

**JOB SATISFCTION OF TEACHERS/TRAINERS IN
TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING COLLEGES: THE CASE OF CITY
GOVERNMENT OF ADDIS ABABA**

A Thesis Submitted to School of Graduate
Studies Addis Ababa University College of
Education and Behavioral Studies

In Partial Fulfillment of the Requirements for
the Degree of Master of Arts in Management
of Vocational Education

By
Mengistu Admassu



June 2011
Addis Ababa

Declaration

I, the undersigned, declare that the thesis is my original work, prepared for the partial fulfillment of the requirement for MA. Degree in management of vocational education entitled 'Job satisfaction of teachers/trainers in technical and vocational education and training colleges: The cases of City Government of Addis Ababa.' has not been presented for a degree in any other University and that all sources of materials used for the thesis have been duly acknowledge have made it independently with close advice and guidance of my advisor.

Declared by

----- Mengist Admassu -----

----- AS -----

Candidate

Addis Ababa University
School of Graduate Studies

**JOB SATISFCTION OF TEACHERS/TRAINERS IN
TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING COLLEGES: THE CASE OF CITY GOVERNMENT
OF ADDIS ABABA**

By

Mengistu Admassu Atse

Approval of Board of Examiners



Chairman, Department
Graduate Committee

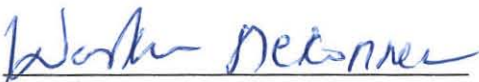



Signature



Advisor


Signature



Examiner


Signature

Acknowledgements

Profound thanks are due to Associate Professor Girma Zewdie, my thesis advisor, for guidance, constructive comments and useful suggestions. Indeed, without his unreserved dedication, the development and completion of this study would have been very difficult.

I also wish to express my deepest gratitude to my friend Ato Berhanu Tadesse, Ato Mossia Zewde, Ato Mulu Nega and Ato Gebregzibher Debebe for their deep concern and devotion in carefully going through my draft manuscript, and for giving me useful comments and suggestions.

My apperception also goes to my friends: Ato Bekele Geleta and Ato Girmay Abadi for their help in editing and encouragement in this work. I am particularly indebted to Ato Zewdu G/kidane for his help in clarifying some statistical techniques employed in this study.

I would like to take the opportunity and privilege to acknowledge Italian Cooperation Development in Ethiopia for the sponsorship and financial support in collaboration with Ministry of Education.

To my wife w/o Demekech Begashaw, I offer sincere for your unshakeable faith in me and your willingness to endure with me the vicissitude of my endeavors. To my children, Addisu and Netstanet, I thank you for understanding my frequent absences.

Table of Contents

Acknowledgements.....	i
Table of Contents	ii
List of Tables	iv
List of Figures.....	v
Acronyms and Abbreviations	vi
Abstract	vii
CHAPTER ONE	1
1 INTRODUCTION.....	1
1.1 Background of the Study _____	1
1.2 Statement of the Problem _____	2
1.3 Objectives of the study _____	4
1.4 Significance of the study _____	5
1.5 Delimitation of the study _____	5
1.6 Limitations of the study _____	6
1.7 Operational Definition of Terms _____	6
1.8. Organization of the study _____	7
2 REVIEW OF RELATED LITRATURE.....	8
2.1 Concept of motivation and job satisfaction _____	8
2.2 Theory of Job Satisfaction _____	9
2.2.1 Content Theories.....	10
2.2.2 Process Theories	16
2.2.3 Models of job satisfaction.....	17
2.3 Factors Associated with Job Satisfaction _____	19
2.3.1 Demographic Factors.....	19
2.3.2 Organizational Factors/Dimensions.....	22
2.4 Impacts of Teachers'/trainers job satisfaction _____	26
2.5 TVET Teachers/trainers in Ethiopia _____	28
2.6 Summary of the Review of Related Literature _____	34
CHAPTER THREE	37

RESEARCH METHODOLOGY.....	37
1 Introduction _____	37
3.2 Research design _____	37
3.3 Research Method _____	37
3.3.1 Population.....	37
3.3.2 Sampling Techniques and Size.....	37
3.3.3 Instruments for Data Collection.....	38
3.3.4 Procedures and Methods of Data Collection.....	39
3.3.5 Data Analysis techniques.....	40
CHAPTER FOUR.....	41
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	41
5 CHAPTER FIVE.....	69
Summary of Findings, Conclusions and Recommendations	69
5.1 Summary of Findings _____	69
5.2 Conclusions _____	72
5.3 Recommendations _____	74
References.....	77
Annex 1:.....	84
Annex II.....	85
Annex.III.	88
Annexes-V	91

List of Tables

Table 1. Characteristics of the Respondents.....	42
Table 2. General Work Conditions with regard to Job satisfaction.....	43
Table 3. Work Relationship with regard to Job satisfaction	47
Table 4. Supervision and Leadership with regard to Job satisfaction.....	49
Table 5. Work Activities and Use of Skills with regard to Job Satisfaction.....	51
Table 6. Pay and Benefits with regard to Job Satisfaction.....	55
Table 7. Promotion potentials with regard to Job Satisfaction and Motivation	58
Table 8. Recognition and Appreciation with regard to Job Satisfaction.....	60
Table 9. The Four Most Important Factors for Teachers Satisfaction in Rank order ..	62

List of Figures

Figure 1. Intrinsic and Extrinsic Motivation	13
Figure 2. TVET Trainers Training Methodology Competencies	31
Figure 3. Management Competency	32

Acronyms and Abbreviations

ILO: International Labor Organization

MOE: Ministry of Education

TVET: Technical and Vocational Education and Training

TLTQF: TVET Leaders and Trainers Qualifications Framework

UNESCO: United Nations Educational, Scientific and Cultural Organization

EX – Expert

PO - Process Owner

TeCAT-Technology Capability Accumulation and Transfer

VC- Vocational Counselor

Abstract

This study sets out to examine vocational teachers/trainers level of job satisfaction and the underlying factors in City Government of Addis Ababa. The methods chosen in this study was descriptive survey involving both qualitative and quantitative technique. The study employed stratified sampling techniques for selection of colleges and departments. Department members were selected through simple random sampling. The sample consisted of 220 teachers/trainers from four colleges. Questionnaire and interviews were used as data collection instruments. Unstructured interview was employed to gather qualitative data from colleges' deans, vocational counselors and human resource staffs. Unstructured interviews were also conducted with experts and process owner workers in the Ministry of Education TVET sectors, Addis Ababa City TVET Agency. Descriptive statistics such as percentages were analyzing quantitative data while the open ended and interview data were transcribed, coded and interpreted. The results obtained from the study suggest that the main reasons for dissatisfaction were unsuitability working condition i.e. inadequacy or unavailability of training materials, reference, machines and equipment. Besides, there is lack of incentives such as of further education and promotion potentials, low payment and benefits. Enrolling academically weak trainees in the TVET program without their interest or choice of trainees, occupational standards and curricula are unstable are also contributors' factors. Furthermore, lack of understanding by managements' of the TVET colleges about cooperative mode of training by the managements of the TVET Colleges is also a limitation. The above institutional factors together with skill gaps of teachers/trainers negatively affected the effectiveness outcome-based training. These in turn impacts satisfaction of teachers/trainers in their working areas. Based on the findings and conclusions, recommendations are made to address the existing problems in the City Government of Addis Ababa.

Key words: job satisfaction, vocational teachers/trainers, TVET colleges

CHAPTER ONE

1 INTRODUCTION

The main objective of this chapter is to set the background of the study. It begins with statement and objectives of the problem, followed by significance and delimitations of the study in section four and five.

1.1 Background of the Study

A high quality teaching staff is considered as one of the cornerstones of successful education and training system. Daily interaction between teachers and trainees is at the center of the education and training process; in this regard, attracting and retaining high quality teachers/trainers is a primary necessity for education and training program. One step in developing high quality is diagnosis of the factors associated with teaching quality and retention of teachers/trainers. One of these factors is creating and maintaining job satisfaction, as it has been studied widely by organizational researchers. These have been links to organizational commitment and organizational performance. Oftentimes, it is not merely satisfaction with the job but with the career in general that is important. Satisfaction with teaching as a career is an important policy issue since it is associated with teachers/trainers effectiveness and efficiency that ultimately affects trainee's achievement (Ashton and Webb, 1986). Teachers/trainers are both the biggest cost and the largest human capital resources of a school system. Hence, understanding the factors that contribute to teacher/trainers satisfaction and dissatisfaction are essential to improve the information base needed to support successful educational system. According to Cranny et.al, (1992),

Job satisfaction is an important part of a system of interrelated satisfaction. Satisfaction with specific aspects of a job situation causes satisfaction with facets of the job, with the job in general, and eventually with life. There are several reasons for studying job satisfaction. Organizations measure job satisfaction primarily because of its presumed direct relationship to the short-term goals of cost reduction through increased individual productivity and reduced absences, errors, and turnover.

Job dissatisfaction have been found to be related to job turnover, absenteeism, and tardiness (Davis and Newstrom, 1989). Mowday (1984) summarized the potential negative consequences of teacher/trainers turnover in terms of the impact it brings on organization. Negative effects of job turnover can include: increased costs to recruit, select and train new teachers/trainers; demoralization of remaining teachers; decreased social relationship among teachers; negative public relations disruption of the day –to –day activities; and decreased organizational opportunities to pursue growth strategies (Mowday, 1984). The research evidence clearly shows that employees' decisions whether they will go to work in given day or quit their job are affected by job satisfaction (Lawler, 1973). All the literature reviews on the subject indicate the similar conclusions. The fact that presents satisfaction and motivation of teachers/trainers influences future absenteeism and turnover clearly indicates the causal direction is from satisfaction to behavior. Absenteeism among teachers in Ethiopia has been one of the concerns' of the TVET institutions/colleges (Moe, 2008). Teachers/trainers job satisfaction has long been a focus of attention for educational, due to the links between job satisfaction and organizational variables such as commitment, absenteeism, turnover, efficiency and productivity. However, there are no adequate empirical evidences concerning job satisfaction of teachers/trainers in technical and vocational and education in Ethiopia.

1.2 Statement of the Problem

Over the years, several theories and research studies have devoted a great deal of attention to the issue of job satisfaction. However, most of the studies have been conducted in the area of business and industry. Limited research studies focused upon the vocational teachers/trainers job satisfaction (Bowen, 1980), and Ethiopia is not an exception. In Ethiopia, TVET enrollment, staff and institutions are expanding at a rate of 21.3% annually .Enroll students' who have completed grade 10th secondary school and provide them training different types of programs. In this regards, quality and relevance have been and still are issues in TVET.

In line with this expansion, quality issue should be addressed. One step in developing high quality is to diagnose the factors associated with teaching quality and retention of teachers/trainers. One of the mechanisms to address the issue is creating and maintaining job satisfaction of TVET teachers/trainers.

Few studies were concerned with job satisfaction of vocational teachers/trainers. Subsequently, the job satisfaction of vocational teachers/trainers in Ethiopia has not rarely addressed..

Furthermore, the possible relationship which may exist between vocational teachers /trainers' job satisfaction and the selected variables (achievement, recognition, the work itself, responsibility, promotion, leadership styles, supervision, pay and benefits, interpersonal relations, working conditions) are not studied.

In the scholarly literature, it is argued that the presence of motivational factors in the work place influence employee's job performance and productivity (Witte, 2007). In line with this, Mbua (2003) noted that , neither regulations nor resources, neither technical innovations nor program reorganizations, can significantly alter school performance if the teacher/trainer satisfaction system fails to energize and shape teacher/trainer behaviors in ways that link educational and training program requirements to trainee learning needs. Job satisfaction are very important and are major concerns in all organizations (Rinehart & Short ,1994). This implies that teachers' job satisfaction is phenomena which contribute to College performance.

In Ethiopian context, the government dedicated to ensure an increased accessibility and improved quality of TVET at all levels. The government is making great effort to ensure that the Education sector Development Plan III and MOE (2008) achieve its purpose in cooperation with other stakeholders. Such efforts will prove futile if teachers/trainers' job satisfaction are not properly addressed by policy makers and school administrators. Despite the efforts made by the government, non-government and private sectors, to develop the TVET program, the quality remained poor due to limited funding, lack of appropriate and adequate equipment and facilities, insufficient qualified instructors, inflexible and outdated occupation standards, lack of adequate functional relationship between training centers and the world of work. (MOE, 2002).

The quality of technical-vocational education crucially depended on the qualification, job satisfaction of the teaching staff.

One step in developing high quality TVET program is diagnosing of the factors associated with teaching quality and retention of teachers/trainers

According to Olulube (2008), teachers/trainers play a very significant role in the TVET program. In this regard, the Government of Ethiopia has introduced TVET Leaders and Trainers Qualifications Framework program (TLTQF) in 2010, MOE in 2008 and others. But, there are no evidences that show to which extent teachers/trainers are satisfied with the frame work and strategy. Studying the factors or facets that are associated with their job satisfactions is essential. These calls for an investigation concerning the extent to which teachers/trainers are satisfied with its implementation and the conditions in general.

The purpose of the study was to determine the level of job satisfaction vocational teachers/trainers and the underlying factors in the TVET colleges in Addis Ababa City. The following research questions were used to guide this study .

1. What is the extent of teachers/trainers job satisfaction in TVET program implementation?
2. What is the level of job satisfaction of teachers/trainers concerning work conditions?
3. What is the extent of job satisfaction of teachers/trainers regarding work activities and use of skills situations, promotion and recognition?
4. What are the factors that influence of the job satisfaction on teachers\trainers work and sense of empowerment?
5. What strategies are required to bring about quality in the technical and vocational teacher education system?

1.3 Objectives of the study

The general objective of this study is to investigate vocational teachers /trainers level of job satisfaction and identify the underlining factors among TVET teachers/trainers in Addis Ababa City. The specific objectives are to:

1. Assess the TVET teachers/trainers extent of job satisfaction.
2. Study the level of job satisfaction of teachers/trainers related to general work conditions, work relationship, supervision and leadership, pay and benefits.

3. evaluate the level of job satisfaction of teachers/trainers related to work activities and use of skills situation, promotion potentials, recognition and appreciation
4. Evaluate the impact of job satisfaction of vocational teachers/trainers on their work and sense of empowerment.

1.4 Significance of the study

The result of the study is of value to several groups:

- Ministry of Education –TVET Sectors can use the research findings as an input to revise TVET strategy packages and use as a reference for further investigation and to conduct in-depth research in the area.
- Regional TVET Agency can benefit by being aware of the factors influencing vocational teachers/trainers job satisfaction and other related recommendations to improve the quality of the TVET program.

In addition the research will serve as a reference to assist the TVET college management in recognizing dissatisfaction factors proposed mechanisms to curtail the problem.

Vocational teachers/trainers can use results of the study to assist prospective teachers/trainers in learning how to cope with factors which may lead to job dissatisfaction and low motivation and how to cope up with the problem. Based on the research findings, they can compare their current level of job satisfaction with other TVET colleges and share experiences. Furthermore, this study can also be used as a spring board for those researchers who may intend to make further study on this or related topics.

1.5 Delimitation of the study

This study is delimited to the Government TVET Colleges in Addis Ababa. In addition, the samples are limited to teachers, vocational counselors, deans, process owners, experts and human resources personnel.

1.6 Limitations of the study

The shortage of adequate written materials/documents related to vocational teachers/trainers job satisfaction in Ethiopia. Besides, the insufficient amount of fund provided by the School of Graduate Studies has created some problems on the researcher to complete the study with better inspiration.

Furthermore, this study did not investigate other aspects of transformational leadership skills, such as vision sharing and creation of group goals, as these might also have considerable impact on teachers' job satisfaction. Besides, the study would have been more meaningful if it had included other regional, private and nongovernmental organizations TVET colleges but due to time and resources constrains limited to Addis Ababa. Although the author encountered the problems mentioned above, he however did his best in the process to overcome the shortcomings.

1.7 Operational Definition of Terms

Job- A set of specified work and task activities that engage an individual in an organization.

Job satisfaction- A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

Motivation - the process that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. It refers to the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or a prep tent state that energizes and guides behavior.

Technical and Vocational Education and Training (TVET)- It is a comprehensive term referring to the educational process which involves the general education, the study of technologies and related to sciences, and the acquisition of practical skills and knowledge related to occupations in various sectors of the economy and social life .

TVET Trainer is defined as one who educates (educator, instructor, pedagogue, trainer, tutor.) young people, gives instructions and in charge of the instruction and guidance of trainees.

Outcome-Based TVET Trainer is defined as an instructor, facilitator or supervisor who is qualified to facilitate specific occupations.

Occupation-A group of jobs having common or closely related responsibilities and duties, and occurring in representative industries throughout a country.

Pushing factor : is an internal factor or problem which oblige teachers/trainers to withdraw or run away from the TVET colleges in looking for better work environment.

Pulling factor: is an external factor or condition which can attract teachers/ trainers to withdraw from the TVET colleges and join other organizations which have conducive working environment and attractive benefit packages.

1.8. Organization of the study

The study had been organized under five chapters.

The main objective of chapter one is to set the background of the study, beginning with statement, of the problem, followed by objectives, significance, delimitation, limitation of the study and definition of operational terms. Chapter two is to give an insight with regard to related literature on vocational teachers/trainers job satisfaction. It begins with Concept of job satisfaction, and its theoretical framework. The factors and impacts associated with job satisfaction and the TVET situation in Ethiopia are clearly presented.

