important evidence that indicated the conditions of an organization got worsened is the low rate of job satisfaction. Job satisfaction which is very important for a person's motivation and contribution to production may diminish irregular attendance at work and replacement of workers (Flambeau vol.12:2004)

TVET is a corner stone for sustainable development and this is realized and depends on job satisfaction of TVET teachers.

2.10. Job Satisfaction and Teacher Turnover

Usually human resource movement in schools takes place through promotion and transfer. Another form of teacher movement involves which is known as Turnover. This kind of movement happens as a result from resignation out of the school. Turnover generally refer to employees who leave an organization or company, but information about teacher transfer or resignation can also give clear about their job satisfaction. Teacher transfer or leave from school to find peasant working condition or greater convenience.

Many writer believe that the examining the relation between job satisfaction and turnover of workers is important to indicate causes and assist creating of a good working condition for worker. For instance Baron /1983: 217/ stated 'turnover can be affected by many different variables of which job satisfaction is a part. This variable includes a general economic condition level of skilled worker passes as well as attitude of employees towards their job.'

Dissatisfaction with the conditions of their work can lead teachers to exit the profession even earlier that they had originally expected. According to

Hardy/2002: 18/. It is important for administration to take a note o f the factor that contribute to teacher dissatisfaction to work to eliminate or at least ameliorate those condition in order to retain teacher who might otherwise leave the class room.

Inadequate salary the most frequently cited reason for leaving g teaching by those who had taken jobs in other fields in one of the few studies of the topic. Some 60 percent of the respondent named that factor. Most of the individual who left the profession had improved their financial situation as compared to a group of persons who were still teaching /Journal former teachers in America,2001/

Teacher turn over may be an indication of teacher lack of satisfaction in their job. If the working condition of teacher in comfortable and earn fair salary payment, they are usually reluctant to leave the school. So, School administration might consider job satisfaction of teachers in order to retain them.

2. 11. Studies made in the local context on related Job satisfaction

Some local studies have been conducted in similar areas by different researchers. For example, Tsigie (1997) investigated sources of Job-Related stress strategies among High school Teachers in Addis Ababa and their coping strategies. The study generally addressed the occupation related stress high school teachers may face that could hinder them from becoming effective and also from getting professional satisfaction.

In this paper, the status of teachers, teacher student relationships, the physical environment in the school system and related factors are dealt with. The results are believed to have some significance in improving quality education at regional and national level. The most stressing factor found in this study in 'financial matters' which states items like teachers are paid inadequate (low salary) for their duties, they feel they have poor dressing and they experience financial insecurity. Even if scale change was made, it still does not seem to fulfill the basic needs teachers have.

Another study was conducted by Bensa (1996). The aim of Bensa's study was to explore factors that affect teachers' job satisfaction in Addis Ababa public schools. Bensa noted in his study that public employed teachers were mainly affected by pay, working conditions, lack of promotions, etc.

Legesse's study was concerned with exploring factors that affect work motivation of Secondary Schools teachers in central and Eastern Ethiopia. He identified the factors that motivate the Ethiopian secondary school teachers to work hard and those which demotivate them from working hard. The study showed that salary and conditions of satisfaction of personal needs have a direct effect on teachers daily lives.

A study conducted by Kassahun (1996) was aimed at investigating Job satisfaction among employees of the Ethiopian Insurance Corporation. Kassahun's study noted recognition from corporation, participation in decision making, among others, are important factors that determine the extent of the job satisfaction of the Ethiopian Insurance Corporation.

As shown above, none of the local studies briefly reviewed here concerned itself with teachers' job satisfaction in TVET areas. This study has therefore been designed to do this job.

CHAPTER THREE

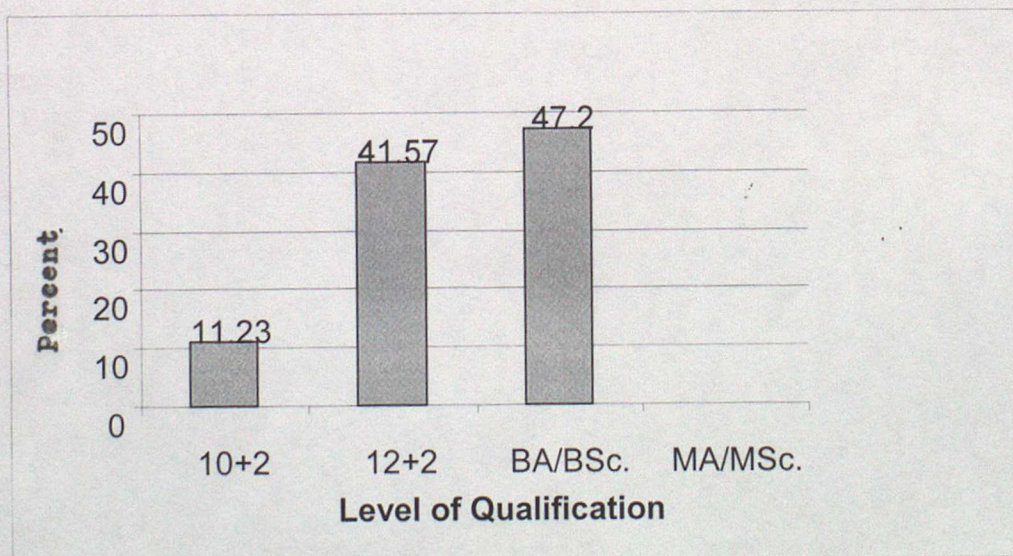
3. Presentation and Interpretation of the Data

This chapter deals with the presentation and interpretation of the data gathered from the sample of middle level government TVET Institutes teachers, Addis Ababa Education Bureau, Principals of the TVET Institutes and vocational students in Addis Ababa.

The data obtained through questionnaires, interview and observation check list were used and interpreted in view of the leading questions which were raised in the first chapter. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data is presented as follows:

On question raised in this study concerned itself with qualification of the teacher included in this study. Figure 1 below shows the result obtained.

Figure 1 : Teachers' Qualification

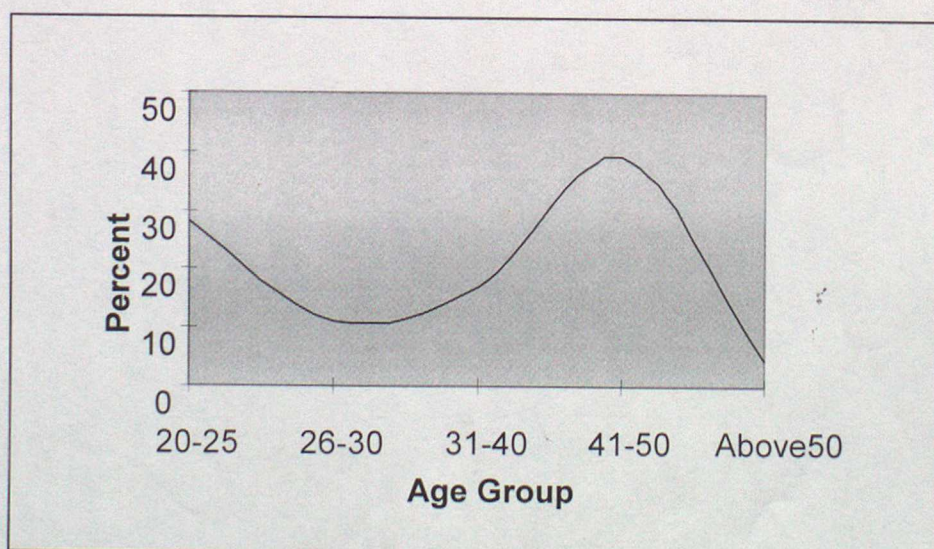


In the study an attempt has been made to assess the qualification of TVET teachers. As the above graph indicates majority of the TVET teachers i.e 47.2% have held BA/BSc. degree and 41.57% of them completed 12+2. This shows that the educational background of TVET teachers is in a good position. If favorable working condition of these teachers is maintained perhaps the quality of TVET could be enhanced.

On the other hand, the principals of the Institute revealed during the interview that majority of TVET teachers are BA/BSc. holders. However, they said these teachers leave teaching due to their dissatisfaction with their work. One main source for their dissatisfaction according to the principal's responses is no commensurate payment to the teachers' qualification. As a result most of the TVET Institutes encounter problem of shortage of TVET teachers.

An interest was taken in identifying the ages of the respondents to the questionnaire used to gather data for the present study. Figure 2 below reveals the data obtained from the subject of the study.