Chapter three focuses on the research methodology used in the study. The sampling technique and the sample size representing the research population, procedures and methods of data collection, instruments used for data collection, and data analysis techniques are presented.

The fourth chapter deals about the data collected from the sample respondents in the TVET colleges seeking appropriate answers to the basic research questions raised in Chapter One. In due course, the information gathered from the sample respondents through various data collection techniques are presented, analyzed and interpreted. The final chapter comprises the summary of major findings, the conclusions drawn and recommendations proposed.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

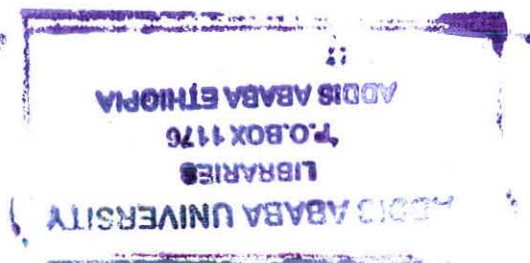
The main objective of this chapter is to give an insight concerning the related literature on vocational teachers/trainers job satisfaction. It begins with concept of motivation and job satisfaction, followed by theory of job satisfaction in section two. The factors associated with job satisfaction, impact of job satisfaction, TVET in Ethiopia are presented.

2.1 Concept of motivation and job satisfaction

The concept of job satisfaction and the way it should be handled in an organization has a lot to do with the understanding of the concepts and theories of motivation. According to Ifinedo (2003), motivation and satisfaction are related but not synonymous concepts. Motivation is a drive to satisfy a goal and concerned with goal directed behavior. Satisfaction on the other hand, refers to the contentment experiences when goal is achieved. Satisfaction is used to analyze the outcome already experienced. Hence, the concern of the review of this the related literature is vocational teachers/trainers motivation and job satisfaction.

Employee job satisfaction can be studied through several broad approaches vis-à-vis content based theories and process theories. However, employee motivation is a complex and difficult term to define. Therefore precise definition of this concept is elusive as the notion comprises the characteristics of individual and a situation as well as the perception of that situation by the individual (Ifinedo, 2003). An organization's liveliness, whether public or private, comes from the motivation of its employees, though their abilities play just crucial a role in determining their work performance and their motivation (Lewis et.al, 1995).

Golembiewski (1973) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly (1974), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior.



According to Hoy and Miskel (1987), employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler (2001) describe motivation as the intensity of a person's desire to engage in some activity.

From the above conceptual explanation, some issues are brought to mind that motivation deal with what starts and energizes human behavior, how these forces are directed and sustained as well as the outcomes they bring about.

Therefore, there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence; however, the concepts of motivation and job satisfaction are often confused with one another. Puerto mode (1991) pointed out that the two terms are related but are not synonymous. They acknowledged that job satisfaction is one part of motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. Puerto mode (1991) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and his/her contribution to the attainment of organizational goals and objectives.

2.2 Theory of Job Satisfaction

The phenomenon of job satisfaction is closely related to motivation (Mbua, 2003). This implies that the theories of motivation are regarded as theories of job satisfaction. There are many theories of motivation and job satisfaction and those theories are categorized into two, the content and process theories. The content theories discussed in this section include: (1) Maslow's need theory, (2) Herzberg's Two Factor Theory, (3) McClelland's Need Achievement Theory, and (4) Aldefefer's The Existence, Relatedness and Growth (hereafter, ERG) Theory.

These four theories can help to develop better working environment by enhancing employees' job satisfaction and motivation. It is heavily based on need fulfillment. In general they address the question of what causes motivation and satisfaction

The process theories researcher consider include: (1) Expectancy Theory, (2) Equity Theory, and (3) Locke's Value Theory (Robbins & Judge, 2008).

Models of job satisfaction are also dealt here. The process theories deal with the question of how teachers/trainers behavior is started, directed, sustained and stopped.

2.2.1 Content Theories

Several factors are believed to influence a persons' desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize four need-based theories. These are:(1)Abraham Maslow of Needs,(2)Hertzberg et al two factor theory, (3)McClelland's need Achievement theory and (4)Aldefer's the existence, Relatedness and Growth Theory.

Abraham Maslow's (1970) need-based theory of motivation is the most widely recognized theory and perhaps the most refereed of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable working conditions. The security needs include the need for safety, fair treatment, protection against threats and job security. Affiliation needs include the needs of being loved and accepted. Whereas esteem needs include the need for recognition, respect, achievement, autonomy and independence.

Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

The second content theory is Herzberg et al Two Factor Theory. Herzberg et.al (1959) two-factor theory is heavily based on need fulfillment. Their interest is to explore how best organizations satisfy the need of their workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when employees at works are not the same factors that lead to dissatisfaction and low motivation when they are absent.

Thus, they saw job satisfaction and dissatisfaction as independent factors. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors.

The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs.

The hygiene factors are organization policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions. They are associated with job content. Herzberg et al (1959). These factors are perceived as necessary but not sufficient conditions for the satisfaction and motivation of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement.

Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be motivating factors. Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999).

Applying these concepts to education for example, if college improvement depends, fundamentally, on the improvement of the teaching process, ways to increase teacher/trainers motivation and capabilities should be the core issues upon which efforts should be made to make the colleges more effective.

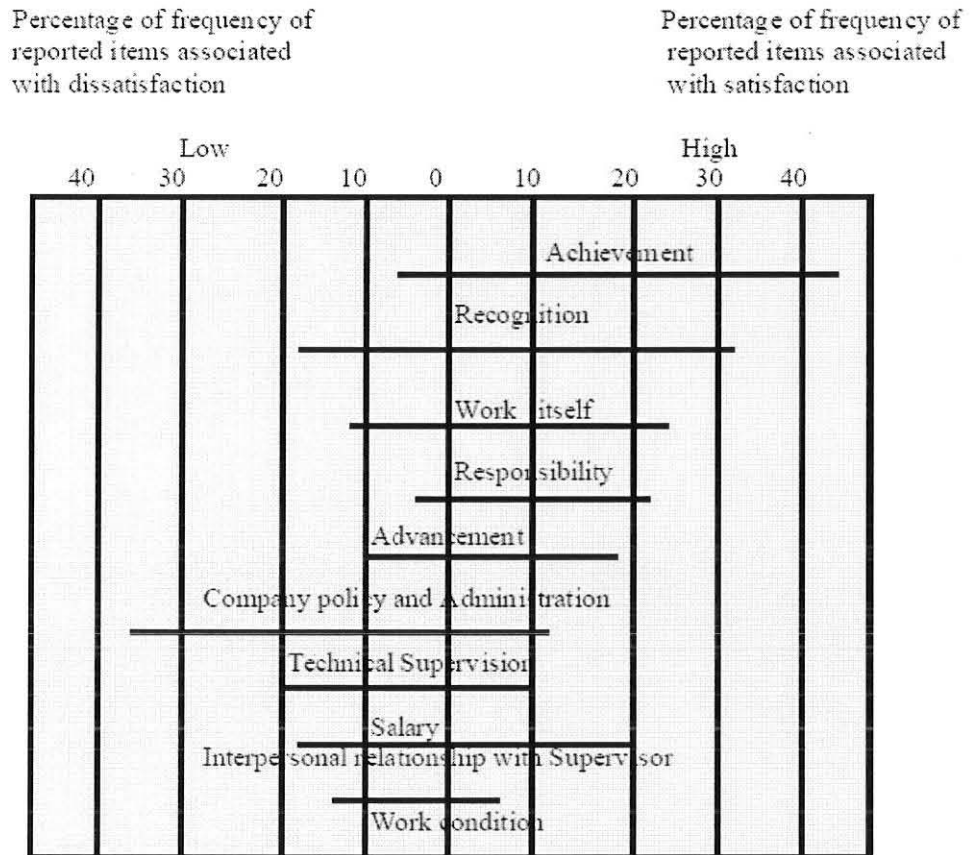
In addition, highly motivated and need satisfied teachers/trainers can create a good social, psychological and physical climate in the classroom. Exemplary teachers/trainers can integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996)

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence) which includes work, task autonomy and participatory decision-making, administrative support, reasonable work load, adequate resources and pay (Rosenholtz, 1989).

In contrast, researches conducted in Nigeria teachers/trainers indicate that extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher/trainer job satisfaction (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers/trainers higher level needs. That is giving teachers/trainers greater opportunity, responsibility, authority and autonomy (Whawo, 1993).

Conversely, Ukeje et al. (1992) are of the opinion that however highly motivated to perform a teacher/trainer may be, he or she needs to possess the necessary ability to attain the expected level of performance.

Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers/trainers job satisfaction needs, they can design a rewarding system both to satisfy teachers/trainers and meet the educational goals. Percentage of frequency of reported items associated with dissatisfaction and satisfaction.



Source: Herzberg et al. (1959)

Figure 1. Intrinsic and Extrinsic Motivation

A Critique of the Motivator-Hygiene Theory

The current study employed an instrument based upon the motivator-Hygiene theory developed by Herzberg et al. (1959); a critique of the theory was warranted.

House and W. (1967) reported that the Motivator-Hygiene Theory had received three major criticisms: The Theory was method bound, was based on faulty research, and was not consistent with past evidence. Vroom, as cited by House & Wigdor (1967), suggested that associations found between job satisfaction factors in the Motivator-Hygiene Theory were results of the storytelling interview method utilized in the research.

People were likely to take credit by themselves when the job went well, but blame their failures on the environment when the job went poorly (Vroom, as cited by House & Wigdor, 1967). They stated that other methodological approaches were necessary to test the Motivator-Hygiene Theory.

House and Wigdor (1967) reviewed literature employing methodology rather than the storytelling method and reached several conclusions. First, it was concluded from the literature, that a given factor could create job satisfaction in one employee and dissatisfaction in another, and vice versa (House & Wigdor, 1967). Secondly, a given factor could cause job satisfaction and dissatisfaction in the same sample (House & Wigdor, 1967). Third, intrinsic job factors were more important to both job satisfaction and dissatisfaction (House & Wigdor, 1967).

House and Wigdor (1967) concluded that the Motivator-Hygiene Theory oversimplified the complex relationship presented between motivation, satisfaction, and the sources of job satisfaction and dissatisfaction.

A second criticism of the Motivator-Hygiene Theory was that the theory was derived from faulty research procedures (House & Wigdor, 1967). Kaufman (1976) discredited the dual continuum aspect of the Motivator-Hygiene theory. According to Kaufman (1976): It is apparent that a major portion of the literature does not substantiate Herzberg's theory: that job satisfaction and dissatisfaction are two qualitatively different dimensions. Contrary to his hypothesis -, findings of majority of the investigators lend credence to the traditional model of job satisfaction (Kaufman (1976).

Another criticism of the Motivator-Hygiene Theory is mostly applicable to professional, managerial, and higher-level white collar workers (Davis & Newstrom, 1989). According to Bowen (1980), critics of the Motivator-Hygiene Theory suggested that low income employees were more influenced by extrinsic or hygienic job factors as opposed to motivator factors. Sergiovanni (1984) and Davis and Newstrom (1989) stated that hygienic factors could function as motivators in some individuals.

A final criticism of the Motivator-Hygiene theory was that the model underestimated the potentially motivating factors of salary and interpersonal relations, which Herzberg classified as hygiene factors (Davis & Newstrom, 1989).

Whitsitt and Winslow (1967) conducted a review of studies critical of the Motivator-Hygiene Theory, and concluded that "the Theory has clearly retained its utility and viability." Whitsitt and Winslow (1967) found three basic types of errors common in studies critical to the Motivator-Hygiene Theory. The Theory was misinterpreted; the study contained weaknesses in methodology and results were misinterpreted.

Sergiovanni (1984) offered support for the Theory as it applied to teachers/trainers by stating that the "motivation-hygiene theory has been tested in educational settings with generally supportive results."

According to Davis and Newstrom (1989), the Motivator-Hygiene Theory helped to explain why factors such as fringe benefits and personnel policies were not improving employee motivation. Prior to the development of the Motivator-Hygiene Theory, supervisors tended to focus on extrinsic factors which frequently come out with poor results (Davis & Newstrom, 1989). The Motivator-Hygiene Theory revealed the potentially strong motivating power of intrinsic job factors (Davis & Newstrom, 1989).

The third content theory was proposed by McClelland (1969) and it is called Need Achievement Theory. This theory of motivation and job satisfaction is called "the values theory" (Mbua, 2003).

McClelland is of the opinion that people's needs are acquired from their respective culture while others are learnt and these include the need for achievement (self esteem and self actualization), affiliation (Social), and power (Mbua, 2003). This is a replica of Maslow's need hierarchy theory in some way, but condenses the needs from five categories to just three.

The last key content theory of motivation and job satisfaction reviewed in this study is called The Existence, Relatedness and Growth (ERG) Theory. The theory was hypothesized by Alderfer. This theory is also "a reformulation of Maslow's need hierarchy theory".

Alderfer like McClelland condenses Maslow's human needs into only three categories and these include the existence, relatedness and growth needs. According to him, existence needs are what Maslow calls physiological needs.

Relatedness needs refer to social and esteem needs that a person desires for affiliation or belongingness or love, whereas growth needs are those needs that are to do with the "desire to be self confident, productive and creative" (Mbua, 2003).

2.2.2 Process Theories

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of need satisfaction. The process theories include the Equity Theory, Expectancy Theory, and Locke's Value Theory (Robbins & Judge, 2008). Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al. (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al. 1995). Equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow. This social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000) and Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

Secondary process theory is expectancy theory. According to Lewis et al. (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

The most important attribute of both types of process theory has been to draw attention to the effects of cognitive and perceptual processes on objective teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers/trainers needs satisfaction and job performance, determine what outcome teachers/trainers value, link the reward that teachers/trainers value to their job performance, and ensure that teachers/trainers wages and salary rates are not perceived as unfair.

The last process theory is reinforcement theory. Reinforcement theory concentrates attention on the link between behavior and consequences. Reinforcement is defined as any effect that causes behavior to be repeated or inhibited which can be positive or negative (Naylor, 1999). Skinner (1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue; whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the consequences are positive or negative (Lewis et al., 1995).

2.2.3 Models of job satisfaction

1. Affect Theory

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met.

When a person values a particular facet of a job, his/her satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet.

2. Dispositional Theory

Dispositional Theory is very general job satisfaction theory that suggests people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job.

This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction, having an internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

3. Job Characteristics Model (JCM)

Hackman & Oldham(1975) proposed the Job Characteristics Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation). The five core job characteristics can be combined to form a motivating potential score for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors.

2.3 Factors Associated with Job Satisfaction

According to Spector (1997), the aspects of job satisfaction are divided into two principal groups. First, the job environment itself and factors that are associated with job are important influences of job satisfaction. This includes how people are treated, the nature of the job, relations with other people in the working place, and rewards. Second, there are individual factors that the person brings to the job.

In this study, Investigator examines both the individual or demographic and organizational factors by reviewing literature about the demographic or personal (biographical) factors which influence job satisfaction.

2.3.1 Demographic Factors

Personal background or demographic factors refer to individual's gender, age, educational background, teaching subjects and job experience among others.

2.3.1.1 Gender

According to Mason (1997) "the question whether or not gender differences in job satisfaction exist has been answered both affirmatively and negatively in literature." The research conducted among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers (Ma & MacMillan, 2001). Similarly, results of a research that was conducted in the United States revealed that there were significant differences in the levels of job satisfaction between male and female teachers (Bishay, 1996). These scholars noted that female teachers were more satisfied with their job than male teachers. Conversely, Crossman and Harris (2006) conducted a study on job satisfaction among secondary school teachers/trainers in United Kingdom and their findings indicated that their satisfaction and motivation levels did not differ significantly by gender.

2.3.1.2 Age

Research data collected in various countries give mixed results about the influence of age on job satisfaction. Findings of study conducted among teachers/trainers in Finland revealed that there was a strong relationship between the teacher/trainer age and the related job satisfaction (Rasku and Kinnunen, 2003).

They found that teachers/trainers job satisfaction was linked to their age. On the contrary, Crossman and Harris (2006) found that secondary schools teachers/trainers in United Kingdom did not differ significantly in their job satisfaction in relation to age.

Moreover, Zhongshan (2008) found that work satisfaction among Chinese teachers/trainers increases with the increase in their age. Similarly, it is argued that the higher the teacher/trainer age, the higher the level of job satisfaction and the lower the teacher/trainer age, the lower the job satisfaction level (Greenberg & Baron, 1995). This implies that earlier studies indicate, there is a significant difference in job satisfaction caused by age differences.

2.3.1.3 Marital Status

Job satisfaction was conducted among secondary school teachers/trainers in Greece revealed that there were no significant differences in the level of teacher/trainer job satisfaction with regard to marital status (Koustelios, 2001). This implies that secondary school teachers/trainers in Greece did not differ in their job satisfaction levels in relation to their marital status.

2.3.1.4 Teaching Experiences

Teaching experience refers to the number of years a person has served as a teacher. Crossman and Harris (2006) call this the “length of service”. According to Koustelios (2001), the teachers/trainers with long teaching experience indicated higher level of job satisfaction with such aspects as pay and supervision. In other words, the level of satisfaction increased with the increase in years of service in the teaching profession. Similarly, Greenberg and Baron (1995) contend that employees with many years of service perceived higher job satisfaction than their colleagues who have lesser job experience.