Figure 2 : Age Distribution of the Teachers

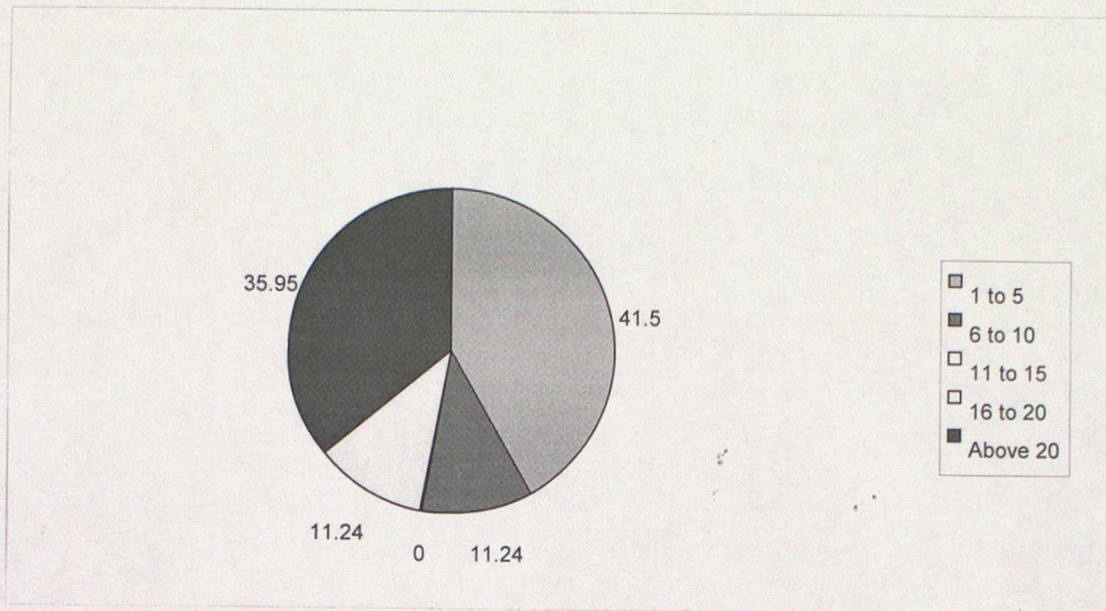


The graph shows that the majority of the teachers studied lie in the age range of 41-50 which may indicate that they have been in the profession for many years. However, if their salary is still relatively low they may not be interested in staying in the profession.

From observation and informal discussion made with some TVET teachers, it could be understood that young teachers are more satisfied than old teachers. This is perhaps because the interest of teachers (payment, change of profession, improving of their family's standard of life, etc.) is greater than that of the younger ones. Therefore, unless a more convenient working condition is created, say, through improving their salary and working condition) experienced teachers who are dissatisfied eventually quit teaching to find jobs that will satisfy them better.

Information related to length of the respondents service year and the extent to which this influences their job satisfaction is made available thorough one item in the questionnaire used for gathering data in the present study. Figure 3 below has this data.

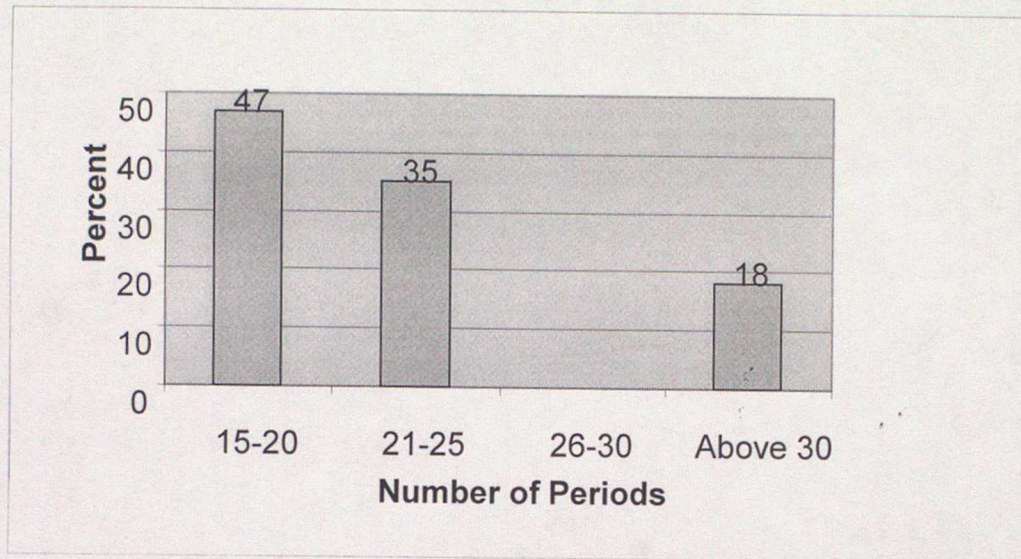
Figure 3: *Service year of the Teachers*



41.5 of the teachers have services less than 5 years. This implies that these are young graduates who would be happier with others professions than teaching. This is the case with many people of this type as the profession is considered unattractive by many. Those who have been in the profession for years and are perhaps losing hope might.

In another question the subjects of this study were asked to indicate the number of periods they teach per week. Figure 4 has the responses of this question.

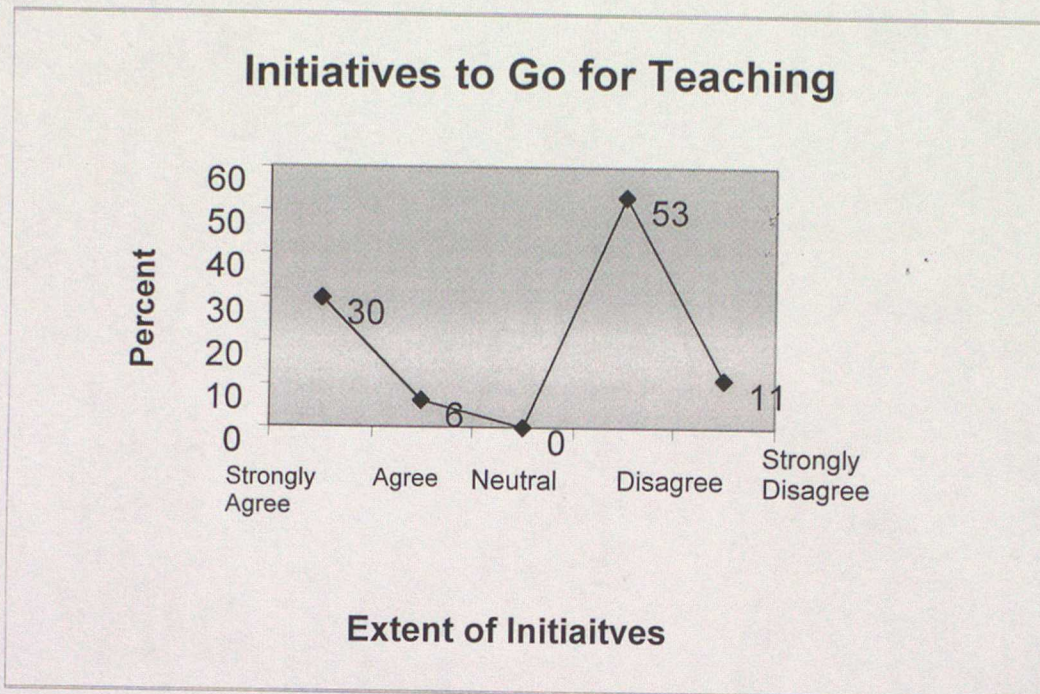
Figure 4: Number of Periods Covered Per Week



Fifty-three percent of the teachers work for over 20 hours a week. Of these 18% of the whole population teach for 30 hours a week which is somewhat taking much of the teachers' time may create dissatisfaction and make the teachers develop negative attitude towards the profession.

Too much work load might also claim unfair share of the teacher's time for preparing and planning lessons. Failure to prepare and plan lessons has a significant implication for the extent of the effectiveness of teacher's work. On the other hand, teachers know very well that they are not given commensurate reward for the services they offer. When seen from this perspective it seems natural for some teachers to express dissatisfaction about their weekly workload.