Conversely, Crossman and Harris (2006) found that teaching experience or length of service did not contribute to any significant differences in job satisfaction among secondary school teachers/trainers in the United Kingdom.

2.3.1.5 Types of Schools

In the theory of vocational choice, Holland posits the idea that vocational satisfaction and motivation, stability and achievement depend on the congruence between one's personality and the working environment.

People search for environment that will let them exercise their skills and abilities, express their values and attitudes, and take on agreeable problems and roles.

Empirical research data of a study that was conducted in the United Kingdom indicated that teachers/trainers differed in job satisfaction in relation to the type of school in which they work (Crossman and Harris, 2006).

The teachers/trainers who worked in independent and private schools in the United Kingdom indicated higher levels of job satisfaction than their colleagues in other types of schools.

Furthermore, earlier study findings indicated that teachers/trainers who worked in schools that are in the remote/rural areas were less satisfied with their jobs than those working in urban areas (Bennell & Akyeampong, 2007). This implies that the location of school was a determinant factor for their differences in job satisfaction and motivation.

2.3.1.6 Position in Organization

According to Greenberg and Baron (1995), employees occupying managerial or leadership positions in an organization indicate higher level of job satisfaction than others. This implies that teachers/trainers who occupied senior positions like being deputy principal, senior academic master, and head of department among others in their respective schools were more satisfied and motivated with their job than their colleagues without such promotional positions. Similarly, Dinham and Scott (2000) found that teachers/trainers who had earned promotions in their schools were more satisfied with their job than others.

2.3.1.7 The Socio-Economic Status

With regard to the socio-economic status, the lower the socio-economic class of the teachers/trainers parental family, the more likely the person is to remain in teaching;

the higher the socio-economic status; the more likely the person is to leave the teaching profession (Bloland and Seiby, 1980). One widely offered interpretation of this difference is that low socio-economic status families regard teaching as a respectable occupation while higher socio-economic status families regard teaching as step down-ward (Bloland and Seiby, 1980).

Because teaching has been regarded as an “easy-in, easy-out” career a condition that allows for low professional commitment which fosters considerable career mobility.

2.3.1.8 Education Back Ground

Weaver (1987) as cited by Gziel (1986) found that individuals with more education are less job satisfied and low motivated. The reason is that individuals with more education have more options in the job market and need develop high identification with a particular job.

Increased levels of education often lead to increased conflict with principals and other administrators, leading to a less satisfying work situation and an increased willingness of teachers/trainers to look for alternative job.

2.3.2 Organizational Factors/Dimensions

In this section, the researcher reviewed various scholarly works on the factors or facets that are associated with vocational teachers/trainers job satisfaction. The phenomenon of job satisfaction is associated with five main factors namely: “achievement, recognition, works itself, responsibility and advancement”. The seven major aspects/factors of job satisfaction are: “administration, promotion, job nature, superiors, salary remuneration, working conditions and colleagues.” (Vroom, 1995)

Additionally, the teachers/trainers derive their satisfaction from such factors as: “salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, and responsibilities within the job recognition” (Ololube, 2008).

This implies that teachers/trainers job satisfaction can also be derived from salary, company policies, and administration and working conditions among others.

Furthermore, Greenberg and Baron (1995) mentioned factors that are associated with job satisfaction are of categories and these are organizational and individual determinants. According to them, the organizational determinants include: reward system, perceived quality of supervision, work and social stimulation and pleasant working conditions.

According to Woods and Weasmer (2002), workers job satisfaction is derived from collegial relationship that they enjoy at their place of work. It is very important for teachers/trainers to have time to share experiences. Ellis (quoted in Latham, 1998), argues that teachers/trainers job satisfaction are associated with “intrinsic and extrinsic rewards”. This implies that in studying employees’ job satisfaction one has to incorporate these aspects.

However, Roethlisberger in his article published in *Classics of Organization Theory* Sixth edition (Shafritz et al. 2005) argues that salary is the main demand which a worker is making of his employment and that what an employee wants is simply to be assigned to the work that he or she is and the amount of money they will earn by the end of the day for such a job. This implies that money is the main source of satisfaction and motivation to some employees.

As to (Shafritz et al. 2005) suggestion to attract and keep well-qualified and experienced teachers/trainers in schools, special payments need to be designed. Teachers/trainers salary plays a fundamental role in the allocation of scarce educated lab our resources. According to the study of ILO (1990), inadequate pay affects recruitments of teachers /trainers as well as the stability of professionals. It creates frustrations, which may lead to disruption of education or even bringing about a decline in professional standards.

It is of special importance if it is accompanied by organizational support. Policies addressing the organizational support need teachers/trainers to assume that the work places have powerful socialization and motivational effects. The perception teachers/trainers hold about their expected workplace, at the recruitment and deployment stages, will greatly contribute whether or not they will choose to work and stay in college.

Other workers derive their satisfaction from being accepted and recognized by their supervisors and co-workers. In other words, teachers/trainers like other employees, derive their satisfaction from acceptance and recognition. However, Maslow (1987) argues that

the human being is a wanting animal and rarely reaches a state of complete satisfaction except for short time, as one of the desires is satisfied another desire out pops to take its place. When this is satisfied still another comes into the foreground, and so on.

This implies that good pay, acceptance and recognition do not make them always satisfied with their jobs. According to Zembylas and Papanastasiou (2006) who studied the sources of job satisfaction and dissatisfaction in Cyprus, it is claimed that teachers/trainers derive satisfaction from such aspects as:

Working with young and seeing them grow and achieve, making a contribution to the society, working collaboratively with colleagues and achieving personal professional growth.

They also found that pay, working time and vacation influence job satisfaction although they were not of great significance. According to Robbins and Judge (2008) organizational factors are the followings:

1. Leadership style:

The overall leadership style of an organization is often reflected in the immediate superior. The leader follower relationship in an organization is found between the superior and subordinates position leadership style is a major factor in the area of job satisfaction.

2. Interpersonal relations:

Interpersonal relations at work are also determinants of teachers/trainers satisfaction. Working relation creates the basic environment and therefore is vital for teacher job satisfaction. Clarity and compatibility in the area of interpersonal relations is essential for job satisfaction.

3. Superior subordinate relations

Superior subordinate relations are based on the relations of authority and responsibility at the work place. Positive communications forms the foundation for smooth superior subordinate relations and contribute to teachers/trainers job satisfaction.

4. Job security

Job security is a fundamental need. It is not sufficient for a man to have his/her physical needs satisfied .A part from this he/she also wants to ensure that these needs will continue to satisfied in future the especial this global crises . A teacher /trainer with job security feel that the college values his/her opportunities to keep his/her job.

5. Fringe benefits

Fringe benefits provide the proverbial lacing to the cake. These benefits add the cutting edge to the otherwise regular pay pocket. They play a major role in sharpening the sense of satisfaction of the teachers. There are instances where fringe benefits alone stand as a major source of attraction in case of certain type of teachers/trainers.

6. Incentives

Incentives are the various monetary and non-monetary additions provided to teachers/trainers to enhance teacher/trainers performance. Often incentives are used to get better performance from a teacher/teacher. The organization uses the incentive to spur the teachers to achieve higher performance targets and to enhance overall organization productivity.

7. Responsibility:

Responsibility is management acceptance of teacher/trainer competence. It is often concluded that responsibility is given to capable hands. Especially if it accompanied by monitoring and job enrichment programs, which involve designing jobs to be intrinsically satisfying often end up increasing teachers/trainers, work responsibility.

8. Opportunity for advancement:

Hope and aspirations are basic human characteristics. An individual's interest into a career begins with the hope of carving out a fruitful career filled with advancement at each and every stage. This calls for a well-developed and unbiased career development policy in the organization.

9. Organizational policies and directions:

Policies and directions form the basis for framing the practices procedures and systems of the organization. Organizational policies are also necessary to invigorate the culture and enliven organizational climate. Fairness of the management as perceived by teachers/trainers is a crucial issue for perception towards organizational decisions (Pestionjee, 1991)

According to Spector (1997) job satisfaction can be measured using the nine facets approach. In other words, the survey instrument has to include nine job satisfaction facets or factors and these include: pay, promotion, supervision, operating conditions, co-workers, nature of work and communication. Similarly, Sierpe (1999) argues that job satisfaction is associated with eight facets and this include salary, promotion, supervision, fringe benefits, rewards, procedures, workmates and the nature of the job.

However, Sierpe does not include communication in the above list of job satisfaction components or antecedents. Oshagbemi (1997) in his study on job satisfaction among university lecturers and professors in the United Kingdom employed a modified Job Descriptive Index which included eight aspects and these include: "(1) teaching; (2) research; (3) administrative and managerial duties; (4) present pay; (5) opportunities for promotion; (6) supervision/supervisor; (7) co-workers; (8) physical conditions/working facilities" (Oshagbemi, 1997). This implies previous researchers do not concur on the facets of job satisfaction though some the facets are similar.

2.4 Impacts of Teachers'/trainers job satisfaction

The levels of job satisfaction have a direct and powerful bearing on the individual's performance in the organization.

Job satisfaction can bring change in teachers/trainers performance, job turnover, absenteeism and involvement in teachers/trainers union activities (Robbins & Judge, 2008). According to Latham (1998), "job satisfaction can do far more than help retain teachers; it can also improve their teaching". This implies that satisfied teachers/trainers can contribute significantly to the improvement of trainees' academic performance and College effectiveness at large. Similarly, Shanna (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, trainees learning and teacher/trainer retention.

Moreover, researches report that highly satisfied teachers/trainers tend to have better mental and physical health, learn new job-related tasks more quickly, have fewer on job accidents, and fewer grievances. Also on the positive side, it can be said that satisfied teachers/trainers are more likely to exhibit pro social "citizenship" behavior and activities, such as helping co-workers, helping customers, and being more cooperative.

Teachers/trainers dissatisfaction can be expressed in a number of ways rather than quitting the job, for example, teachers can complain, insubordinate, shirk a part of their work responsibilities, and unauthorized absence. Travers and Cooper (1996) claim that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers/trainers intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job.

Economists suggest that there is a trade-off between earnings and hours of work with satisfaction and motivation rising with increases in real wages and decreasing as hours of work rise. However, there is also evidence to suggest that these features are not the only or even the most important determinants of job satisfaction.

In particular, individuals obtain satisfaction from the nature of the work itself, from feelings of job security, from relationships with co-workers, promotion prospects and being able to use their initiative (Clark, 1997).

Both absolute and relative pay have been found to influence satisfaction as workers beliefs about what is equitable are governed not first by what they earn, but also by what other workers in comparable jobs earn (Clark, 1997)

As a final step in connecting the conditions and possible consequences of teachers' beliefs and practices, the focus turns to the extreme right of the model. Here, the analysis seeks to understand how teachers/trainers job satisfaction are related to teachers/trainers beliefs about instruction, their practices and professional development activities, and climate factors. These are used as predictors at both the individual and school levels.

Teachers/trainers' perceptions of the classroom and school climate and their self-efficacy seem to be the most important predictors of job satisfaction. Teachers/trainers reporting higher self-efficacy also report higher job satisfaction. Significant and comparably strong net effects are found across all countries, even though teacher background variables, teachers' professional practices and the perception of the learning environment are controlled for.

2.5 TVET Teachers/trainers in Ethiopia

The global economic system heavily relies on the development of technology, and relevant skill to use itself. This fact necessitates the expansion and growth of technical and vocational education. The major purpose of technical and vocational education is to produce skilled man power to the economic sector. The products (graduates) of the TVET are expected to be employed in governments and non-government organization and create self-employment opportunities.

It has been clearly stipulated in the Ethiopian education and training policy that the development of technical-vocational education and training has been given high priority. It emphasizes the need of expanding the vocational and technical training facilities, development of relevant curriculum and improving the standards of trainers and the complementary role of the private sector (MOE, 2002)

The government undertook extensive effort to restructure the technical and vocational education and training.

In Ethiopia, where the economic sector is not strong enough to absorb the young citizens who completed secondary school, shaping the education system towards producing people with technical and vocational skills that can ensure both wage employment and self-employment can not by any means be a matter of choice.

In consistent with the policy statements a number of exiting TVET institution have been strengthened and new ones have been established by the government and non-government organization. Despite this effort, the development of TVET sub-sector of education in Ethiopian is still at its infancy. It remained a neglected area until recently. One of the typical examples for this would be the little attention given to the preparation of teacher for the sub-sector.

Although technical and vocational schools started in the country many decades ago, little effort was made to improve the training by way of developing the teacher education system.

The history of technical and vocational teacher education and training, in its modern form, began in Ethiopia only with the opening of the "Department of Technical Teacher Education" in Addis Ababa University in 1967, and later with the opening of a similar department in Kotebe Teacher Training College in 1976. These institutions served as the main sources of teachers for technical and vocational schools in Ethiopia for many years until the opening of new institutions such as Nazareth College of Technical Teacher Education in 1994(now Adama university) and others later.

Though the institutions remained to be the sole sources of teachers for the technical and vocational schools available in the country, there always has been dissatisfaction with regard to the practical and the theoretical ability of the teachers/trainers graduating from the institutions (MOE, 2002). A number of reports indicated that the teachers who are involved in teaching within the technical and vocational schools lacked practical skills more than the theoretical aspects.

Studies on the sub-sector show that despite the efforts made by the government, non-government and private sectors, to develop TVET

The quality of training remained poor due to limited funding, lack of appropriate and adequate equipment and facilities, insufficient member of qualified instructors, inflexible and outdated occupation standards, lack of adequate functional relationship between training centers and the real world of work (MOE, 2002). The quality of technical-vocational education crucially depended on the qualification and motivation of the teaching staff.

Current practices of TVET Teachers

TVET Leaders and Trainers Qualifications Framework (TLTQF) developed in 2010 and have the following pattern. For seek of understanding, they (MOE-TVET Sector) call teacher as trainer. At the very centre of quality TVET rests an effective interaction between trainers and trainees. In fact, the overall improvement in competencies for employability can only be realized if there is an improvement in the quality, effectiveness and relevance of teaching by a competent Trainer.

To be qualified as a Trainer, he / she must possess at least Trainer qualifications level(C) certification C. This means that a TVET Trainer is a holder of a National Certification (NC) of at least Level III (NCIII) and a Trainers Methodology (TM) Certification C (TMC) to prove that he / she is competent to deliver a training program.

TVET Trainers Training Methodology Competencies

TMC	TMB	TMA
<ul style="list-style-type: none"> ➤ Plan Training Session ➤ Deliver Outcome Based TVET ➤ Plan Competency Assessment ➤ Conduct Competency Assessment ➤ Maintain Training Facilities ➤ Perform Work Safely ➤ Use Audio Visual & Multi-Media Equipment ➤ Use Personal Computer in Educational Technology ➤ Conduct Career Counseling Session ➤ Conduct Feed Backing Session ➤ Communicate with Individuals & Groups ➤ Work in Team Environment ➤ Apply Work Ethics & Values 	<ul style="list-style-type: none"> ➤ Prepare Training Programs ➤ Develop Training Curriculum ➤ Develop Learning Materials ➤ Apply ICT in Training Delivery ➤ Develop Assessment Tools ➤ Organize Training Resources ➤ Maintain Professional Competence ➤ Undertake TVET Research ➤ Practice Quality Management ➤ Plan and Organize Work ➤ Lead Learning Workplace Communication ➤ Solve Problems Related to Work Activities ➤ Manage Training Program Delivery ➤ Manage Special Projects ➤ Manage Training Facilities & Resources ➤ Manage Human Resources ➤ Evaluate Industry & other partnership ➤ Use Audio Visual & MME 	<ul style="list-style-type: none"> ➤ Develop Instructional Plans of Occupations ➤ Lead Work Teams ➤ Solve Problems Related to Work Activities ➤ Design Training Programs ➤ Prepare Project Proposals ➤ Prepare Instructional Training Plans ➤ Supervise Maintenance of Training Facilities ➤ Assess Trainer / Assessor Performance ➤ Supervise Instructional Delivery ➤ Provide Professional Development Support ➤ Utilize Specialist Communication Skills ➤ Develop Teams & Individuals ➤ Design Assessment System ➤ Design Promotion and Advocacy Materials for Occupations ➤ Manage Training Program Delivery ➤ Manage Special Projects ➤ Manage Training Facilities & Resources ➤ Manage Human Resources ➤ Evaluate Industry & other partnership ➤ Use Audio Visual & MME

Figure 2. TVET Trainers Training Methodology Competencies

Management Competencies

<ul style="list-style-type: none"> ➤ Manage Training Program Delivery ➤ Manage Special Projects ➤ Develop Instructional Plans ➤ Manage Training Facilities & Resources ➤ Manage Human Resources ➤ Manage Financial Resources ➤ Manage ICT Resources ➤ Establish QM System ➤ Evaluate System, Program & Resources ➤ Evaluate Industry & other partnership ➤ Design Institutional Advocacy Program 	<ul style="list-style-type: none"> ➤ Perform Work Safety ➤ Use Audio Visual & MME ➤ Use personal computer ➤ Conduct counseling session ➤ Maintain Professional Competence ➤ Undertake TVET Research ➤ Practice Quality Management ➤ Plan and Organize Work ➤ Manage Institutional Communication ➤ Develop Teams (External) ➤ Solve Problems Related to Institution
---	---

Source: TLTQF2010, 11

Figure 3. Management Competency

The TVET Trainers Training Methodology Competencies enumerating the 49 distinct units of training methodology competencies required of a TVET Trainer per competency level are arranged basically in three Learning Development Phases & three qualification levels as Hierarchy of Learning, as follows:

Requirements

In current TVET reform, there are three level trainers .i.e. A, B and C. According to framework TLTQF2010, the following Requirements observed:

Qualification level of trainers/Title	Competencies		Supposed Teach
	Occupation	Methodology	
A	NC V+	TMA	L5,L4,L3,L2&11
B	NC IV	TMB	L4,L3,L2&11
C	NC III	TMC	L2&11

Source: TLTQF2010

Explanation of each level :

1. C Level Trainer/Facilitator (TVET graduate):

C Level Trainer is responsible in the use of training related materials. He / She:

- 1.1 Must have a Trainer Qualifications Certificate Level C depending on the level of occupation the Trainer is teaching and the level of methodology he / she has acquired.

1.2 Must possess an NC Qualification which is at least the level he / she is teaching and a TMC or higher qualification.

1.3 Utilize the curriculum and learning materials provided by the B Trainers.

1.4 Must attend an Assessor's Methodology Course (no certification).

2. B Level Trainer/ /Developer (BSc/ BA/BED/ BUED):

B Level Trainer is responsible in the design and development of training related materials. In addition to the items enumerated in C Level, a B Level Trainer must:

2.1 be a Trainer Developer who possesses B Level qualifications, i.e. NC Level IV and TMB.

2.2 have developed Outcome-Based Curriculum, Outcome-Based Teaching Learning Materials and Assessment Tools in his / her field of expertise.

2.3 be a certified National Assessor in his / her area of expertise.

2.4 be qualified to teach C level Trainers on TM in his / her area of expertise.

2.5 facilitate delivery of training programs if and when a C level Trainer is indispose.

2.6 be able to solve work related conflicts between individuals.

2.7 provide C Level Trainers, who failed in a Trainer's assessment, with training and coaching interventions to ensure that they pass their next assessment.

2.8 be a certified National Assessor in his / her area of expertise.

3. A Level Trainer/Supervisor (MSc/MA/MED.):

A level Trainer is responsible in ensuring that training and supervision related activities are implemented, monitored and evaluated.

A level Trainer must:

3.1 be a Trainer Supervisor who possesses A Level qualifications.

3.2 be qualified to teach lower level Trainers in his / her area of expertise, including TMB & TMC.

3.3 supervise B and C Level Trainers in the performance of their duties and responsibilities.

3.4 facilitate delivery of training programs if and when B or C level Trainer is indispose.

3.5 be able to solve work related conflicts between individuals.

- 3.6 provide B and C Level Trainers, who failed in assessment, with training and coaching interventions to ensure that they pass their next assessment.
- 3.7 provide continuous training and development of TVET Trainers to enable them to progress to the next higher qualification levels.
- 3.8 be a certified National Assessor in his / her area of expertise.
- 3.9 have undergone a Tec AT process on related occupational area and should possess the necessary competency for it. In general, TVET Trainers at all Qualifications Levels are expected to be practitioners in their occupational areas. They are expected to have undergone industry /workplace immersions or have industry experiences.

4. Approaches to Sustain the Supply of TVET Trainers

4.1. Effective Implementation of the TVET– Higher Education Pathways

4.2. Opening a National TVET Trainers Training Academy

4.3. Enhancement of Educational, Social & Economic Status.

4.4 Influencing Industry Practitioners to train in TVET. According to TLTFW (2010) state that TVET Trainers should be given additional benefits, these may include tax exemption, higher service insurance and pension, health insurance including free medical examination and treatment, Staple food benefit and salary increment.

Though it is articulated clearly, it is difficult task to realize it. Because TVET teachers are civil servants like university teachers. So it needs great efforts and money for huge number of TVET teachers/trainers. In general, it is debatable issue and demand policy direction or change.

2.6 Summary of the Review of Related Literature

Motivation is a combination of internal and external influences exerted on one's thoughts, emotion, and bodies that prompt his/her to take action and move toward what he/she believes will be of benefit teachers/trainers in the short and/or long term.

Job satisfaction has been described as favorable or positive feelings about work or the work environment (Furnham, et.a, 2002). Job satisfaction has been conceived by many as instrumental to the physical and mental well being of workers (Oshagbemi, 1999).

It is defined as workers' attitudes toward their job; because work is an important aspect of human life. Job satisfaction of teachers/trainers has been the focus of considerable research in recent decades (Spector, 1985). Given the links that have been established between job satisfaction and employee commitment, turnover, absenteeism, productivity and occupational stress (Spector, 1985) such interest is, perhaps, not surprising. It is evident that levels of job satisfaction felt by teachers/trainers in similar work environments can vary from one individual to another.

Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfillment in their work. There is strong acceptance among researchers and consultants that increased job satisfaction produces improved job performance.

In general, Abraham Maslow outlined the elements of an overall theory of human motivation in five hierarchy i.e. physiological needs, safety needs, love needs, self esteem needs, and self-actualization. Herzberg developed motivator-Hygiene theory. Process theories of job satisfaction were: fulfillment theory; discrepancy theory and equity theory.

Teaches/trainers have tended to higher levels of job satisfaction with intrinsic job factors than extrinsic job factors (Beavers et al. 1987). However, Grady (1985) concluded that extrinsic factors did influence overall job satisfaction.

When relationships between job satisfaction and selected variables such as recognition, responsibility, advancement, policy and administration, supervision, salary, interpersonal relations, working conditions, age, level of education, years of teaching experience and gender were investigated, the results were somewhat contradictory. In some studies (e.g. Bowen & Radhakrishna, 1990) variable such as responsibility and advancement were correlated with job satisfaction, while in others the variables were correlated with job dissatisfaction. Figure 2 shows and conceptual framework of the variables related to job satisfaction. The framework was used to guide the development of the current study.

A conceptual framework of the variables (recognition, supervision, salary, interpersonal relations, working conditions and demographic factors) related to job satisfaction and motivation. The framework was used to guide the development of the current study.

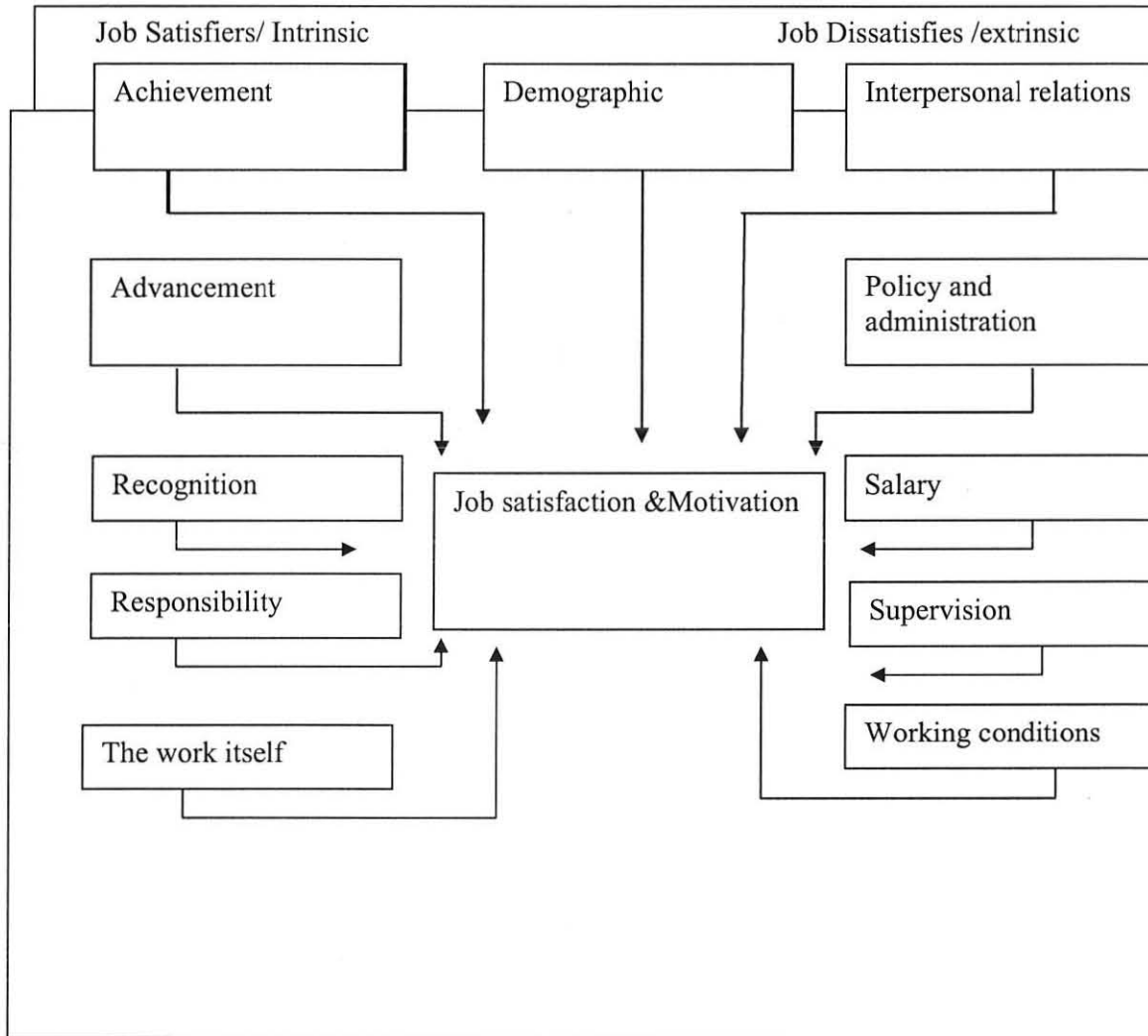


Figure2.A conceptual of the variables related to Job satisfaction

Lastly, in 2010, TVET trainers frame work was developed by Ministry of Education. It has three level of trainers i.e. a, b, and c. Each level has its own criteria and task.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology used in this study. It begins with the research design in section 3.2. the second sections presents the methods of study including sources, instruments and validation issues.

3.2 Research design

The research method chosen in this study was descriptive survey involving qualitative and quantitative techniques or mixed method. The researcher used mixed method because it enables to translate using both a pre-determined and emerging methods, usage of open and closed ended questions and multiple forms of data drawing on all possibilities.

3.3 Research Method

3.3.1 Population

The target population for this research includes teachers, deans, vocational counselors, and human resources staff from four TVET Colleges in Addis Ababa and process owners' from TVET agency and experts from federal Ministry of Education.

3.3.2 Sampling Techniques and Size

Four colleges (Misrake TVET College, Tegberied TVET College, Entoto TVET College, Ethio-China Polytechnic TVET College and TVET College) were selected through random sampling from seven governmental TVET colleges in the city of Addis Ababa, This sampling technique is chosen to ensure that every college has equal probabilities or equal chance to be included in the sample. Colleges have a total of 436 teachers/trainers. For the purpose of the study, two hundred twenty (fifty point five percent) teachers were selected through stratified random sampling. The researcher has chosen this sampling technique to guarantee the proportional representation of each department according to the number of teachers/trainers.

Stratification factors such as respondent organization, sex, occupational status and area of study were used.

Following the stratified random sampling respondents representing each department were selected through simple random sampling. This sampling technique was used to give equal chance for selecting the groups represent the entire population.

Since the information obtained from them is very essential, so using unstructured interview, the deans, vocational counselors, and human resources department members were also included as a source of data for the study through purposive sampling. This sampling was chosen based on the researcher's previous experience and knowledge about the TVET colleges' personnel.

Unstructured interview was also conducted with Ministry of Education TVET sector with experts and Addis Ababa City TVET Agency with process owners in order to incorporate their view regarding the issue using convenience sampling. Convenience sampling used Volunteer based and use of existing groups just because they are there.

Concerning respondents' sample population, out of the total eight counselors, 4(50%) was selected. From a total 15 employees including human resources departments 26.3 % were included in the sample. Out of 12 leaders (Outcome based and technology transfer process owners and deans) in the four colleges, 8(67%) were included. In addition, two experts were involved in the interview.

3.3.3 Instruments for Data Collection

Questionnaire, unstructured interview and observation were used to collect relevant information. The researcher employed was questionnaire. It was adapted from Spector(1997). While numerous measures of job satisfaction exist, the researcher had selected to employ the Job Satisfaction Survey (JSS) method Spector (1997). The JSS was chosen for several reasons. First, although it is short (36 questions) it yields not only an overall measure of job satisfaction and motivation, but also measures of job satisfaction on 9 sub-scales as well. Additionally, the JSS is freely available for use for academic studies. In addition to the questions from the JSS, the researcher

wished to include additional questions on the survey related to job satisfaction and motivation.

The questionnaire had four parts. The first part was prepared in the forms structured and unstructured type with the intention to disclose free responses of the teachers/trainers. The second part, items were set up in the form of Likert –type. Attitude scales were used to the level of agreement/satisfaction by five –point scale ranging from strongly agree to strongly disagree. That is 1-strongly agree, 2- agree, 3- neutral, 4- disagree and 5- strongly disagree. This scale helped the researcher to get information on the level of agreement/satisfaction to the given items. Part three and four comprise of two open-ended questions (Annex II)

The second instrument was unstructured interview. Interview was conducted by researcher to gain insight into different view of the respondents from MoE, TVET Agency and colleges.

The third instrument was observation with appropriate checklist. Document analysis was carried out regarding teachers' promotion policy, incentive mechanism, supervision policy, general regulations and roles of colleges. In addition, Observation was made of real situation of colleges in relation to findings.

3.3.4 Procedures and Methods of Data Collection

The data gathering tools were designed on the basis of review of related literature. The questionnaires, observation checklist and unstructured interview guidelines were developed in view of the basic research questions used in Chapter One. An attempt was made to standardize the questionnaire. Sixty teachers/trainers belonging to different age groups, academic background and gender strata were randomly selected and questionnaire administered. The ratings given by the subjects were collected and analyzed. The various suggestions of the test group were collected and implemented. The test was helpful in identifying the gaps, disjoints in the questionnaire, applicability, ease of answering, mismatch between questions and answering pattern. Accordingly corrections were made for the final information gathering tools. The purpose of the opinion scale was to measure the opinions of the teachers on the various aspects given above.

The researcher used the opinions of teachers, deans, process owners and employees. The opinion variable records the respondents' feelings about something or what they think is true or false.

Reliability of the scale - There are several methods of estimating reliability of the scale. Some of the commonly used methods for finding out the reliability of a scale are pilot reliability. For the purpose of the present study, reliability was examined. Reliability was 0.915 which is significant. Hence the instrument can be considered as having high reliability.

Following standardizing the research instruments information was gathered from the selected samples of the study. During the initial stage of the questionnaires administration, the researcher has clarified the objectives of the study to the respondents in order to avoid any confusion.

Based on stratified sampling techniques, samples were distributed into each department according to their number of population / trades, and sample of each department were selected randomly.

3.3.5 Data Analysis techniques

The data collected from the study through representative sample was processed and subjected to a variety of analysis techniques. Different methods of data analysis relevant to each variable were employed to analyze the data gathered.

Concerning questionnaire instrument three parts were employed .First part was analyzes and interpret using SPSSV.17. Second parts were likert scales. There were a total of 51 closed ended items with 5 alternative likert scales. These scales in turn converted into three forms (Agree, Neutral and Disagree). The Agree (strongly agree and agree,) have been considered as one scale, similarly the Disagree (Strongly agree and agree) another scale, and Neutral as third alternatives scale. Third was also computed through percentages.

Accordingly, respondents were categorized, percentage and frequency count were employed to analyze various characteristics of sample involved in questionnaire. SPSS-Version 17 was utilized to compute percentage, mean, standard deviation and interpret the entire quantitative research data.

Open ended items were read, analyzed, classified and interpreted included in the study. Pseudo names were used to represents the names of the respondents who were interviewed by the researcher.

CHAPTER FOUR

4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This part of the study tries to analyze and discuss the data collected from the sample TVET colleges seeking appropriate answers to the basic questions raised in Chapter One. In due course, questionnaire was distributed to 306 teacher/trainers in the sample TVET colleges. Out of the total 306 questionnaire copies distributed 220(71.9%) were obtained (Annex1).The rest 86(29.1) of the sample teachers/trainers failed to fill and return the questionnaires.

Based on the open ended items prepared to gather information, response from unstructured interview and observation checklist conducted were read, interpreted, classified and analyzed. Analysis and interpretation of the data obtained from sample respondents under each group are presented hereunder.

4.2 Characteristics of the Respondents

Description of the characteristics of the target population gives some basic information about the sample population involved in the study. Hence, this part contains general characteristics of respondents. On the bases of the responses obtained, the data regarding the personality characteristics of the respondents including respondent category, respondent organization, gender, age, level of education, work experience, occupational status and areas of the study for the trainee respondents were summarized in Table 1.