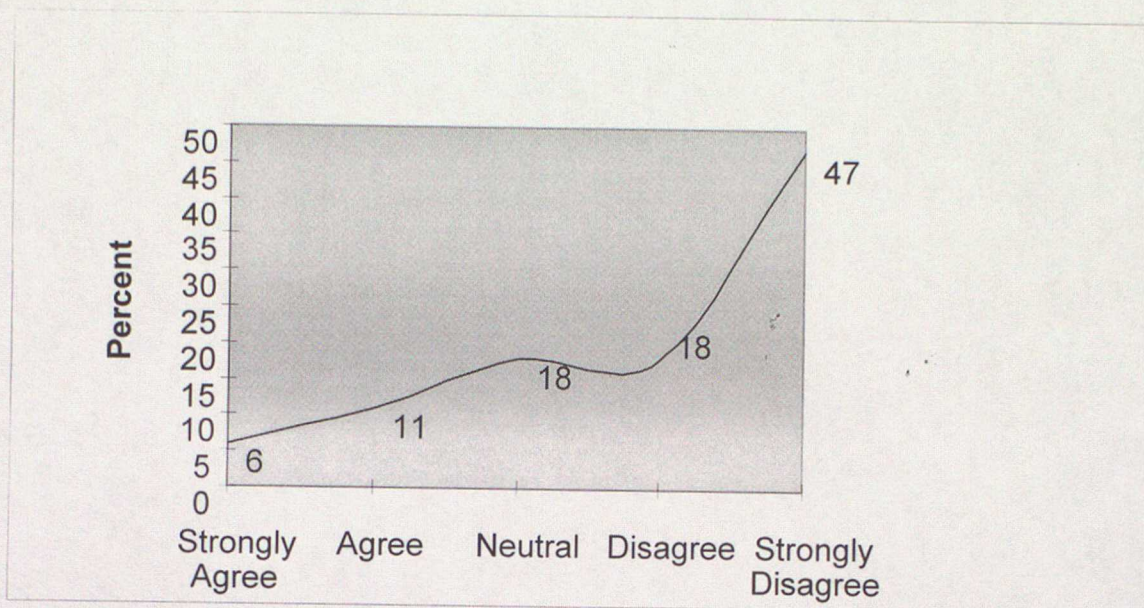
Figure 5: *Interest for Teaching*



As much as it is professions that the teachers included in this study (those studied) do not want to stay in, those who newly take up the job also seem to be put off by the little opportunity they think they have to improve their life and promote themselves. That is what we understand from the above graph in which 53% disagree that the teachers have interest to join the profession.

Issues associated to payment generally appear to have the potential to determine the extent of workers' satisfaction. In this regard, teachers asked to give their opinions on whether or not the payment they get is adequate enough. See Figure 6.

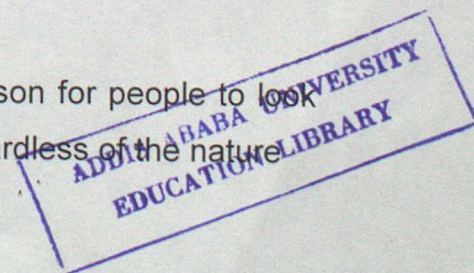
Figure 6: *Adequacy of the Payment*



As shown in the above graph the majority (65% = 18+47) disagree that the payment made as salary is adequate to support themselves and their dependents. It is thus, not surprising that they consider leaving the profession in search of a better pay.

A similar point was noted by principals of the TVET Institutes included in this study. This means that during the interview held with the principals, they said that inadequacy of payment is one major reason for degree holding teachers in particular to leave the job and join a better paying job.

Every day experience also shows that the fundamental reason for people to look for a job has its root in the need for winning one's bread-regardless of the nature

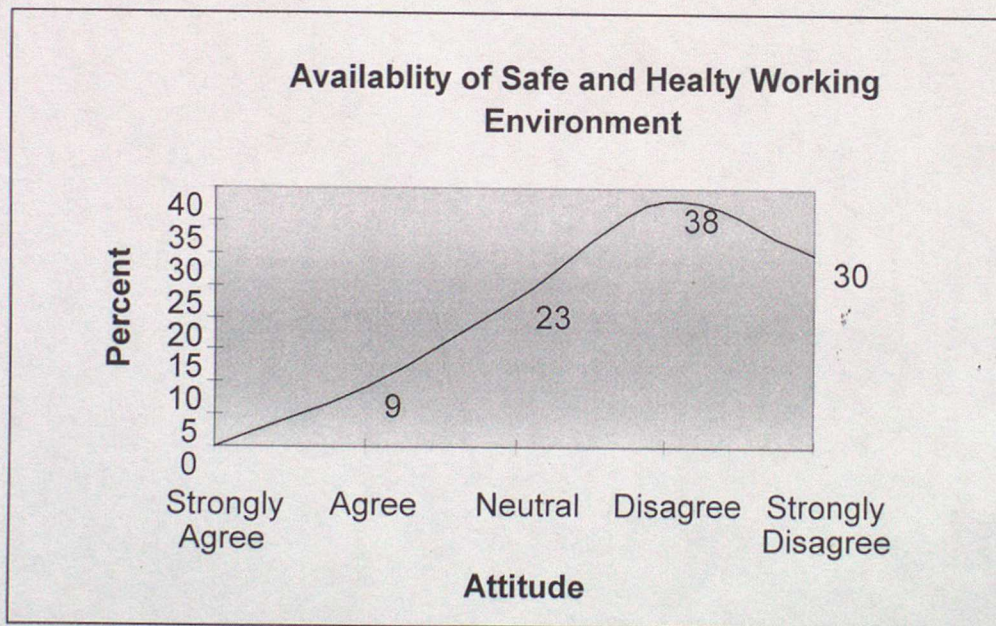


of the work people do, the question of the extent to which their earning covers their basic need is something that cannot be disregarded.

As shown in the chapter which reviewed literature related to this study, in the journal of teachers, in America stated that inadequate salary is among the most frequently cited factor for leaving a teaching.

The role that safe and healthy working environment plays in determining the extent of employees effectiveness and their satisfaction with the job is very great. These was one item in questionnaire being analyzed here that was designed collect data related to the extent of safety and health of their working environment. Figure 7 has the replies obtained in this regard.

Figure 7: Availability of Safe and Healthy Working Environment



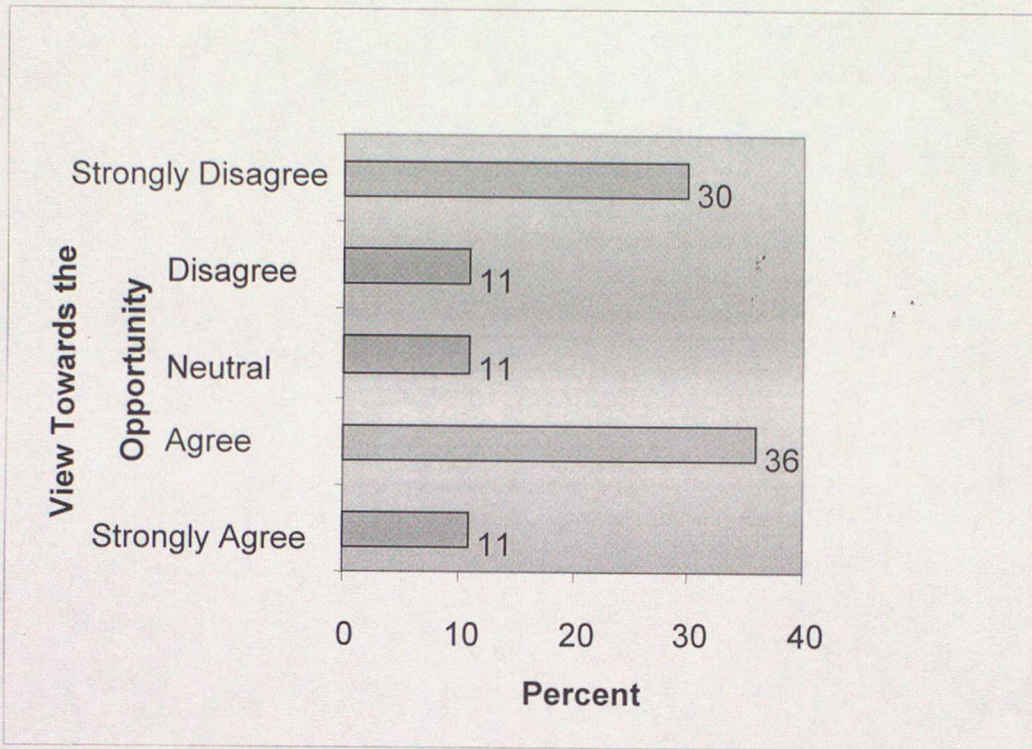
As indicated in the line graph above, 30% of the respondents strongly disagree that there is safe and healthy working environment while 38% disagree to the some opinion. Only 9% agree that there is such an environment. This could be

one of the factors contributing to the dissatisfaction the teachers have with regard to their profession.