Table 1. Characteristics of the Respondents

No	Variables	Characteristics category	Total sample teachers/trainers	
			Count	%
1	Sex	Male	187	85
		Female	33	15
2	Age of respondents	21-25	97	44.1
		26-30	53	24.1
		31-35	32	14.5
		36-40	23	10.5
		above40	15	6.8
3	Educational Level:	Diploma	21	9.55
		First Degree	154	70
		Master	44	20
		No response	1	.45
4	Work Experience:	1-5	110	50
		6-10	49	22.3
		11-15	20	9.1
		16-20	11	5
		21-25	10	4.5
		26 and above	20	9.1
		5	Position/academic rank	C level
B level	154			70
A level.	44			20
6	Marital status	Married	86	39.1
		Single	74	33.7
		widowed	20	9.0
		Divorced	40	18.2

Source: survey

As it can be noted in Table1, most of the respondents (85 percent) are male. The data shows that the participation rate of female teachers/trainers is very low (15 percent). Looking into their age, 68.2 percent of the respondents were below thirty years. Similarly, 50 percent of respondents have less than five years work experience. In addition, concerning their marital status, 33 percent of the respondents are single and 39.1 percent married .This data may imply that TVET Colleges in the City of Addis Ababa are abounding with young teacher/trainers who can give their service actively if properly handled. Besides, as it can be seen in Table1, different age ranges can be found in the colleges It implies there is good opportunity for sharing experience among teachers/trainers.

On the other hand, according to findings by Ninomiya and others (1990) young groups of teachers/trainers may be less likely to be satisfied with their job, partly because they feel some difficulty in adapting to the working environment.

This shows that most colleges' teacher/trainers are inexperienced to their environment which can in turn have an impact on the teacher/trainers retention and attrition problems in the City training institutions.

With respect to the level of qualification 70 percent of the respondents were first degree (BSc/BA) holders' teacher/trainers and 18 percent of respondents were second degree (MSc/MA) holders'. The rest of them were diploma graduates. Regarding their current academic rank or position, 70 percent of the respondents were "B level", 20percent of them "A level" and the rests were 'C' level".

Table 2. General Work Conditions with regard to Job satisfaction

Items	Alternatives											
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		No response	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Many of college rules and procedures make the task/job difficult.	27	12.3	80	36.4	49	22.3	53	24.0	8	3.6	3	1.4
There is too much bickering and fighting at work.	13	5.9	59	26.8	46	20.9	86	39.1	9	4.1	7	3.2
My job is enjoyable.	54	24.6	81	36.8	29	13.2	41	18.6	15	6.8	-	-
The teaching load is fair.	24	11	82	37.2	32	14.5	32	14.5	43	19.5	7	3.2
Living conditions and standard of my house are conducive to carry out the tasks.	8	3.7	43	19.6	36	16.4	34	29.1	34	29.1	5	2.3
I am provided with adequate equipment and machine to do my job	19	8.6	53	24	40	18.2	65	29.6	41	18.6	2	1
I believe that the work atmosphere is friendly	35	15.9	75	34.1	52	23.6	35	15.9	23	10.5	-	-
Necessary material are available	10	4.6	62	28.2	35	15.9	70	31.8	41	18.6	2	1
There is a job security	19	8.6	60	27.3	71	32.2	41	18.6	29	13.2	-	-

Source: survey

As it is revealed in Table 2, 48.7 percent of the respondents expressed their feeling that the presences of definite rules and procedures have made the task/job difficult in the colleges. Whereas, 27.6 percent of the respondents rated “disagree”. The remaining 24 percent of the respondents were neutral to the item. Organization policies can be great source of frustration for vocational teachers/trainers, if the policies are unclear or unnecessary, or if not everyone is required to follow them. Although teacher/trainers will never feel a great sense of satisfaction due to organization policies, organization can decrease dissatisfaction in this area by ensuring the fairness organization policies. Moreover, organization rules and directions form the basis to frame the practices procedures and systems. The organization policies are not only necessary to establish the basic framework but also invigorate and enliven organizational culture and climate (Pestionjee, 1991).

As displayed in Table 2, 43.2percent of the replied that there is too much bickering and fighting in the colleges. Whereas 32.7percent of the respondents reported there is no such problem. According to Affect Theory model, satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. The finding in this regard indicates that the work and interpersonal relationships are not smooth as it is expected to be in academic environment (Pestionjee,1991).

Teachers/trainers response about ‘ their job is at enjoyable level or not’,61.4 percent, 25.4 percent and 13.2 percent of the respondents rated as” agree”, “disagree” and “neutral” respectively. This implies that the job is enjoyable at high level which is an important pre- condition to teachers/trainers work satisfaction and motivation (Herzberg et al, 1959).

Regarding the teaching load, 48.2percent of the respondents indicated that their load is fair. Similarly, document study reflected that almost all of trainers/teachers have less than 20 periods per week .Where as 34.0percent of the respondents indicated that the teachers/trainers load is unfair.

As noted in Table 2, 58.2 percent of the respondents indicated ” disagree” the living conditions and standard of their houses are conducive to carry out their tasks, while 23.3 and 16.4percent of the respondents “agree” and “neutral” respectively.

Work-life balance in its broadest sense is a person's satisfaction and motivation with his/her ability to manage the interactions between the multiple roles and activities in his/her life. The ability to achieve an effective work-life balance not only has an impact on employees' well-being but also directly affect their levels of engagement in their assignments (Robbins and Judge, 2008).

Assisting teachers/trainers to balance their work and life commitments can provide real benefits to the organizations by increasing productivity, organizational commitment, improved morale and job satisfaction and motivation, and reducing level of absenteeism and employee turnover. One way of managing work-life balance is through flexible working practices (Robbins and Judge, 2008).

Regarding responses on the availability of adequate equipment and machine to do their job, 48.2percent disagree that machines and equipments are not sufficiently available for the skill training in some competences and there is low level of practical training and it is difficult to align theory with practice. This also contributes to dissatisfaction of teachers/trainers in working areas. Among the respondents 18.2percent of teachers/trainers rated adequacy of equipments and machines to do their job as neutral which implies they have no clear idea .The rest of them agree.

As noted in Table 2, 50percent of the respondents reflected that working atmosphere is friendly and rated as agree, while 26.4 and 23.6percent of the respondents "disagree" and "neutral" to the item respectively. Working conditions have moral value for the teaching profession. When teachers/trainers are satisfied with their working conditions, they are more likely to stay in colleges. It is an environment, in which everyone is free to express themselves, and learn how to listen and cooperate with one another (peter, 1990). This condition can bring fulfillment and satisfaction at work place, and is in line with the views of Boggler (2002), who propounded that interrelationship at work place was one major source of job satisfaction and motivation.

Regarding the availability of necessary materials, 50.4 percent of the respondents agree that there are shortages of materials. During the visit to the colleges, the researcher has found out that reference books and texts were in sufficient in most of the colleges and the already existing ones were not recent edition.

These were also confirmed by all colleges' deans during interview. "There is shortage of materials. Materials and books were not supplied on time".(Po3,March1,2011; Po5, April13,2011;Po7, April18,2011;Po9, April23,2011). Obviously, training can still be unrewarding if essential materials and supplies are missing at the time they are needed especially in vocational areas. However, 32.5percent and 17.5percent of the respondents "disagree" and "neutral" respectively.

As regard to job security situation at colleges, 35.9percent of the respondents agree that there is job security problem. While 31.8percent and 32.2percent responded disagree and "neutral" to the item respectively .The college legislation and the current practice at the TVET shows academic staff employment should be on the contractual basis. Especially the present lab our market and the advancement of new technological investment demands higher level skilled workforce in all occupations. Currently occupation competence assessment has been introduced in the TVET system.

If teachers/trainers are not successful in occupation competence assessment, they are not fit for purpose. So there is no job guarantee. But if they are successful in their occupation as 31.8 percent of the respondents reflected, there is job security. Job security is a fundamental need. It is not sufficient for a man to have his/her physical needs satisfied .A part from this he/she wants to ensure will continue to be satisfied in the future especially in this global crises . A teacher/trainer with job security feels that the college values his/her professional endowers, the ability and the opportunity to keep his/her job (Shafritz et al. 2005).

Table 3. Work Relationship with regard to Job satisfaction

Items	Alternatives											
	Agree Strongly		Agree		Neutral		Disagree		Disagree Strongly		No response	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
There is a cordial staff interpersonal relation at my department.	43	19.6	116	52.7	24	10.9	27	12.3	10	4.5	-	-
There is smooth student staff relationship at my department.	32	14.6	134	60.9	32	14.6	13	5.9	8	3.6	1	.5
I like the people I work with.	61	27.7	118	53.6	27	12.3	10	4.35	4	1.8	-	-
My colleagues stimulate me to do better work	27	12.3	105	47.7	33	15	42	19.1	12	5.4	1	.5
Communications seem good within this organization.	25	11.4	72	32.7	49	22.3	57	25.9	17	7.7	-	-

Source: survey

Table 3 shows that 72.3percent of the respondents indicate staff interpersonal relationship at department level is good. Teachers/trainers seem to be satisfied with interaction they have among themselves, except 16.8 and 10.9 percent of the respondents who rated as “strongly disagree” and “neutral” respectively. Since majority of the vocational teachers/trainers have positive attitude towards the social relation among themselves, it may be possible to say that relationship with fellow teachers/trainers in the colleges do not affect the job satisfaction of teachers/trainers in a considerable degree.

Concerning the teachers/trainers and trainees interpersonal relation at department level, 75.5 percent of the respondents rated as agree; however, the interview result indicated the opposite. To cross check the views, the researcher conducted interview with process owners, and vocational counselors put their idea like this: “trainees’ discipline is not satisfactory” Voc, March 11, 2011; PO3, April 1, 2011; PO4, April 11, 2011; V04, March, 17, 2011). Therefore the disciplinary problems of trainees may probably affect the teacher/trainers behaviors to with draw themselves from the teaching profession.

As revealed in Table 3, 81.3 percent of the respondents rated their evaluation to the item, 'they like the people they work with. Interpersonal relations at work are also the determinants of teacher/trainer satisfaction and motivation. Working relation creates the basic environment and therefore is vital for the teacher/trainer job satisfaction .

Concerning to colleagues stimulation to do better work, 60% of the respondents agree with encouragement at individuals' level. The role of colleagues and co-worker cannot be denied for the creation of a healthy working environment. The supportive and positive relation between the colleagues' enhances the team spirit and work culture or a contradictory environment. Co-workers are responsible for creating an environment of competition and challenge. Social interaction can lead to improved job satisfaction and motivation (Robbins and Judge, 2008). The relationship people have with fellow employees can make for a great or an awful day. This is a factor that always determines whether or not someone looks forward to the working day or dreads it. People who bring destructive interpersonal behaviors to a workplace need to be addressed immediately. If ignored, these people tend to drive good employees to quit their job and run away to elsewhere looking for better working environment.

As it is revealed in Table 3, 44.1 percent of the respondents indicated that communications seem to be good within the organization, while 33.6percent and 22.3percent of respondents "disagree" and "neutral" respectively. During the researcher visits of colleges' document assessment were conducted, the past six months minutes reflected that meeting were held when required by deans of the colleges, but department meetings were held in regular settings usually at end of the week or beginning of week. Most of the division of work is done by heads of the departments and process owner of colleges. Superior- subordinate relations are based on the relations of authority and responsibility at the work place. Positive communication forms the foundation for development of superior subordinate relation and for teacher/trainer's job satisfaction and motivation (Robbins and Judge, 2008).

Moreover, one of the most important aspects of an individual's work in a modern organization concerns the management of communication demands that he or she encounters on job.

Demands can be characterized as a communication load, which refers to “the rate and complexity of communication inputs an individual must process in a particular time frame (Farace, Monge, & Russel, 1977)”. Individuals in an organization can experience communication over-load and communication under- load which can affect their level of job satisfaction. Communication overload can occur as stress

When an individual receives too many messages in a short period of time which can result in unprocessed information or when an individual faces more complex messages that are more difficult to process”. Due to this process, “given an individual’s style of work and motivation to complete a task, when more inputs exist than outputs, the individual perceives a condition of overload which can be positively or negatively related to job satisfaction. In comparison, communication under load can occur when messages or inputs are sent below the individual’s ability to process them (Farace, Monge, & Russel,1977). According to the ideas of communication over-load and under-load, if an individual does not receive enough input on the job or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with his/her work which leads to a low level of job satisfaction and motivation.. This situation reflected in TVET Colleges.

Table 4. Supervision and Leadership with regard to Job satisfaction

Item	Alternatives											
	Agree Strongly		Agree		Neutral		Disagree		Disagree Strongly		No response	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
My supervisor is unfair to me.	8	3.6	29	13.2	49	22.3	92	41.8	42	19.1	-	-
I like my supervisor.	29	13.2	89	40.4	64	29.1	25	11.4	12	5.5	1	.4
My supervisor is quite competent in doing his/her job	18	8.2	73	33.2	77	35	32	14.6	20	9.0	-	-
Work assignments are not fully explained	13	5.9	63	28.6	58	26.4	73	33.2	13	5.9	-	-
I am satisfied with the existing management practices of the college	19	8.6	70	31.8	47	22.4	45	20.5	39	17.7	-	-

Source: survey

As it is revealed at Table 4, 60.9 percent of the respondents indicate that the supervisors in the colleges are fair. The fairness of the management as perceived by a teacher/trainer is crucial in terms of his/her perception to organizational decisions (Pestionjee, 1991), where as 16.5 percent and 22.6 percent responded as “disagree” and “neutral respectively”.

Regarding supervisor relationship, slightly above average (53.6 percent) of the respondents indicated that they like their supervisors. The overall leadership style of an organization is often reflected in the immediate superior. The leader follower relationship in an organization is found between the superior and subordinates position. Leadership style is a major factor in the area of job satisfaction. On the other hand, 29.1 percent and 16.9 percent of the respondents indicated that relationship with supervisor as ‘neutral’ and ‘disagree’ respectively.

As noted in Table 4, 41.4 percent of respondents seem to have satisfaction by the technical assistance they got from supervisors in the colleges’. Though most of the respondents indicated low satisfactions, 23.6 percent rated “disagree” and the rest 35 percent responded as “neutral” on the assistance given to them by supervisors. According to the World Bank (1989) study, better support of supervisory services may improve working conditions. Moreover, it should not be forgotten that professional support concerns are particularly relevant to teacher/trainers retention and satisfaction.

Ratings on competence of the colleges’ supervisor in doing their job show that 41.4 percent of them confirmed that supervisors are competent to do their job, while 35.1 percent and 24.5 percent indicated as “neutral” and “disagree” to the item.

As it is indicated in Table 4, 39.1 percent of the respondents agree that the work assignments are fully explained, while 34.5 percent and 26.4 percent of the respondent are ‘disagree’ and ‘neutral’ to the items respectively. The data does not show significant difference between agree and disagree. This implies there is lack of communication or information gaps between teachers/trainers and supervisors.

Respondents' reaction to the satisfaction and motivation level of college management practices, 40.4percent of them indicated as agree, where as 37.2percent rated as disagree and 21.4percent of the respondents indicated as neutral to the item. The data does not show significant difference between agree and disagree. This implies teachers/trainers are not satisfied with college management practice.

Table 5. Work Activities and Use of Skills with regard to Job Satisfaction

items	Alternatives											
	Agree Strongly		Agree		Neutral		Disagree		Disagree Strongly		No response	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Goals and priorities for the college are clear	30	13.6	111	50.5	38	17.2	27	12.3	13	5.9	1	.5
My efforts to do a good job are seldom blocked by red tape.	6	2.7	67	30.5	84	38.2	51	23.2	12	5.5	-	-
I have too much to do at work.	38	17.2	121	55	30	13.6	23	10.5	8	3.6	-	-
I feel a sense of pride in doing my job.	46	20.9	104	47.2	40	18.2	25	11.4	5	2.3	-	-
I feel satisfied with my professional ability for doing my job	74	33.6	90	40.9	27	12.3	21	9.6	8	3.6	-	-
I find I have to work harder at my job because of the incompetence of people I work with.	23	10.5	71	32.3	60	27.2	54	24.6	12	5.5	-	-
I am given enough authority to decide in my area of responsibility.	32	14.6	85	38.6	48	21.8	41	18.2	14	6.4	-	-
My work activities are meaningful to me	60	27.3	113	51.4	16	7.3	25	11.4	6	2.7	-	-
I am confident of my abilities to succeed at my work.	110	50.0	85	38.6	21	9.6	1	-	-	-	4	1.8
I am given adequate freedom to do my job efficiently	30	13.6	102	46.4	42	19.1	32	14.6	14	6.4	-	-
I know what is expected of me at work.	72	32.7	129	58.8	10	4.6	8	3.6	-	-	1	.5
At work, my opinion seems to count	25	11.4	105	47.7	51	23.2	23	10.5	16	7.3	-	-

Source: survey

Table 5 indicates that 64.1percent of the respondents confirmed that goals and priorities of the colleges are clear. In order to be successful in the college, it was necessary to agree on common goals and objectives .Besides, it shows defines importance objectives.

Research result to “My efforts to do a good job are seldom blocked by red tape/ bureaucracy”, indicate that 38.2percent and28.7percentof the respondents reflected as “neutral” and “disagree” respectively. The remaining 33.1percent of the respondents have the intention that their actions are blocked by bureaucracy. During the study time (March14-18, 2011) there were many notices about teachers/trainers absence from classes. Teachers/trainers dissatisfaction can be expressed in a number of ways rather than quitting the job. For example, teachers/trainers can complain, unwilling to collaborate, shirt a part of their work responsibilities, and shows unauthorized absenteeism (Robbins and Judge, 2008).

Respondents which count 72.2percent have rated” they have too much to do at work”, reflecting that are they affected by external assignments. Micro and small enterprise tasks, routine duties and paperwork interfere with teaching the regular training program are also affecting teacher/trainers satisfaction and motivation.

Findings in Table 5 clearly show 68.1percent of the respondents indicated that they have sense of pride in doing their job. The environment in which teachers/trainers work has a tremendous effect on their level of pride for themselves and for the work they are assigned to. Organization image and status are the reasons for employees feel proud of their association with it. The sense of pride is instrumental in enhancing of commitment and loyalty towards the organization (Robbins and Judge, 2008). College status is instrumental in attracting better talents and strengthening the teachers/trainers desire to stay with the organization. Thus, the college image may also act as a retention tool.

Similarly, Judge (1998) argued that there are four Core Self-evaluations that determine one’s disposition/pride towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism.

Judge states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction, having an internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction and motivation.

Findings in Table 5 also indicates that 74.5 percent of the respondents are satisfied with their professional ability .But interview result conducted with teachers/trainers, experts, vocational counselors and deans have come out with opinion completely opposite from above finding. The interview finding indicated that” there are skill and pedagogical gaps in the respondents’ area of study.”(po3, April1, 2011; po6, April15, 2011; vc3, March11, 2011)

In addition, 42.8 percent of the respondents also expressed that there is incompetence among people are working with. Exemplary teachers/trainers appear to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collin son, 1996)

The finding in Table 5 reflects that only 53.2percent of the respondents have satisfaction with authority they have to decide in their area of responsibility. Whereas respondents, with the total rating value of 25.4percent, they gave to their level of authority decision making is inadequate. According to Mar burger (1991:21) teachers/trainers should participate in decision making and evaluate results in a process based on trust not fear. When such recognition is given to teachers/trainers, they may probably decide to stay even with the difficult assignments.

Moreover, 78.7 percent of the respondents indicated that work activities are meaningful nature to them. Perhaps the most important aspect to employee motivation is helping individuals to believe that the work they are doing is important and their tasks are meaningful and emphasize that their contributions to the practice result in positive outcome and good model for trainees.

In addition to this, 88.6percentof the respondents confirmed that they are confident of their abilities to succeed in their work. Hack man & Oldham (1976) proposed the Job Characteristics Model, which is widely used as a framework to study how particular

job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation). The five core job characteristics can be combined to form a motivating potential score for a job, which can be used as an index of how likely a job is to affect an employee's attitude and behavior (Hackman & Oldham, 1976).

According to Zembylas and Papanastasiou (2006, 235) who studied the sources of job satisfaction and dissatisfaction in Cyprus, it is claimed that teachers/trainers derive satisfaction from such aspects as: "making a contribution to the society, working collaboratively with colleagues and achieving personal professional growth."

The other research finding in Table 5 is that 60 percent of the respondents indicated that they were given adequate freedom to do their job efficiently. Teachers/trainers are more motivated to do their jobs well if they have ownership of their work.

This requires giving teachers/trainers enough freedom and power to carry out their tasks so that they feel they "own" the results. As individuals mature in their jobs, provide opportunities for added responsibility.

Regarding their knowledge about what is expected from vocational teachers/trainers, 91.4 percent of the respondents rated as agree. That means teachers/trainers are aware of what is expected from them. job satisfaction can be gained through understanding the work activities.

As shown in Table 5, 59.1 percent of the respondents indicated that individual opinion at work seems to count. If a person is to be satisfied he or she must be in an environment that provides a foundation on which they can utilize those skills and talents in the way that give outlet to creative expression, or quiet participation - whatever the level of the individual, the environment must be conducive.

Table 6. Pay and Benefits with regard to Job Satisfaction

Items	Alternatives											
	Agree Strongly		Agree		Neutral		Disagree		Disagree Strongly		No response	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
I am satisfied with my income	19	8.6	52	23.6	46	20.9	63	28.6	40	18.2	-	-
I feel I am being paid a fair amount for the work I do.	16	7.3	64	29.1	29	13.2	71	32.3	40	18.3	-	-
I am not satisfied with the benefits I receive.	39	17.7	71	32.3	40	18.2	48	21.8	21	9.6	1	0.5
The benefits we receive are as good as most other organizations offer.	6	2.7	46	20.9	48	21.8	60	27.3	60	27.3	-	-
The benefit package we have is equitable	6	2.7	36	16.4	67	30.5	70	31.8	40	18.2	1	0.5
I feel satisfied with my chances for salary increases.	6	2.7	71	32.3	47	21.4	58	26.4	38	17.2	-	-
I receive adequate training to do my job well	14	6.4	60	27.3	52	23.6	61	27.7	33	15	-	-

Source: survey

Research results in Table 6 about the respondents' satisfaction and motivation level on their income indicates that 46.8percent of the respondents are dissatisfied and less motivation with their on current income. In addition, 50.6percent of respondents indicated that salary is paid for the work they do is inadequate. Only 36.4percent of the respondents is satisfied with current income.

Similarly, Roethlisberger in his article published in *Classics of Organization Theory* Sixth edition (Shafritz et al. 2005) argues that salary is the main demand which a worker is making of his/her employment. What an employee wants is simply to be assigned to work that he or she is and the amount of money they will earn at the end of the day for such a job and nothing else. This implies that money is the main source of satisfaction to some employees. As to Hither, Meredydd etal (1987) suggestion to attract and keep well-qualified and experienced teachers/trainers in Colleges, special payments need to be designed.

Teacher/trainers salaries play a fundamental role in the allocation of scarce educated labor resources. According to the study of ILO (1990), inadequate pay affects recruitments of teachers/trainers as well as the stability of professional.

Moreover, incentives are the various monetary and non-monetary additions provided to teachers/trainers to enhance performance. Often incentives are used to get better performance from teachers/trainers. The organization uses the incentive to spur the teachers/trainers to achieve higher performance targets and to enhance the overall productivity of the organization.

As noted in Table 6, 50percent of the respondents are indicted that they are not satisfied with the benefit they receive from the colleges. In order to get additional information in area, interviews were conducted with the deans, and process owners. According to their explanations:

The main benefits were extension/evening sections payment, cooperative work with other enterprises/industry (I.e. there is possibility to gain some new technology and skills), house allowance, short term training and a few long term training in some departments (PO3, April1, 2011; Po6, April15, 2011;PO8, April20,2011)

Furthermore, when they compare their benefit with other organizations, 54.6percent of vocational teachers/trainers rated as not good/not attractive. To address these age-old education problems, education and training was reformed in 1994 through the proclamation of education and training policy that identified decentralization, curriculum change and teacher/trainers capacity building as a key priority areas. Among others, the policy made recommendation to establish career ladder for the profession and subsequent measures to adjust teacher/trainers initial salary one scale above other civil servants with equivalent positions. The old adage 'you get what you pay for' tends to be true when it comes to vocational teacher/trainers. If individuals believe they are not compensated well, they will be unhappy with the organization. People do compare themselves with others to assess their own feeling of job satisfaction and motivation. An individual observes others in a similar job and infers how satisfied he/she is.

Responses to the item on the benefit package indicated that 50 percent of the respondents feel it is not equitable.

In addition, 40.3 percent of the respondents reflected their dissatisfaction towards chances for salary increases. Vocational teachers/trainers salary ranges from 1114(Graduate assistant1) to 4605(lecture level). Organizations have to have clear policies related to salary increases.

However, Maslow (1987, 7) argues that “the human being is a wanting animal and rarely reaches a state of complete satisfaction except for short time. As one of the desires is satisfied, another pops up to take its place. When this is satisfied, still another comes into the foreground, and so on”. This implies that good pay, acceptance and recognition do not make them always satisfied with their jobs.

Table 6 shows 42.7percent of the respondents indicated that they were not satisfied with the training were provided to do their job, where as 33.7percent agree with the adequacy of the training they have received so far. This very limited number of training opportunity which is directly linked with the teachers/trainers future development seems to be not sufficient. It seems clear that if teachers/trainers are trained in one shot with no follow up ongoing training, wastage of teachers/trainers increases from time to time.

Table 7. Promotion potentials with regard to Job Satisfaction and Motivation

Items	Alternatives									
	Agree Strongly		Agree		Neutral		Disagree		Disagree Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Promotion raises are too few and far between.	25	11.4	88	40.0	72	32.7	29	13.2	6	2.7
Those who do well on the job stand a fair chance of being promoted.	16	7.3	67	30.5	55	25	54	24.5	28	12.7
I am satisfied with my chances for promotion.	14	6.4	54	24.5	61	27.7	62	28.2	29	13.2
Any short term and long term training program are designed to meet the need of each department	19	8.6	49	22.3	50	22.7	61	27.7	41	18.6
There is really too little chance for promotion on my job.	27	12.3	78	35.5	45	20.4	54	24.6	16	7.3
Intrinsic motivation (a challenging job, job satisfaction, etc), is more important for me than extrinsic motivation (salary, allowance and benefit)	41	18.6	78	35.5	57	25.9	28	12.7	16	7.3
I have a clearly established career path policy at my college	20	9.1	77	35	79	35.9	28	12.7	16	7.3

Source: survey

As indicated in Table 7, 51.4percent of the respondents reflected that promotion raises are few and far between. Teachers/trainers perceptions about opportunity for promotion are also another determinant that influences job satisfaction and motivation.

Feeling trapped in a job where there is no growth opportunity will make an employee to be offended and loses job satisfaction and motivation. Unless employees feel challenged regularly, most of the time they fail to perform well on the job and soon start looking for another job that might be a little more exciting than the previous (Hack man & Oldham, 1976).

With respect to fair chance of being promotion of vocational teachers/trainers for those who do well on the job, 37.8percent and 37.2percent of the respondents have rated as 'agree' and 'disagree' respectively.

Similarly, 41.4 percent respondents disagree with the chance of promotion. This implies promotion chance is low. Reward, loyalty and performance with advancement are responsibilities of an organization. If organizations don't have an open position title to promote a valuable teacher/trainer, will lose job satisfaction and motivation.

In addition, 46.3 percent of the respondents indicated that short and long term training program did not reflect the need of each department. Training opportunity which is directly linked with the teacher/trainers future development seems not bright. It is clear that if teachers/trainers are trained in one shot with no follow up ongoing training, wastage of teachers/trainers will increase from time to time.

With respect to chance for promotion on their job, 47.8percent of the respondents have agreed that the chance is too little. Vocational teachers/trainers/ should be offered job-specific trainings to provide employees with the relevant skills so that they perform their duties efficiently. The immediate application of skills acquired through such training may boost employee confidence and productivity. Staff training is an indispensable strategy to motivate teachers/trainers. Organizations must have good training program. This will give the vocational teachers/trainers' professional opportunities for self-improvement and development to cope up with the challenges and requirements of new technology.

Slightly more than average 54.1percent of the respondents agreed that intrinsic motivation is more important than extrinsic motivation. Intrinsic rewards include such issues as: professional development, nature of work itself and sense of achievement. This implies that in studying employees' job satisfaction one has to incorporate these aspects.

As it is revealed in Table 7, 44.1percent of the respondents reflected that the TVET colleges have a clearly established career path policy. The organization polices are necessary to invigorate the culture and enliven organizational climate. The fairness of the management as perceived by teachers/trainers is crucial in terms of his/her perception to organizational decisions (Pestionjee, 1991).

Table 8. Recognition and Appreciation with regard to Job Satisfaction

Items	alternative											
	Agree Strongly		Agree		Neutral		Disagree		Disagree Strongly		No response	
When I do a good job, I receive the recognition for it that I should receive.	16	7.3	63	28.6	56	25.5	61	27.7	24	10.9	-	-
I do not feel that the work I do is appreciated.	12	5.5	63	28.6	54	24.5	73	33.2	17	7.7	1	0.5
I don't feel my efforts are rewarded the way they should be.	25	11.4	69	31.4	70	31.8	51	23.2	5	2.3	-	-
I individual initiatives are encouraged at my department	24	10.9	63	28.6	61	27.7	57	25.9	15	6.8	-	-
There are few rewards for those who work here.	14	6.4	61	27.7	67	30.5	55	25	23	10.4	-	-

Teachers/trainers are more satisfied with teaching as career when staff in their colleges are recognized for the job that they have done .The study result in Table 8 indicates that 38.6percent of the respondents reflected that when teachers/trainers do a good job, they will not receive the recognition for it, where as 35.9 percent of respondents indicated, they receive recognition. Similarly, teachers/trainers responded whether the work they do is appreciated or not, 40.9 percent of the respondents confirmed that they do not feel that their work is appreciated. The rest 34.1percent and 24.5percentof the respondents rated as “neutral” and “agree” respectively to the item.

They put a lot of employee recognition criteria and hope that some efforts will stick and create the results they want. Or, they recognize so infrequently that employee recognition becomes a downer for the many when the infrequent few are recognized.

Instead, it is preferred to create goals and action plans for employee recognition for continuous improvement of performance (Hackman & Oldham, 1976).

Recognizing the actions, behaviors, approaches, and accomplishments that organization wants to foster and reinforce in the organization. Establish teacher/trainer recognition opportunities that emphasize and reinforce those sought-after qualities and behavior. Fairness, clarity, and consistency are important in recognition. People need to see that each person who makes the same or similar contribution has an equal likelihood of receiving recognition for her/his effort. For regularly provided recognition, organizations need to establish relevant criteria for teacher/trainer recognition so that eligible person who meets the criteria is then recognized in fair and transparent way (Hackman & Oldham, 1976).

However, recognition and appreciation were found to be motivating factors responsible for increased effectiveness of teachers/trainers at work and their high levels of job satisfaction and motivation. Besides, the fact that teacher/trainer recognition is limited in most colleges. Teachers/trainers also complain about lack of recognition regularly. Colleges deans ask that *“Why should I recognize or thank him/her? She/he is just doing her / his job. And, life at work is extremely busy.”* (Po3, April1, 2011; Po9, April2011). These factors contribute to the failure in recognizing to employees.

As noted in the above Table, 42.8percent of the respondents reflected that they don't feel their efforts are rewarded the way they should be. Although rewarding is clearly stated in legislation, it isn't yet implemented. 31.8percent of the respondents rated as neutral to the item .As it was explained during interview with the deans, and counselors, *there is lack of continuous monitoring and evaluation and feedback from the process owners and the deans (Vc1, March10, 2011; Vc4, March17, 2011; PO10, March25, 2011).*

In addition, 39.5percent of the respondents indicated that individual initiatives are not encouraged at department level. Undoubtedly, TVET should be subject to new innovations and changes so as to remain effective and functional in the context of the economic, social and technological changes.

The important question is how should such new innovations and changes be introduced and by whom? As to the researcher's view, new innovation, reform initiatives in TVET cannot be successful unless the initiative is emanated from the institution itself. Proper environment which enables TVET system to engage in quality enhancement practices should be created. Two vocational counselors and process owner (VC3, VC1 and P08) express that development imitative are not with colleges. They said the following:

In the case of Ethiopia, almost all the reform initiatives introduced into the TVET programs had been based on the top-down approach and dominantly prescriptive in nature. Consequently, translating the paradigms and innovations of the reform initiatives into action has been a challenge in the entire TVET system of the country over the past years (March, 2011; March10, 2011; April20/2011)

As to whether “there are few rewards for those who work here”, 35.4 percent and 34.1 percent of the respondents rated “disagree” and “agree” respectively. That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward. When an employee feels undervalued at his/her work place, he/she will soon begin to lose job satisfaction and motivation. If the supervisors and managers do not value teacher/trainer hard work, and focus on criticizing every move, teacher/trainers will bind to lose all interest in their work which will lead them to jobs dissatisfaction and low motivation.

Table 9. The Four Most Important Factors for Teachers Satisfaction in Rank order

	Factors	Respondents	
		%	Rank order
1	Working condition unsuitable	32.7	1
2	Luck of further training and education	28.3	2
3	In adequacy in discharging responsibility	21.8	3
4	Luck of freedom to make decisions	18.2	4

Regarding the most important factors for teachers/trainers satisfaction and motivation in rank order, a finding from the open-ended questions shows reflected that 32.7percent rank working condition first.

The environment in which teachers/trainers work has a tremendous effect on their level of pride for themselves and for the work they are doing. Machines and equipment were no available for skill training for some competence.

The scarcity of training materials, reference materials and documents was also one factor. This also contributes for the dissatisfaction of teachers/trainers in working areas. The second (28.3percent) rank was lack of further training and education. Based on need of colleges, skills based upgrading training and education should provide to the teachers/trainers. The third rank was inadequacy in charging responsibility. Teachers/trainers will be more motivated to do their jobs well if they have ownership of their work.

This requires giving employees enough freedom and power to carry out their tasks so that they feel they "own" the result. As individuals mature in their jobs, provide opportunities for added responsibility. The fourth rank was lack of freedom to make decisions. In general, working condition, further training and education, responsibility and freedom to make decisions are the top four important job satisfaction contributors.