Teachers are concerned with their work environment like availability of teaching materials, equipment and facilities. In this study, however, the majority of respondents indicated that there is a limited healthy working environment. In this regard, in the reviewed literature Seyfath (2005) for example, mentioned that existence of poor working condition causes dissatisfaction in teaching.

A wider observation of the teaching environment in high schools, except in some privileged private schools in Addis Ababa, might indicate the poor working condition around schools. For example, there are no or very few office rooms for TVET teachers. During the interview held with the principals of TVET Institutes one frequently mentioned problem was deteriorating condition of the class rooms and the furniture in the classroom.

Figure 8: *Opportunity to Develop skill*



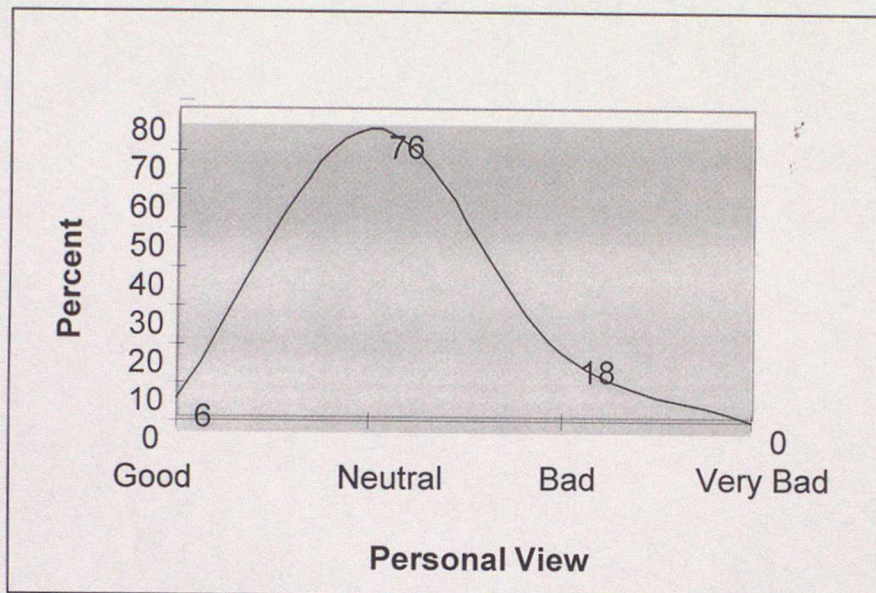
Relatively speaking a significant numbers of teachers (30%) disagreed that there is an opportunity to develop their skill, which, could, in fact, be in a form of workshops or conference or in-service training. They could also share experiences to develop their skill. This may be one positive point but it may not lead to any benefit that may improve the teachers' material life and boost their morale.

This lack of opportunity to develop skills might create a significant impact on the level at which teachers can be satisfied with their job. New machines, new theories and principles, new teaching techniques, new ways of accessing information and new technologies are being introduced in this educational era. So if teachers lack the opportunity to up-grade their skill and keep themselves up-to -date it is likely that they lose hope and grow dissatisfied.

48
63
36
99

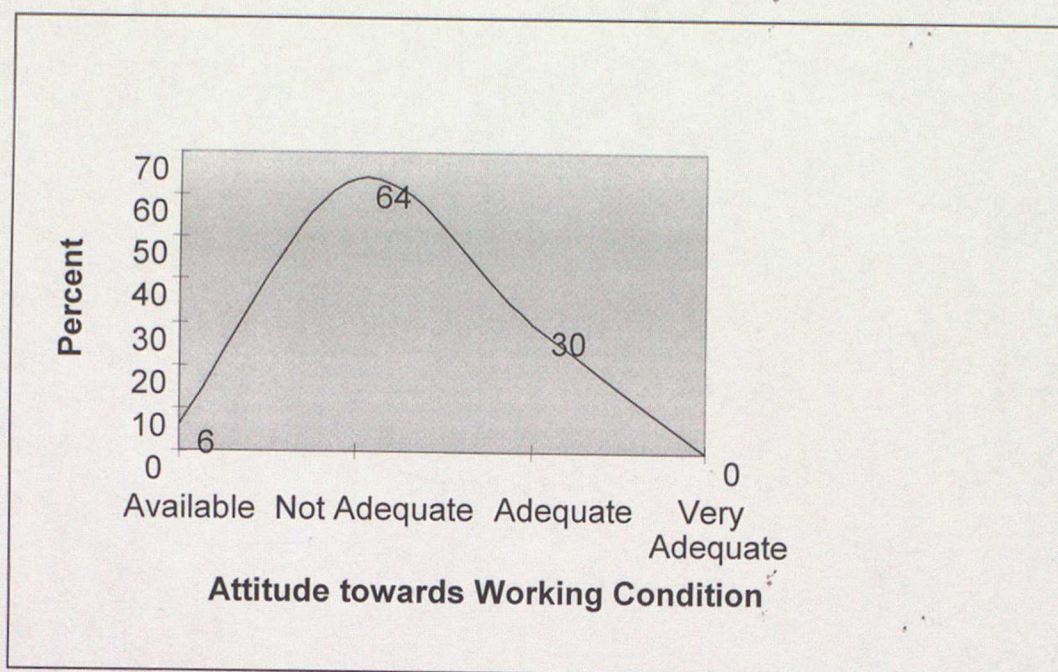
In another question the respondents were asked about their general impression of the school environment in which they were working during my data collection. We need to see Figure 9 for the data collected in this regard.

Figure 9: *General impression about Institute*



The above graph shows that a significant portion of the teachers are neutral in their opinion about the Institute. This may indicate that the negative attitude they reflect in relation to the profession is perhaps rooted in other factors like low salary and unfavorable working conditions as indicated in the graph below (Figure 10). The indication also may cause from lack of recognition and opportunity for promotion. According to the data collected through interview from Addis Ababa Education Bureau and Principals of the Institutes, there is no practice of awarding or recognizing teachers for their performance. They also stressed that promotion and improvement of the teachers are unfair in the Institutes.

Figure 10: Existence of Favorable Working Condition



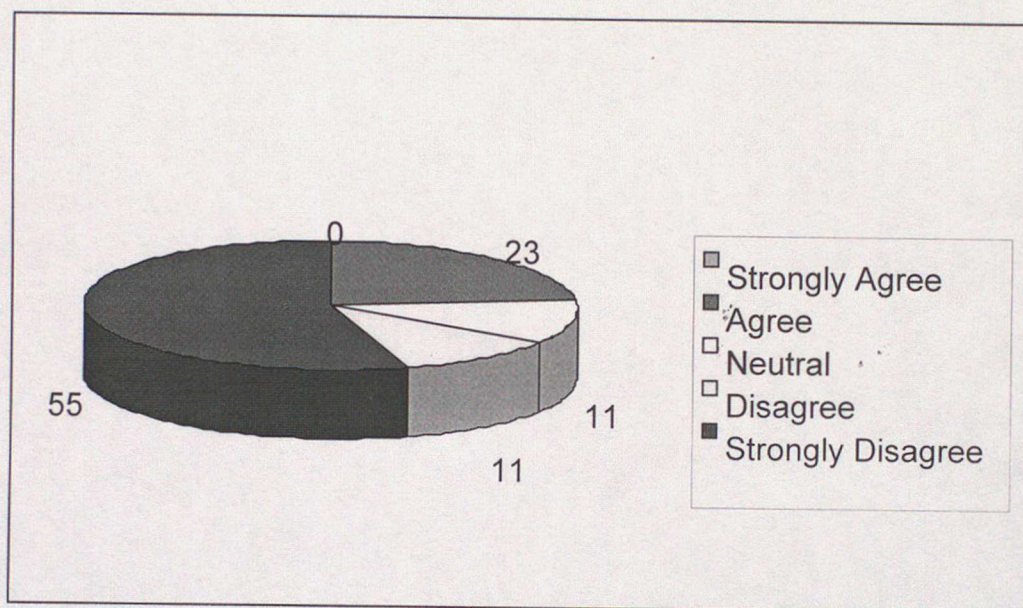
From the above graph, one can understand that teachers do not think there exists favorable working conditions. Such situations can undoubtedly contribute to the negative attitude the teachers have towards the profession.

The environment in which employee work has a tremendous effect on their performance. No one can neglect the hygiene factors discussed in the review literature, which Herzberg found the job dissatisfaction is caused by unpleasant working condition.

Good working conditions have a positive relationship with teachers' job satisfaction. As it had been observed by the researcher, there was poor working conditions in focused TVET Institutes (broken windows and doors, inconvenient toilet burnt electric bulb ,etc. were observed). Teachers who are on such working condition would be generally unhappy and find job elsewhere.

The presence or absence of authority with the employees to make decisions on important matters related to what they teach, the environment in which they teach and in all other related issues appears to have a significant effect on the extent of the employees' job satisfaction. An attempt has been made to examine this area with the help of one item in the questionnaire. Figure 11 below has this information.

Figure 11: Authority Accorded to decide



Further to the factors contributing to the dissatisfaction of teachers with their profession is their lack of authority to decide only 11% of the subjects studied strongly agree that they have such an authority while 55% strongly disagree. This indicates that the majority have the belief that they cannot decide on matters related to their career. This obviously affects their attraction to the profession in a negative way.

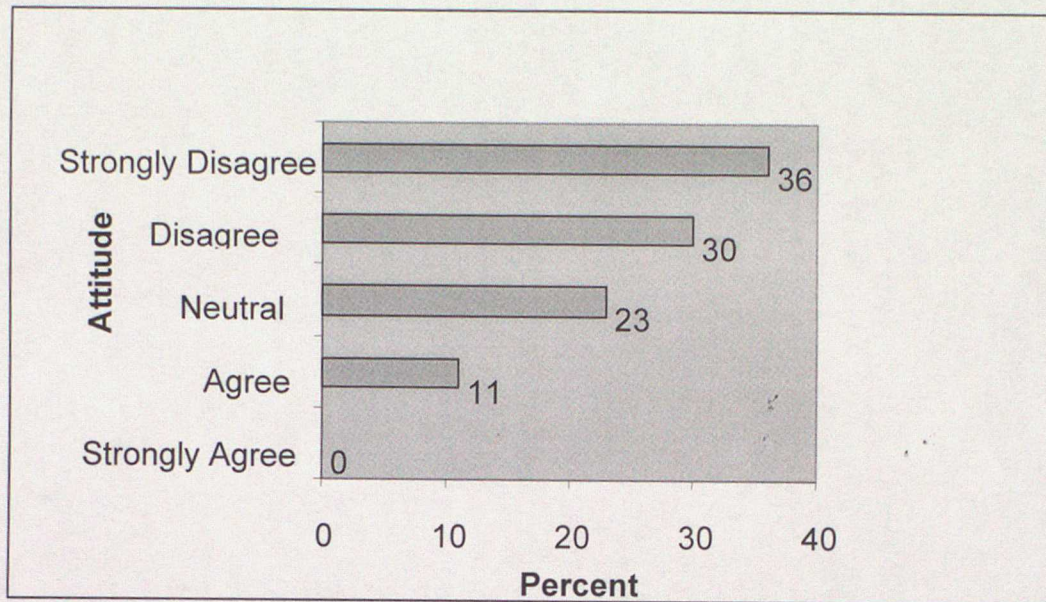
Having authority to decide on this career (teachers have to have control over their classroom, subject matter and teaching hours), teachers may develop feeling of

satisfaction about their job. On the other hand if teachers lack autonomy as it shows in the above figure, this might inevitably lead teachers to lose satisfaction with their job of teaching.

During the interview the principals expressed TVET teachers, including the principals, are not consulted on matters related to the curriculum and the number of hours a given training course needs to be taught. No teachers know precisely why a given training course needs to be taught. No teacher knows precisely why a given course is decided by top officials to be taught for, say 170 hours while the other course is allotted 160 or 180 hours in the same semester. The system is top-down one in which teachers are expected to implement centrally (and perhaps unfairly) made decisions.

Availability of opportunity for further learning has become one major criterion usually raised by job seekers. This seems to be particularly true among people who work in the field of education. Teachers are good examples of such a social sector. Data pertinent to this has been collected from the present respondents and presented in Figure 12 below.

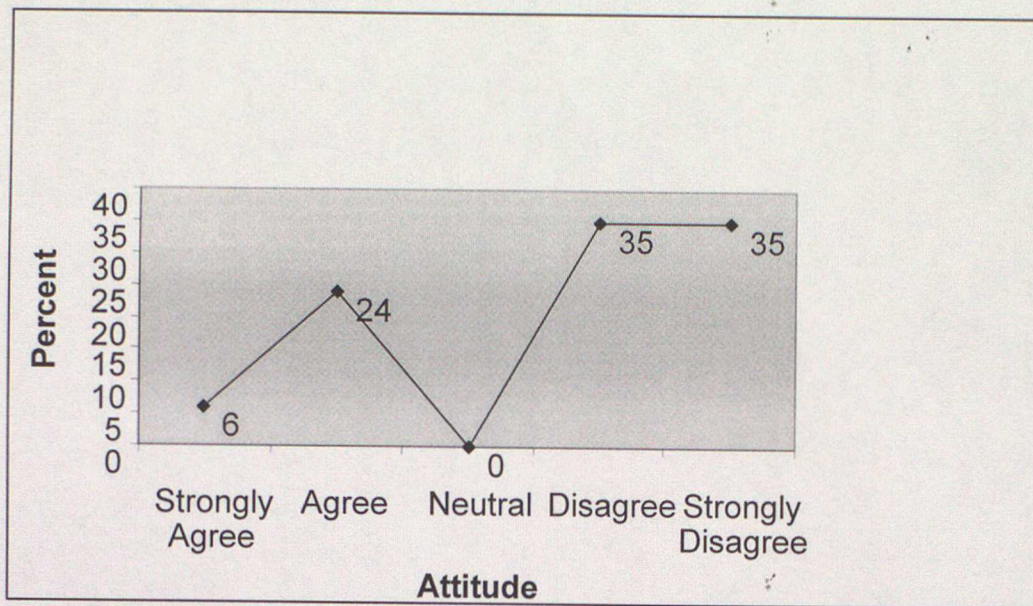
Figure 12: Availability of Opportunity to Make Further Study



The other issue that came out in the study is that teachers do not believe there is an opportunity for further studies which is one mechanism for teachers' development. A higher degree than what they now hold clearly means a better pay, opportunity for promotion and a better social respect. But if they think the door to such an opportunity is closed, then they will not be interested to stay in the profession. In addition to this TVET teachers need professional development from further study. Through professional development, TVET teachers learn new methods of teaching and become familiar with new materials of technology. The result presented in the above figure shows that no such opportunity exists in TVET Institutes.

Teaching facilities are the fundamental resources to run TVET program in a desired manner. Shortage and not properly function of these materials hinders the teaching activities which cause dissatisfaction on teachers' job. Figure 13 has issues related to this.

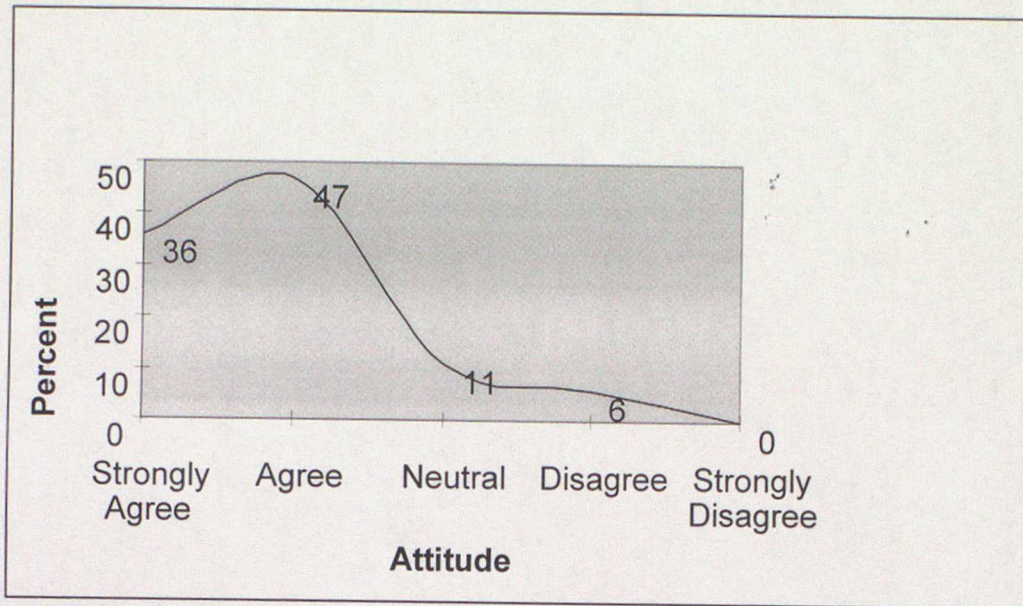
Figure 13: *Availability of Adequate Teaching Material and Equipment*



Teachers expressed their view that the schools do not have adequate teaching materials and equipment. Only 6% strongly agree that they have adequate teaching materials while 35% strongly disagrees. Such a situation also discourages teachers and affects their affinity with the job.