4.4.3. Problems in training delivery impact on job satisfaction of teachers/trainers

Though the training delivery in Addis Ababa City has some strength, it is also intertwined with many problems towards its effectiveness. The research finding collected from teachers/trainers, process owners, deans, human resources through open-ended and closed questions indicates there are a number as problems in the training delivery.

Fifty (50.0) percent of the respondents indicated that there is a shortage of training materials, reference and documents. Besides, 30.0percent of the respondents showed that machines and equipment were not made available for skill training in some competences and there is low level of practical training and difficulty to align theory with practical training. This also contributes for the dissatisfaction of teachers/trainers in their working areas.

Vocational teachers/trainers indicated dissatisfaction with following two factors. These are teachers/trainers being required to perform non instructional duties and the enrollment of low academic achievers in the program. Assigning academically weak students for training without their interest or field of choice, low capacity and lack of willingness of teachers/ trainers as supported by 21.8percent responses are the problems for the training program effectiveness.

Nineteen points one (19.1) percent of the respondents criticized the lack of stability and frequent changes in the occupational standards and curriculum from year to year. As a result teachers/ trainers were obliged to do redundant works such as modifying or changing curriculum materials and instructional notes and arranging machines and equipments every year. This activities demands additional energy, time, resources, and affects mental settlements of trainers/teachers. The instability in the training program has impact on job satisfaction of the teachers/trainers.

Ten point five (10.5)percent of the respondents showed that there is lack of technical and training support from the TVET agency .Besides, 12.7 percent responses indicate lack of coordination and networking needed in training delivery. Because it is not properly publicized, there is limited understanding of the management and less involvement of teachers/ trainers during in company cooperative training was supported by 9.1% respondents. Fourteen point four (14.4percent) of the respondents indicated that some occupational standards and respective curricula were developed based on the former suffer compliance with market demand. Some of the problems mentioned by interviewees were puts their ideas like this:

Problems include: over crowdedness of classrooms which is not convenient for group works or participatory training; un standardized machines; mismatch between contents and time allotment, improper utilization of budget, and lack of repair and maintenances of machines and equipment; lack of discussion and orientation of industries and teachers/trainers before cooperative training implementation (VC1, March,2011; VC2, March11, 2011; VC4, March17, 2011); lack of plan to attach trainees with labor market, and high turnover in construction and surveying teacher/trainers in all sample colleges ranging from 1- 5 every years as HRM documents

(HRM1, April26/2011; HRM2, April27/2011; HRM4,May4/2011; HRM3, April28/2011).

This might be pushing factors(Shortage of short and long term training and education, and Lack conducive working environment) from colleges and pulling factors(Attractive pay and infringes) from enterprises or organizations. Another problem was related to the transport service, though Misrak TVET College had already found solution. In general, these have contributed for dissatisfaction of teachers/trainers and work environment unattractiveness.

Related to issue under interview was presented to Addis Ababa TVET Agency process owners. The interview responses indicate that:

The Agency is taking measures to shift from previous supply (input) based to outcome based (graduate performance development) based on training centers performance evaluation and application of business process re-engineering (BPR). Thus, public training institutions are on the process of conversion to satisfy demand of the market in engineering occupations (PO1, March15/2011; POL, March23/2011).

It is not clear how well it has been studied and its impact was considered by converting all public training institutions to focus only on engineering occupations. But it has higher level decision backup.

In response to the interview to the item' How do you evaluate teachers/trainers' competence and application of outcome based training in the institutions? The result indicated that; because there are so many constraints that have not yet been solved at training institutions, it was difficult to say outcome based training is under implementation.

Some of the reasons said by interviewees:

Training facilities are out dated and insufficient, poor maintenance of machines and equipment, poor supply of materials due to budget constraints or delay, and inconvenient classroom and workshops which need replacement and maintenance. The human side constraints also include teachers/trainers

were the output of old training system theory and lack practical competence, and teachers/trainers lack commitment and strength to translate occupational standards into training and prefer traditional way of teaching (EX1, March1,2011 ; PO5, April13/2011; PO6, April15/2011,).

The other constraint area indicated was, training institutions' are reluctant to conduct institutional evaluations, identify problems, recognize and discharge their responsibilities. The same finding was indicated in Mossisa Zewde (2010) M.A Thesis.

As to measures taken so far to rectify the implementation, it was indicated that trainers/trainers were assessed to identify their competence and skill gaps. Thus competent teachers/trainers were assigned and training on skill gaps has been organized in cooperation with the federal TVET organ. But skill gaps should be identified at colleges, agency and federal level. Closer investigation about the prevailing problems is indispensable.

The other problems mentioned by interviewees were” *changing of occupational standards from year to year before completion of its phase*” (PO5, April13/2011; PO6, April15/2011; PO7, April18/2011; PO10, April25/2011). Obviously, occupational standards are live documents liable to change as demand changes. But the reason for high viscosity of occupational standards does not clearly imply fast development change in the industry other than indicating lack of experienced personnel's in the field or reflecting the interest of certain group in the economy. Besides, the development of occupational standards for such areas should be based on views of large stakeholders' representation and critical research works or functional analysis by professional of the sector.

Technical and vocational education and training requires individuals with talents and who participate voluntarily with interest to attain better results. The issue of enrolling low academic achievers to the TVET programs regardless of their interest or choice of field of study as part of the problem to the training program should be considered from two perspectives.

On one hand, it is impossible to satisfy the interest of all trainees because of resources limitations. Thus, all applicants do not get their choices.

To overcome such problems, mechanisms to improve academic competence from early ages and introducing vocational education at primary education must be thought of.

For short term solution, trainers /teachers and vocational guidance officers need to work jointly and continuous to reshape the attitude of trainees and follow the training opportunity they got, convincing that career choice is lifelong.

On the other hand, the Ethiopian national Strategy clearly indicates that TVET delivery should be demand oriented and outcome based (TVET strategy, 2008). This implies training programs are opened and delivered or closed based on the skilled forces required in the economy and training effectiveness is also determined by of its contribution to the demand of the economy. Thus, the limited resources are providing training that will support the economic development as strategically set by the administration. This means, it is very difficult to serve the interest of all trainees even in developed nations. The issue to be emphasized here is that TVET should not be colleges based where scare resources if there is no contribution to the economy which in turn contributes to its development and expansion in a cyclic chain.

The critical question to be answered is that: should TVET institutions continue being concentration of academically weak trainees or should the education and training system devise urgent campaign on education delivery at lower levels to enable them supply academically strong trainees to both TVET programs and preparatory programs? If first option is considered, it would be futile exercises and wasting limited resource of the city administration and the entire country. Definitely the choice should be the second. This measure requires changing of the curricula for lower levels, training of teachers/trainers with new teaching methodologies, restructuring facilities and schools management, awareness creation works and the likes.

Cooperative training is a mode of training delivery where by both contracting parties, i.e., training institutions and companies/enterprises share responsibility of training among themselves. It is a mode of training delivery to make trainee competent in certain field of specified qualification.

Thus the mode of delivery has advantages in creating access to TVET to a great number of trainees and mechanism for developing better practical skill competence. Besides, it minimizes training institutions' investment on machines and equipment.

In this mode of delivery teachers/trainers at institutions and at companies are responsible for preparation of joint training plan and the first is responsible for theory part and the second for practical training.

Though this mode of delivery is highly emphasized in National TVET Strategy, teachers/trainers lack understanding of what it is and how it is applied. The participation of teacher/trainers and vocational counselors in cooperative training management is low. The problem calls for immediate action from Addis Ababa City Administration TVET Agency. The deans, processes owners, coordinators, and teachers/trainers in front line of implementation should be made fully aware of the mode of the training and its proper implementation.

With all these constraints it is difficult to conclude that TVET delivery in Addis Ababa city is outcome- based and capable of producing competent work force demanded for the economic development. It can also assume that problems on the training delivery are one of the contributing factors for the low job satisfaction of teacher/trainers.

5 CHAPTER FIVE

Summary of Findings, Conclusions and Recommendations

This final chapter comprises the summary of major findings, conclusions and recommendations. The chapter starts with a brief description of the study and goes to summarize the findings of the study followed by conclusions. At the end, recommendations that are considered to be helpful to address the problems were forwarded

5.1 Summary of Findings

The general objective of this study was to investigate the level of job satisfaction and motivation, and specific factors related among vocational teachers/ trainers in TVET Colleges in Addis Ababa - Ethiopia. The necessary information was collected from 187 male and 33 female respondents. Descriptive surveys involving both quantitative and qualitative methods were employed to study the job satisfaction of teachers/trainers. The data collected through questionnaire was analyzed and interpreted by using percentage, mean, and standard deviation. In addition, open ended item were analyzes, classify and interpreted. The analysis made has brought the following major findings:

Characteristics of the Respondents

The respondents have first degree (20 percent), second degree (70 percent) and diploma (10 percent) holders. Similarly, majority (68.2percent) of respondents' age is below thirty and 50percent of the respondents' have 1-5 years experience. Teaching staff is abounding with young teachers/trainers who can transfer their knowledge and skills actively, if properly handled.

5.1.1. General working conditions with regard to Job satisfaction and Motivation.

Teaching as a profession is an important pre- condition for teachers/trainers' work satisfaction and motivation. Vocational teachers/trainers in this regard have agreed that they have job satisfaction (61.4 percent) and their work load in the regular training program is fair (less than 20 periods per week).

According to the respondents, the efficiency and effectiveness of the training program has faced the following major problems:

- The study results indicate that inconsistent and weak rules and procedures have made doing a good job difficult. Bickering and fighting with in the college is also affected teachers'/ trainers' job satisfaction and motivation.
- The study results indicate that inadequacy of the existing and unavailability of some training materials, references, machines and equipments was indicated as one of the factors that contributed for the dissatisfaction of teachers/trainers in their working areas.
- It was also found that occupational standards and the TVET program curricula are unstable; moreover, there is lack of coordination and networking among the TVET colleges and the TVET agency to strengthen the efficiency and effectiveness of the vocational training program and the entire system. Furthermore, there is lack of technical support and on job training for TVET teachers/ trainers from the TVET agency.
- There is also high attrition rate of teachers/trainers in construction and surveying fields in all sample colleges that ranges from 1- 5 persons every year as indicated in HRM documents.
- Both new and experienced teachers/trainers lack adequate general academic preparation, training and pedagogical skills as reflected by deans and process owners.
- Assigning academically low achiever students for training without their interest or field of choice' accompanied by 'low capacity teachers/trainers' are problems for the effectiveness of the training program.
- Cooperatives training is not properly publicized and internalized by the TVET management to the required level; there is limited involvement of teachers/trainers during in company cooperative training. As it is mentioned above, the general working conditions are the most important determinants. Hence, these alone do not enough to initiate the working attitudes of the teachers/trainers to do the expected job properly and be satisfied and motivated with it.

5.1.2 Work relationship with regard to Job satisfaction and Motivation

Interpersonal relations at work are also the determinants of teachers/trainers satisfaction at work as confirmed by 75.7 percent respondents.

The study result (71.9 percent) indicated that staff interpersonal relationship at department level was found to be satisfactory. Besides, 44 percent of the respondents' agreement indicates that communications seem good within the organization. But, there is disciplinary problem among trainees.

5.1.3 Supervision and Leadership with regard to Job satisfaction

Findings indicate that 60.8 percent of the respondents have satisfaction with the college management practice. Supervision activities at the colleges were fair. Moreover, 53.6 percent respondents indicated that they like the assistance they get from their supervisor and 43.8 percent respondents appreciated the technical assistants they get from supervisors in the colleges. Furthermore, 41.4 percent of the respondents confirmed that supervisors are competent in doing their jobs.

Findings also indicate that work assignments are fully explained as supported by 39.1 percent respondents whereas, 34.8 percent complained that work assignments are not fully explained.

5.1.4 Work Activities and Use of Skills with regard to Job satisfaction

The study finding indicates that 67.9 percent teachers/trainers have sense of pride in doing their job in the colleges. Moreover, the TVET colleges have clearly set Goals and priorities.

However, 33.3 percent of the respondents have the feeling that they are blocked by the institutions' bureaucracy. Majority of respondents (72.2 percent) complained that they have too much to do at work, reflecting that they are affected by external assignments such as Micro and Small Enterprises' organizing tasks, routine duties and paperwork which interfere with the regular teaching/training program..

5.1.5. Pay and Benefits with regard to job satisfaction

The Study result (47 percent) indicated that respondents are dissatisfied and less motivated with their current income. The salary and benefit packages they receive from the colleges are not compatible with their work load and the current market condition.

Fifty point eight (54.8) percent of vocational teachers/trainers also complain that their benefit is not attractive compared to other organizations. In addition, they were not satisfied with the trainings they got to do their job. Opportunity for further education and training is the second most important factor for job satisfaction among others.

5.1.6 Promotion potentials with regard to job satisfaction

Promotion raises are few and far between; moreover, with respect to the chance of being promoted for those who do well on their job is low. Opportunity for promotion on their job, 47.9percent of respondents has agreed that there is too little.

5.1.7. Recognition and Appreciation with regard to Job satisfaction

Respondents reflected that when teachers/trainers do good job, they do not receive recognition and appreciation. Besides, 42.5percent of the respondents reflected that they don't feel that they are rewarded the way they should be. Furthermore, 39.3percent of the respondents indicated that individual initiatives aren't encouraged at department level.

5.2 Conclusions

Based on the findings of summary the study, the following conclusions were drawn.

General working conditions with regard to Job satisfaction

Inconsistent and weak rules and procedures, frequent changing of occupational standards and curricula year to year, lack of understanding about cooperative mode of training by the TVET colleges management to involve teachers/ trainers have highly affected the job satisfaction of the TVET teachers/trainers.

Inadequacy of the existing and unavailability sufficient training materials, texts, reference, machines and equipment, has highly affected the training program and contribute to the dissatisfaction of teachers/trainers in their working areas.

Both new and experienced teachers/trainers lack adequate technical, pedagogical skills and comprehensive induction training program for the new graduate teachers/trainers assigned in TVET colleges.

Generally, working condition unsuitability for teachers/ trainers was the first most important job satisfaction contributor.

Supervision and Leadership with regard to job satisfaction

Regarding supervision and leadership findings indicated that teachers/ trainers have appreciated the supervision practice and the assistance they get from their supervisors which is supported by more than half of the respondents. However work assignments are not fully explained as supported by 34.8 percent of the respondents, this implies the college management lacks clarity and adequateness in showing the proper work directions and assignment for effective implementation of the training program so as to achieve the intended target.

The bickering and fighting with in the college staff members which is caused by managerial problem, the enrollment of low academic achievers in the TVET colleges without their choice and interest, and trainees' disciplinary problems have affected teachers/trainers job satisfaction and motivation.

Work Activities and Use of Skills with regard to job satisfaction.

The TVET colleges have clearly set Goals and priorities. However, respondents feel that they are blocked by the institutions' bureaucracy. Majority of the respondents complained that they have too much to do at work, reflecting that they are affected by external assignments such as Micro and Small Enterprises' organizing tasks, routine duties and paperwork which interfere with the regular teaching/training program.. The researcher has also observed there were several notices about teachers/trainers' absence from classes. Teachers/trainers dissatisfaction can be expressed in a number of ways besides quit the job.

Pay and Benefits with regard to job satisfaction

Shortage of short and long term training and development, low payment and promotion raise, few rewards for those who are teaching in colleges, have brought unsuitable working environment which created job dissatisfaction and less motivation among teachers/trainers.

Recognition and Appreciation with regard to job satisfaction

Teachers/trainers do not feel that the work they do is appreciated, their efforts are not rewarded the way they should be, and individual initiatives aren't encouraged at department level. The chance of being promoted for those who do well on their job is low. This can be seen as catastrophe in TVET delivery where inventions and creativity of teachers/trainers and trainees are highly demanded to contribute to the national developments.

5.3 Recommendations

Based on the findings and the conclusions, the following recommendations may enhance job satisfaction level among vocational teachers/trainers in TVET colleges:

Cases related to General Working Conditions with regard to job satisfaction

1. Occupational standards and curricula need to be implemented consistently. There should be periodic revision and modification of such policy documents by incorporating the comments, suggestions and other inputs from the regional agency, the TVET colleges and other stake holders
2. The roles and responsibilities of TVET institutions and industries in cooperative training should be clearly defined and properly implemented. And there should be strong networking and coordination among government organizations, private and NGOs from federal to college level (Top-down) in cascaded form. So that responsibility and roles could be easily shared..
3. For proper implementation of the curricula based on occupational standards, the availability of adequate and proper equipment and tools and supply of training materials is indispensable to maintain training quality. This has impact on job satisfaction of teachers /trainers on their job. This has to be maintained and regularly monitored at each colleges and industries where training program are conducted.

4. University curricula for Vocational teachers/trainers should be linked with TVET occupational standards so that initial skill gaps created from university training and education programs are solved from its root for both pre- and in-service teachers/trainers training and education programs.