Teachers have the right to know rules and regulations pertaining to their professions. Where ever lack of transparency prevails it is frustrating to teachers. Figure 14 below reveals data obtained from the respondents in this regard.

Figure 14: *Rules and Regulations and TVET Teachers*



The significant majority (36% and 47%) also said that existing rules and regulations frustrate the teachers. Though there should be rules and regulations for the proper functioning of schools, they should not be too restricting.

Among several policies (rules and regulation) of the Ministry of Education, teachers' performance evaluation (**Wutet Tekor**) instilled negative attitude towards their profession. A majority of TVET teachers' responses indicate that such kinds of teacher appraisal frustrated and caused dissatisfaction with their job. This is also supported by principals of the Institute during the interview. They addressed that most complaints (grievances) forwarded by the teachers are associated with the performance evaluation.

From the collected data, it could also be understood that there is no transparency. The principals of the Institutes mentioned during the interview, that directives and policies that are passed from the top terminates at the departments office. Thus, information regarding the policy does not reach the teachers and this creates frustration among teachers.

CHAPTER FOUR

4. SUMMARY, CONCLUSION AND RECOMMENDTION

This study attempted to identify the factors that affect middle level government Technical and vocational education and Training Institutes Teachers' Job satisfaction in Addis Ababa.

Data for the study were collected through questionnaire interview and observation. Therefore, this chapter consists of the summary, conclusion and recommendations based on the findings of the study.

4.1. Summary

Qualified and committed TVET teachers play decisive role in producing skilled manpower which is the cornerstone for development of a country. One step in development is to understand factors that affect TVET teachers' job satisfaction. Satisfaction with teaching as a career is an important tool for the implementation of TVET program which is nowadays a policy issue of our country. Thus the main purpose of this study was to investigate middle level government Technical and vocational education and Training Institute teachers' job satisfaction in Addis Ababa. The study was, therefore, designed to investigate this, based on the following research questions.

1. Are middle level government TVET Institutes teachers in Addis Ababa satisfied with their job?
2. If they are not, how does their dissatisfaction affect their Job?
3. What factors affect middle level government TVET Institute teachers' job satisfaction in Addis Ababa?

To answer the above questions, the study was conducted on sample size of 90 Technical and Vocational Education and Training Institutes teachers. These

teachers were selected randomly from five middle level government TVET Institutes found in Addis Ababa.

In trying to collect data that indicates factors affecting TVET teachers' job satisfaction, the teachers were provided with questionnaires and principals of the TVET Institutes, selected students from different field of vocation of the Institute and Addis Ababa Education Bureau were interviewed about the TVET teachers' working conditions, pay and stress. In addition, Institute (school) observation was also used as instrument of data collection.

The data collected from the respondents through the questionnaire were organized and displayed in figures and tables interpreted using percentage. Accordingly, the following results were obtained.

1. This study revealed that of the middle level government TVET Institutes teachers has a BA/BSC. Degree. According to expectancy theory, mentioned by Johnson in the literature, it is probable for a person to straggle for work if there is an expected reward such as adequate pay or promotion. Similarly if qualified TVET teachers do not obtained commensurate award for their qualification, perhaps the teachers leave the profession due to their dissatisfaction with their job.
2. The investigation showed that the majority of the teachers disagree that the payment made as salary is adequate to support themselves and their dependents.
3. It has been reported by the great majority of the teachers that they are worried about their work environment like availability of teaching materials, equipment and facilities.
4. The result of the study indicates that the teachers lack opportunity to develop their skills. If the teachers lack the opportunity to up-grade their

skills and keep themselves up-to date it is likely that they despair and get dissatisfied.

5. The majority of TVET teachers believe that they cannot decide on matters related to their career. This might inevitably lead them to lose satisfaction with their job of teaching.
6. The significant majority of the respondent said that existing rules and regulations frustrate them. This means that some policies and directives disseminated from the Ministry of Education do not directly reach the teachers. As a result they seem to live with lots of uncertainties and work in the environment in which they are unsure about the future fate of their Institute.

In view of the result obtained from the study, the above mentioned findings are similar to Herzberg's theory. He tried to categorize in to two distinct list (group) of factors. The first group he called motivators are advancement, responsibility achievement, etc. The second group he named Hygiene factor are salary, working condition, company policy and administration, status, etc. Therefore the above findings are similar to what Herzberg advocates in his theory.

4.2. Conclusion

Understanding factors that contribute to teachers' job satisfaction and dissatisfaction is essential to give information for successful implementation of TVET program which is an indispensable tool to produce skilled manpower. This study was therefore designed to identify factors that affect job satisfaction of middle level TVET Institutions teachers in Addis Ababa. So, on the basis of the major findings, the following conclusions are made.

1. Inadequate salary was frequently cited reasons for dissatisfaction of teachers' job which leads them to leave the profession. In the study unfair

salary payment was found negatively related with the teacher's work. Thus, the finding of the study revealed that most of the teachers are dissatisfied with their low salary. .

2. In any Educational Institute, particularly in middle TVET Institutes, teachers seek adequate teaching materials and equipment to perform their work efficiently and effectively. From this point of view, one can understand from the result of the study that the teacher respondents in TVET Institutes included in this study felt dissatisfied with the inadequate provision of teaching facilities and equipment available in their respective Institutes.
3. Though rules and regulation for any Educational Institutes are necessary for proper activities, policies that do not consider the actual nature of the teachers' work inculcate feeling of frustration in their mind .According to the finding of the study, polices of the Institutes such as teachers performance evaluation (**Wutet Tekor**) and lack of transparency in of doing this seems to be a source of frustration for TVET teacher in the Institutes considered in the present study.
4. It is clear that facilitating training for TVET teachers develop their skills and enhance functions of the Institutes. Training may be remedial and useful for assisting teachers, and this could bring about satisfaction in their job. From the study we can conclude that TVET teachers of the studied Institutes lack such opportunities of training and developing their skill. Therefore, with this scarcity of opportunities related to growth and advancement such as opportunity for further education and In service training, these conditions make it difficult for the TVET teachers see the hope of a better future .
5. Teachers who are given autonomy to make decisions about what and how to teach the subject matter in which they qualified with enhances the

attractiveness of the teaching profession as a career choice and will improve their performance. Having mandate (authority) on their profession, TVET

teachers might establish clear performance goals and teaching strategies which can be possible to increase the satisfaction level of their job. In this study, it is found that government middle level TVET Institute teachers lack their autonomous and caused dissatisfaction on their job.

3.3. Recommendations

As can be recalled, many writers have tried to list solutions that could improve teachers' job satisfaction in schools (Institutes). One important thing to be noted here is that there is no best solution. Indeed, it can not be expected that all the stated factors are responsible for their job satisfaction. In general, however, the following may be regarded as the possible recommendation that will contribute to improve middle level government TVET Institutes teachers' job satisfaction and dissatisfaction in Addis Ababa. Therefore, based on the summaries and conclusions of the study, the following are recommended as possible solutions.

1. The finding of the study stated that most of the government middle level TVET Institute teacher became dissatisfied with their low salary. Therefore, it is recommended that the pertinent body (MOE) give attention to revising and improve salary structure (scale) of the government TVET teacher from time to time so that, the qualified professionals, can be attracted and those in the job can be retained.
2. In order to attain the objects of the intended training, government middle level TVET Institutes should be furnished with the necessary and adequate machine, e equipment, tools, furniture, books etc. It has been observed that government middle level TVET Institutes in Addis Ababa lack these important facilities and teaching materials. To ameliorate this problem, the administrators of each Institute should

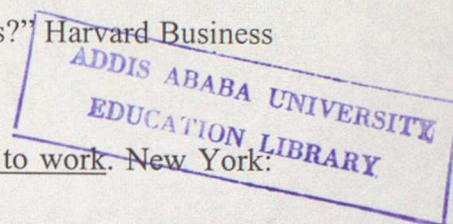
show more concern and convince the pertinent government body for sufficient budget allocation and if this problem is solved job satisfaction of the TVET teachers might be maintained.

3. The research finding indicates that the TVET Institutes' working policy is one of the sources of dissatisfaction of the teachers. To reduce the job dissatisfaction of the TVET teachers that caused due to the policy, the teachers and the pertinent body (the administrators of the Institutes) have to establish regular meeting for discussion. Through this meeting, the existing policy might be amended and could be set convenient policy which matches with the interest of the teachers.
4. The result of the study shows that some factors like absence of transparency and unfair performance evaluation became cause of the teachers' job dissatisfaction. So, in order to solve such problems, indicated other problems that arise occasionally and find solution, each Institute has to have regular timetable plan for its whole staff to conduct meeting and seminars to these regard.
5. Teachers are more satisfied with their job when they are given freedom of planning and authority for their courses. Hence, to bring about high level of satisfaction among TVET teachers, Ministry of Education needs to give directive (set policy) that empower the teachers to exercise better way of doing things and decide on matters pertaining to their courses.
6. Recognizing and promoting teachers are sources of their job satisfaction. To be reluctant in doing so, leads to low performance in teaching and less teachers' commitment. In this respect the following are recommended.
 - i) Offer letter of appreciation
 - ii) Facilitate for opportunities of scholarship, so that the teachers will be able to promote easily.
 - III) Praising the teachers in public

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APPENDIX 1

Addis Ababa University
School of Graduate studies faculty of Education
Department of Business Education

Questionnaire to be filled by TVET Teachers

The purpose of this questionnaire is to conduct a study on the factor that affects job satisfaction of TVET teachers in Addis Ababa Government Middle Level Technical & Vocational Training Institute. The results of this survey will be used as an input for implementation of TVET program and will be made available in the library for further survey. So, your participation is indispensable, and I kindly request that you to take few minutes to carefully read and thoughtfully respond to this questionnaire.

Please, use any space on the survey questionnaire and write additional comments and do not write your name.

Thank you for your good cooperation

Please complete the following questionnaire by placing check mark (✓) in the box that corresponds to your response.

1. Name of the Institute -----

2. Sex

Male

Female

3. Age

20-25

26-30

31-40

41-50

above 50

4. Marital status

Married

Un-married

Divorced

Widowed

5. Qualification

10+2

12+2

BA/BSc

MA/MSc

6. Specialization

Major _____

Minor _____

7. The subject that your are now teaching

8. How long have you been in teaching profession?

1-5 years

6-10 years

11-15 years

16-20 years

above 20 years

9. Are you teaching the subject in which you are qualified?

Yes No

10. The number of periods you are teaching weekly

15-20 21-25 26-30 above 30

11. Are you given other duties other than teaching (such as being a department head, a unit leader, etc)

Yes No

12. Are you teaching in the evening program (on part time base)?

Yes No

13. Number of subjects you teach

1 2 3 above 3

14. Grade level you teach

10+1 10+2 10+3

15. Favorable working condition

Not available adequate
Not adequate Very adequate

16. If possible, would you move to another job with the same salary and status?

Yes No

17. If your answer for question number 16 is yes, the reason is

Lack of status respect

student discipline

No improvement of salary

No attention for TVET teachers

Over load

18. What is your monthly salary in Birr?

Bellow 1000

1000 – 1500

1501 -- 2000

Above 2000

Please circle the letter for the appropriate answer in the following questions in accordance with your opinion

19. Your general impression about the school

a) Good

b) Neutral

c) Bad

d) Very bad

20. I stayed in this school because:

a) It's attractive salary

b) I have no option elsewhere

c) It is better in its job security

- d) Teacher administration relation is attractive
- e) There is freedom in teaching learning process.
- f) Prevailing clear school policy

21. Which of the following do you think affects or helps you to set job satisfaction?

- a) The way I get full credit for the work I do
- b) The recognition I get for the work I do
- c). The praise I get for doing good job
- d). The way the school administration considers my importance for the education

22. Rules and regulations of the Institute I work in, tend to frustrate TVET teachers

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

23. If the answer for number 22 is either a or b, what are the rules and regulation (policies) that could be mentioned?

24. In your opinion which of the following raises TVET teachers' job satisfaction?

- (a) Recognition
- (b) Achievement in teaching
- (c) Advancement or growth
- (d) Work itself

Given below is a table containing 18/eighteen/ statements to reflect the degree of job satisfaction of teaching staff (TVET teacher). For each statement there are five choices ranging from "Strongly agree "to" Strongly disagree". Please read these carefully and give the exact answer or indicate your response by putting "X" in the space provided.

S/N	Item	Strongly agree	agree	Neutral	disagree	strongly disagree
1	I feel teaching is more interesting than other professions.					
2	Most of the time I have to force myself to go to teaching profession.					
3	I definitely dislike teaching profession.					
4	I am adequately paid for the teaching I do.					
5	I am given enough authority to decide in my area of responsibility.					
6	Intrinsic motivation (a challenging job, of satisfaction , etc) is more important for me than extrinsic motivation (salary, allowance, and benefits etc)					
7	Poor facilities and equipment.					
8	The Teacher evaluation process is transparent.					

S/N	Item	Strongly agree	agree	Neutral	disagree	strongly disagree
9	There is a good working relationships with colleagues.					
10	I have enough time to develop my skills.					
11	There is safe and healthy work environment.					
12	My supervisor handles my personal issues satisfactorily.					
13	I have enough lighting in my classroom.					
14	The temperature in my class room is always comfortable.					
15	Noise levels are not excessive.					
16	I have opportunities to learn and grow.					
17	I have adequate teaching materials and equipment.					
18	My physical working conditions are good.					

APPENDIX 2

ለአዲስ አበባ ትምህርት ቢሮ የመንግሥት የመካከለኛ የቴክኒክና ሙያ መምህራንን

አስመልክቶ የተዘጋጀ የቃል ጥያቄ /Interview/

1. በቴክኒክና ሙያ መምህራንና በቀለም /አካዳሚክ/ መምህራን መካከል ልዩነት ይኖራል? /ለምሳሌ የደመወዝ፣ የዕድገት፣ በውሳኔ የመሳተፍ ወ.ዘ.ተ
2. ለትምህርት ቢሮው ከቴክኒክና ሙያ መምህራን ቅሬታ ቀርቦ ያውቃል? ከቀረበ ምንን በተመለከተ ነው?
3. ለቢሮው ከመምህራኑ የዝውውር ጥያቄ ይቀርባል?
4. ከማስተር ሥራ የሚለቁ የሙያ መምህራን አሉ? ካሉ የሚለቁበት ምክንያት ለምን ይመስላል?
5. በትምህርት ቢሮው በኩል ለሙያ መምህራን ሙያቸውን እንዲያሻሽሉ ወይም የትምህርት ዕድል እንዲያገኙ እገዛ ይደረግላቸዋል?
6. ለሙያ ትምህርት ማስተማሪያ በአዲስ አበባ ውስጥ ለሚገኙ ለቴክኒክና ሙያ ተቋሞች በቂ በጀት ይመደብላቸዋል?
7. በትምህርት ቢሮው አመለካከት ለቴክኒክና ሙያ መምህራን የሚከፈለው ደመወዝ በቂ ነው ወይ?
8. ለሙያ መምህራት ከሚከፈላቸው ደመወዝ ሌላ የሚያገኙት ጥቅማጥቅም አለ?

9. የቴክኒክና መ.ያ መምህራን ግምገማና የደረጃ ዕድገት አፈጻጸም ፍትሐዊ ነው ወይ?

10. የመ.ያ መምህራን አጠቃላይ የትምህርት መመሪያውን /ፖሊሲውን/ እንዴት ያዩታል?

በአዲስ አበባ መስተዳድር ውስጥ ለሚገኙ የመንግሥት የመካከለኛ ደረጃ የቴክኒክና ሙያ ተቋም ለሙያ ተማሪዎች የተዘጋጀ የቃል ጥያቄ /Interview/

የተቋሙ ሥም _____

1. ከሙያ መምህርና ከቀለም መምህር የትኛውን በይበልጥ ታከብራለህ/ታከብሪያለሽ?
2. የሙያ መምህራን ማንነት /Personality/ ማለት አለባቸው፣ አነጋገር፣ ጠባይ፣ ወዘተ እንዴት ታየዋለህ/ሽ?
3. የተቋሙ የሙያ መምህራን ተማሪዎቻቸውን የክህሎት ማስጨበጥ ጥረት ምን ያህል ነው ?
4. የምትማሩበት የሙያ ትምህርት መሣሪያ የተሟላ ነው?
5. በተማሪዎችና በሙያ መምህራን መካከል ያለመግባባት ተፈጥሮ ያውቃል?
6. በአጠቃላይ የሙያ መምህራን የማስተማር ፍላጎት ቢገለጽ?
7. በሙያ ትምህርቱ መጨረሻ የምታገኙት ውጤት አስደሳች ነው?
8. የሙያ መምህር ለመሆን ትፈልጋለህ/ትፈልጌያለሽ?
9. በአንተ/አንቺ አስተያየት የቴክኒክና ሙያ መምህራን በሥራቸው የሚደሰቱ ይመስልሃል/ይመስልሻል?
10. ስለ ቴክኒክና ሙያ መምህራን የሥራ ሁኔታ አጠር ያለ አስተያየት ብትሰጥ/ ብትሰጩ

በአዲስ አበባ መስተዳድር ውስጥ ለሚገኙ የመንግሥት የመካከለኛ ደረጃ የቴክኒክና ሙያ ትምህርት ቤት ርዕሰ መምህር /ምክትል ርዕሰ መምህር/ የተዘጋጀ ቃለ መጠይቅ

/Interview/

የተቋሙ ሥም _____

1. የነባርና አዲስ የቴክኒክና ሙያ መምህራን የሥራ ክንውን ስናነጻጽር የትኛው የተሻለ ሆኖ እናገኛለን?
2. የቴክኒክና ሙያ መምህራን በት/ቤቱ ከሰለጠኑበት ሙያ /የትምህርት ዓይነት/ ውጪ እንዲያስተምሩ ይመደባሉ? ከሆነስ ለምን?
3. የተቋሙን የቴክኒክና ሙያ መምህራን በህብረተሰቡና በተማሪዎቻቸው ተገቢውን አክብሮት ያገኛሉ?
4. የመምህራኑ ሳምንታዊ ክ/ጊዜ ብዛት ምን ያህል ነው? አንድ የሙያ መምህር በሳምንት ስንት ክ/ጊዜ ማስተማር አለበት?
5. የተቋሙ የሙያ መምህራን በመማር ማስተማር ሂደት ውስጥ ተገቢውን የሥራ ውጤት ካስመዘገቡ ተመስግነው ወይም ሽልማት ተሰጥቷቸው ወይም ዕውቅና አግኝተው ያውቃሉ?
6. በአስተማሪዎቹ ላይ የውጥረት /Stress / ሁኔታ የሚታይባቸው ወቅት አለ ወይ?
7. የተቋሙ የሙያ ተማሪዎች በትምህርቱ መጨረሻ ውጤታማ ይሆናሉ?

8. የሙያ መምህራን የተቋሙን መመሪያ /ደንብ/ ጠንቅቀው ያውቃሉ ወይ? በተግባርስ ያውሉታል?

9. ከተቋሙ የለቀቁ የሙያ መምህራን አሉ? ካሉ /ከአምስት ዓመት ወዲህ/ ምን ያህል ይሆናሉ?

Check list

_____ Middle Level Technical & Vocational Training Institute

1. Adequacy of Equipment

a). Quantity

Sufficient

Insufficient

b) Quality

Poor

Good

Average

Very good

2. All TVET students use teaching equipment at the same time.

Yes

No

3. Light of the class room in general

Adequate

Inadequate

4. Condition of doors and windows of the class room

No defect

Needs maintenance

5. Number of students in the class room

≤ 50

≥ 50

6. Staff lounge (club of the staff)

Comfortable

Uncomfortable

7. Personality of TVET teacher

Poor

God

Average

Very good

APPENDIX 3

TABLE 1

SAMPLE SIZE OF THE STUDY

S/n	Institute	No. of questionnaire distributed	No. collected	Un collected	% of colleted questionnaire
1	Higher 4	23	21	2	91
2	Higher 7	19	19	-	100
3	Higher 12	18	18	-	100
4	Higher 20	19	19	-	100
5	Akaki	11	11	-	100
	Total	90	88	2	98.2

TABLE II

CHARACTERISTICS OF TVET TEACHERS

Variable	Category	Frequency	% of Frequency
Age	20-25	25	28.1
	26-30	10	11.23
	31-40	15	16.85
	41-50	35	39.32
	above 50	4	4.50
Sex	Male	73	82.00
	Female	16	18.00
Qualification	10+2	10	11.23
	12+2	37	41.57
	BA/BSc	42	47.20
	MA/MSc	--	--
Marital status	Married	68	76.4
	Unmarried	21	23.6
	Divorce	--	--
Service year	1-5	37	41.57
	6-10	10	11.24
	11-15	--	--
	16-20	10	11.24
	Above 20	32	35.95
Salary	Less than 1000	37	41.57
	1000-1500	47	52.81
	1501-2000	5	5.62
	Above 2000	--	--

S/N	ITEMS	CATEGORY	FREQUENCY	%
1	The number of periods you are teaching weekly	15-20	41	47
		21-25	31	35
		26-30	--	--
		above 30	16	18
2	Are you teaching the subject in which you are qualified?	Yes	72	82
		No	16	18
3	Are you teaching in the evening program (on part time bare)?	Yes	72	82
		No	16	18
4	Number of subjects you teach.	1	16	18
		2	46	52
		3	16	18
		above 3	10	12
5	Grade level you teach.	10+1	31	35
		10+2	57	65
		10+3	--	--
6	Favorable working condition	Available	5	6
		Not adequate	57	64
		Adequate	26	30
		Very adequate	--	--
7	If possible, would you move to another job with the same salary and status?	Yes	72	82
		No	16	18
8	If your answer for question number 7 (above) is yes, the reason is.	Lack of status respect	--	--
		No improvement of salary	57	64
		Student discipline	5	6
		No attention for TVET teacher	26	30
9	In your opinion which of the following raises TVET teaches job satisfaction.	Recognition	--	--
		Achievement in teaching advancement or growth	63	70
		Work itself.	20	23
			5	7

S/N	ITEMS	CATEGORY	FREQUENCY	%
1	Your general impression about the school.	<ul style="list-style-type: none"> • very good • good • bad • very bad 	<p style="text-align: center;">5 67 16 --</p>	<p style="text-align: center;">6 76 18 --</p>
2	Reason why you stayed where you teach	<ul style="list-style-type: none"> • It is attractive salary • I have no option elsewhere • It is better in its job security • Teacher administration relation is attractive • There is freedom in teaching learning process • Prevailing clear school policy 	<p style="text-align: center;">-- 63 10 5 10 --</p>	<p style="text-align: center;">-- 70 12 6 12 --</p>
3	How are you satisfied with your job?	<ul style="list-style-type: none"> • The way I get full credit for the work I do • The recognition I get for the work I do • The praise I get for doing good job • The way the school administration considers my impotence for the education 	<p style="text-align: center;">26 52 10 --</p>	<p style="text-align: center;">30 59 11 --</p>

S/N	ITEMS	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	I feel teaching is more interesting than other professions.	31	35	20	23	16	18	5	6	16	18
2	Most of the time I have to force myself to go to teaching profession.	26	30	5	6	--	--	47	53	10	11
3	I definitely dislike teaching profession.	16	18	36	41	--	--	20	23	16	18
4	I am adequately paid for the teaching I do.	5	6	10	11	16	18	16	18	41	47
5	I am given enough authority to decide in my area of responsibility.	--	--	20	23	10	11	10	11	48	55
6	Intrinsic motivation (a challenging job, of satisfaction etc) is more important for me than extrinsic motivation (salary, allowance, and benefits, etc).	5	6	20	23	16	18	10	11	37	42
7	Poor facilities and equipment.	20	23	42	48	--	--	16	18	10	11
8	The teacher evaluation process is transparent.	10	11	16	18	16	18	26	30	20	23
9	There is a good working relation with colleges .	20	23	53	60	--	--	5	6	10	11
10	I have enough time to develop my skill.	10	11	32	36	10	11	10	11	26	30
11	There is safe and healthy working environment.	--	--	8	9	20	23	36	38	26	30

S/N	ITEMS	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
12	My supervisor handles my personal issues satisfactorily.	--	--	16	18	20	23	20	23	32	36
13	I have enough lighting in my classroom .	20	23	38	42	20	23	26	30	5	6
14	The temperature in my class room is always comfortable.	10	11	26	30	21	23	26	30	5	6
15	Noise levels are not excessive.	16	18	52	60	10	11	10	11	--	--
16	I have opportunities to learn and grow.	--	--	10	11	20	23	26	30	32	36
17	I have adequate teaching materials and equipment.	5	6	21	24	--	--	31	35	31	35
18	Rules and regulations of the school tend to frustrate TVET teacher.	32	36	41	47	10	11	5	6	--	--