Supervision and Leadership with regard to job satisfaction

5. The management of the TVET colleges should give emphasis on clarity and adequateness of work directions and assignment for effective implementation of the training programs so as to achieve the intended target. Besides, the management should be friendly and pay attention to opinions raised by their subordinate teaching/training staff for the successful attainment of institution and national objectives of the training programs

Work Activities and Use of Skills with regard to job satisfaction

6. Relevant training atmosphere shall be devised for better working conditions to take place and to initiate and fulfill the job satisfaction need of the teachers/trainers just to meet the expected target properly. Similarly, the college management needs to monitor and check the rules and procedures in general and discuss on matters with respective teachers/trainers on time. The TVET Agency should also monitor and evaluate its implementation regularly.
7. According to skill gaps of each department, short term training program should provided at colleges, agency and federal level. Moreover, in collaboration with TVET colleges, regional TVET agency and federal Ministry of Education, long term training and development programs should be designed and implemented based on need assessment and long term development plan
8. Enrolling academically weak trainees in the TVET program with out their choice or interest is becoming a problem on the job satisfaction of trainers /teachers and on the quality of the vocational training program implementation.

The whole education and training system has to be revisited so that education and training delivery at low levels should be developed or restructured to enable them supply academically strong students to both TVET and preparatory programs. Thus, measures should be taken by the TVET Agency in collaboration with Ministry of Education to revisit change in the curricula for lower levels, training of teachers/trainers with new teaching methodologies, and restructuring the facilities.

Cases related to pay and promotion potentials towards job satisfaction

9. Studies underline rise and promotion as one of the most important factors influencing one's level of job satisfaction. Thus, improvements need to be considered in the areas of promotion based on merit, experience and commitment from the TVET College boards and agency. Payment and benefit potential should be further studied and changing mechanism or system should be developed.

Cases related to recognition and appreciation towards Job satisfaction

10. The finding indicated that the majority of the teachers/ trainers were uncertain about motivations and appreciation. Therefore, process owners, supervisors and the college deans need to work together with the trainers/teachers to build the working habits in the colleges and develop the recognition and appreciation rate. Employees should be influenced by the expected outcomes of their behaviors and motivation at work or the perception linked between effort and reward.
11. Finally, in order to bring about quality technical and vocational education and training that the nation has been aspiring for long; teachers/trainers job satisfaction survey should be done at some interval by the Ministry of Education and Regional Agency to identify and address those work related conditions which account for their level of dissatisfaction.

References

- Ashton, P. T., and Webb, R. B. (1986). *Making A Difference: Teachers' Sense of Efficacy and Student Achievement*. New York: Longman
- Beavers, K.C., Jewell, L.R., & Malpiedi, B.J. (1987). Job satisfaction of North Carolina vocational agriculture teachers, paper presented at the Thirty Agricultural Education, Williamsburg, VA.
- Bennell, P. & Akyeampong, K. (2007). *Teacher Motivation in Sub-Saharan Africa and South Asia*. Department of international Development: Educational papers 71.
- Bloiland, p. & Seiby, T. (1980). Factors Associated with Career Change among Secondary School Teachers. *Educational research quarterly*. Vol. 18. No 5
- Bogler, R. (2002). Two profiles of school teachers: a discriminate analysis of job satisfaction. *Teaching and Teacher Education*, 18, 665 – 673.
- Bowen, B.E., & Radhakrishana, R.B. (1990). Herzberg's motivator-hygiene theory and the job satisfaction of agricultural education faculty. Proceedings of the 17th National Agricultural Education Research Meeting (pp. 106-113). Cincinnati, Ohio.
- Bowen, B.E. (1980). *job satisfaction of teachers educators in agriculture*. Unpublished doctoral dissertation, the Ohio state university, Columbus.
- Clark, A. (1997). Why are women so happy at work? *Labour Economics*, 4, 341 – 372.
- Cranny, Smith & Stone, 1992 cited in Weiss, H. M. (2002). Deconstructing job satisfaction: separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12, 173-194, p.174 .
- Creswell, J. W. (2006). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Prentice Hall.
- Crossman, A. and Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management and Leadership*, Vol. 34 No. 1, 29-46.
- Davis, k. & Newstrom, J.W. (1989). *Human behavior at work :Organizational Behaviors(8th)* .new York: McGraw Hill Book company.

- Dessler, G(2001).*Management: leading people & organization in the 21st century*. Harlow: prentice Hall
- Din ham, S. and Scott, C. (2000). Moving into the third outer domain of teacher satisfaction. *Journal Educational administration*, 38, No. 4, 379- 396.
- Farace,Richardv,Mange,peter.R&Russel Haminish.(1977).*Communication in organization*: Addism-weslay pub.co(Reading mass)
- Firestone.W.A & Pennel.J.R(1993).Teacher commitment, working conditions and differential incentive policies. *Review of Educational Research*.63 (4).
- Furnham, A., petrides, K.V., Jackson, C.J. & Cotter, T. (2002). Do personality factors predict job satisfaction? *Personality and Individual Differences*, PEROGAMON, 33,1325-1342.
- Gaziel,H.H.(1986).corrects of job satisfaction: study of the two actor theory in an education setting. *Journal of psychology* vol.120.No6 the American Association of Teacher Educators in Agriculture, 26(3), 70-78,85.
- Golembiewski.R.T.(1973). *Motivation*. In Carl Heyel(Ed),The Encyclopedia of Management 2nd. New York: Van Nostrand Reinhold
- Grady, T.L. (1965). Job satisfaction of vocational agriculture teachers in Louisiana. *Journal of American association teacher educators agriculture* 26(3:70-780
- Greenberg, J. and Baron, R. (1995). *Behavior in Organizations*. Englewood Cliffs, New Jersey: Prentice Hall.
- Hackman J.R & Oldham,G.R.(1975).Development of the job diagnostics survery. *Journal of Applied Psychology*,60.250-279
- Hack man, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16, 250-279.
- Herzberg, F., Mausner, B. & Snyderman, B.B. (1959). *The Motivation of Works* (2nd edition). New York: John Wiley and Sons. Job satisfaction: an empirical evidence of gender differences. *Women in Management Review*, 20, 279.
- House, R.J. & Wigdor, L.A. (1967). Herzberg's dual-factor theory of job satisfaction and motivation: A review of the evidence and a criticism. *Personal psychology*,20 369-389.

- Hoy, W.K. & Miskel, C.G. (1995). *Readings Management to company Management challenges in 21st century Administration: Theory, Research and practice*. New York: Random House.
- Hoy, W. & Miskeg, C. (1987) *Educational Administration New work*: Random house.
- Hughes, Meredydd, et.al (1987). *Managing Education*. London: Cassel educational ltd
- Ifinedo, p. (2003). *Employee Motivation and job satisfaction in Finish Organization of employees in Oulu Region*. Master of Business administration University of London.
- ILO. (1990). *Teachers and International labor standards. A handbook*. Geneva: International Labour Organization.
- Kaufman, A.H. (1976). *A national job satisfaction study of industrial arts teacher educators*. Unpublished doctoral dissertation, The ohio state University, Columbus.
- Kelly, J. (1974). *Organization Behavior*. Homewood: Richard D. Irin.
- Koustelios, A.D. (2001). *Personal Characteristics and Job Satisfaction of Greek Teachers*. *The International Journal of Educational Management*, 15, No. 7, 354-538.
- Latham, A. (1998). *Teacher satisfaction*. *Association of Supervision and Curriculum development*, 82-83.
- Lawler, E.E. (1973). *Motivation in Work Organization*. New York: Brooks Cole.
- Lewis, P.S., Goodman, S.H. & Fandt, P.M. (1995). *Management: Challenges in the 21st Century*. New York: West Publishing Company.
- Locke, E. A. (1969). *What is job satisfaction?* *Organizational Behavior and Human Performance*, 4, 309 – 336.
- Locke, 1976 cited in Brief, A. P., & Weiss, H. M. (2001). *Organizational behavior: affect in the workplace*. *Annual Review of Psychology*, 53, 279-307, p. 282
- Lunenburg, F. C. & Ornstein (2004). *Educational Administration: Concepts and Practices*. Belmont: Wadsworth/Thomson.
- Luthans, F. & Kreitner, R. (1975). *Organizational Behavior Modification*. USA: Scott, Foresman and Company.

- Luthans, F. & Kreitner, R. (1985). *Organization Behavior Modification*. Glenview, 111: Scott, Foresman.
- Mason, K. O. (1997). Gender and demographic change: What do we know? In G. W. Jones, R. M. Douglas, J. C. Caldwell, & R. M. D'Souza (Eds.), *The continuing demographic transition* (pp. 158-182). Oxford: Clarendon Press.
- Maslow, A. H. (1970). *Motivation and Personality*. 2nd edition, New York: Harper
- Maslow, A. H. (1987). *Motivation and Personality*. New York: HarperCollins Publishers.
- Mason, S.E. (1997). A case study of gender differences in job satisfaction subsequent to implantation of an employment equity program. *British journal of Management*, 8, 163-173.
- Ma, X. & MacMillan, R. (2001). Influences of work place conditions on teachers' job satisfaction. *The Journal of Educational Research*, 93, No. 1, 39-47.
- Mbua, F. N. (2003). *Educational Administration: Theory and Practice*. Limbo, South West Province, Cameroon: Design House.
- McNamara, C. (n.d). Job satisfaction. Retrieved 14/09/05 from <http://www.managementhelp.org/prsn_wll/job_stfy.htm#anchor306642>
- McKenna, E. F. (2000). *Business Psychology and Organizational Behavior: A Student's Handbook*. Hove: Psychology Press. New Delhi: Prentice Hall.
- Mowday, R.T. (1984). *The Strategies for adapting to higher rates of employee turnover: human Resource Management*, 23, 363-380
- MOE (1994). *Education and Training Policy*. Addis Ababa
- MOE (2002). *Education sector Development Program III (ESDP III 2005/20006-2010/2011) program action plan*, Addis Ababa.
- MOE (2008). *National Technical and Vocational Education and Training strategy*. Addis Ababa.
- MOE (2009). *Education Statistics Annual*. 2008/2009 Addis Ababa. unpublished.
- MOE (2010). *TVET Leaders and Trainers Qualifications Framework (TLTQF)*, Addis Ababa. (Unpublished)
- Mossia Zewde (2010) *An Assessment of the Status and Implementation Problems of Occupational Competence Assessment in Addis Ababa City Administration*. M.A Thesis, Bahir dar University (Unpublished)

- National Union of Teachers (2001). Who's leaving? And Why? Teacher's reasons for leaving the profession. London: National Union of Teachers. 105
- Naylor, J. (1999). Management. Harlow: Prentice hall.
- Nicholas JP, & Daus CS. (1990). An examination of the joint effects of affective experiences and job beliefs on job satisfaction and variations in affective experiences over time. *Organizational Behavior and Human Decision Processes* 78: 1-24
- Olulube, N.P. (2008). Teachers job satisfaction for School Effectiveness: Assessment. University of Helsinki Finland
- Oshagbemi, T. (1997). Job satisfaction and dissatisfaction in higher education. *Education and Training*, 39, 354 – 359.
- Peter M. Senge (1990). The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Doubleday Currency
- Peretomode, V.F. (1999). *Educational Administration: Applied Concepts and Theoretical perspective*. Lagos: Joja Education Research and Publishers.
- Pestionjee, D.M., (1991). Motivation and job satisfaction. Macmillan India Limited, 30-31
- Puglisi K. (1999). The Consequences of Emotional Labor: Effects on Work Stress, Job Satisfaction, and Well-Being. *Motivation and Emotion*, Vol. 23(2)
- Rasku, A., & Kinnunen, U. (2003). Job Conditions and Wellness among Finnish Upper Secondary School Teachers. *Psychology and Health*, 18 No. 4, 441-456.
- Rinehart, J.S. and Short, P.M. (1994), "Job satisfaction and empowerment among teacher leaders, reading recovery teachers, and regular classroom teachers", *Education*, Vol. 114, pp. 570-80.
- Roberson L. (1989). Job attitude organization: an exploratory study. *Journal of Applied Social Psychology* 19: 717-727.
- Robbins, S. P. & Judge, T. A. (2008). *Essentials of Organizational Behavior*. New Jersey: Pearson Education.
- Robbins, S.P. (2005). *Organizational Behavior*. China: Pearson Education Asia Ltd.

- Rosenfeld, R.H. & Wilson D.C. (1999). *Managing Organizations: Text, Readings and cases*, London: McGraw-Hill.
- Rosenholtz, S. (1989). *Teachers' workplace: The social organization of Schools*. New York: Teachers College Press
- Shafriz, J. M., Ott. S. & Jang, Y. S., (2005). *Classics of Organization Theory*. Belmont, USA: Wadsworth.
- Sergiovanni, T.J. (1984) *Handbook for effective department leadership: Concepts and practices in today's secondary schools* (2nd ed.). Boston: Allyn and Bacon.
- Shafriz, J.M., Ott. S. & Jang, Y.S., (2005) *Classics of Organization Theory*. Belmont, USA: Wadsworth.
- Shanna, M. H. (2001). Professional Commitment and Satisfaction among Teachers in Urban Middle schools. *The Journal of Educational Research*, 92 No. 2, 67-73.
- Sheldon, K.M., Elliot, A.J., Kim, Y., & Kasser, T. (2001). What's satisfying about satisfying events? Comparing ten candidate psychological needs. *Journal of Personality and Social Psychology*, 80, pp. 325-339.
- Sierpe, E. (1999). Job satisfaction among librarians in English-Language Universities in Quebec. *Library and Information Science Research*, 21, No. 4, 479-499.
- Spector, P.E. (1985). Measurement of human service staff satisfaction: Development of the job satisfaction survey. *American Journal of community psychology*, 13, No. 6, 693-713.
- Spector, P.E. (1997). *Job satisfaction: Application, Assessment, Causes, and consequences*. Thousand Oaks, CA: Sage Publications.
- Skinner, B.F. (1971). *Beyond Freedom and Dignity*. New York: Alfred Knopf.
- Sweeney, P.D. (1990). Distributive and pay satisfaction: A field test of an equity theory prediction. *Journal of Business and Psychology*, Vol. 4(3), 329-341.
- Travers, C.J. and Cooper, C.L. (1996). *Teachers under pressure: stress in the Teaching profession*. U.K. Routledge.

- Ubom,I.U.(2001).value orientations, needs satisfaction and job performance of public servants in .AKwa Ibom.Ph.D.dissertation. University of Calabar. Calabar-Nigeria.
- Ukeje,B.,Okorie,N.C& NWagbara,U.A.(1992).Educational Administration:Theoy and practice.Abuja:Totan Publishers Ltd.
- Vroom, V. H. (1995). *Work and Motivation*. San Francisco: Jossey-Bass Inc.
- Whawo ,D.D. (1993). Educational Administration: planning and supervision. Benin ciry: Jodah publications.
- Witte,D.H.(2007).Testing Karaseks&strain hypotheses on young workers in their job.works&Stress.21:131-141.Retrieved on the2th of april,2008 from
- Whitsett, D.A. & Winslow, E.K. (1967). An analysis of personnel psychology, 20, 391-415. URL:<http://dox.doi.org>
- Woods, A. M. & Weasmer (2002). Maintaining job satisfaction: Engaging professionals as active participants. *The Clearing House*. 75, No. 4, 186 – 189.
- Zembylas, M. & Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, 42, 357 – 374.
- Zembylas, M. & Papanastasiou, E. (2006). Sources of job satisfaction and dissatisfaction in Cyprus. *British Association for International and Comparative Education*. Vol. 36, No. 2, 229-247.
- Zhongshan, Z. (2008). Study of job satisfaction among elementary schools in Shanghai. *Chinese Educational Society*, Vol. 40, No. 5, 40-46.

Annex 1: Population and Sample Colleges

No	The name of Department	The Name of college									
		Ethio-china polytechnic		Misrak		Tegbaried		Entoto		Total	
		population	sample	population	sample	population	sample	population	sample	population	sample
1	Construction	-	-	11	4	18	9	18	9	47	23
2	Civic and ethical education	2	1	6	4	6	4	5	3	19	13
3	Guidance and counseling	2	2	3	1	3	1	3	0	11	5
4	Electricity	5	3	5	3	6	4	6	3	22	13
5	electronics	4	2	5	3	6	2	7	3	22	10
6	Textile	3	2	6	3	9	5	5	2	23	12
7	Accounting	-	-	5	3	5	2	6	3	16	8
8	Garment	4	2	3	1	-	-	6	2	13	5
9	OAST	-	-	5	2	4	2	8	4	17	8
10	ICT	7	4	8	4	9	5	11	5	35	18
11	Library science &IT	-	-	2	1	-	-	1	1	3	2
12	Record and archive	-	-	2	1	-	-	-	-	2	1
13	entrepreneur	1	1	4	3	5	2	3	1	13	7
14	HRM	-	-	6	3	1	1	3	1	10	5
15	Bank& Insurance	-	-	2	1	2	1	5	3	11	5
16	purchasing	-	-	3	1	3	1	5	2	11	4
17	Sales Mgt	-	-	4	2	-	-	-	-	4	2
18	Automotive	4	2	7	4	9	5	11	4	31	15
19	Machine tech.	5	2	6	3	-	-	4	2	15	7
20	General mechanics			7	4	11	5	10	3	28	12
21	Drafting			4	2	4	2	4	1	12	5
22	surveying			4	2	6	3	5	2	15	7
23	Hotel and tourism			8	5	-	-	19	6	27	11
24	Aesthetics			-	-	-	-	24	11	24	11
25	Marketing			-	-	2	1	3	1	5	2
26	Legal Service							4	2	4	2
	Total	37	21	116	60	110	65	176	74	439	220

Appendix C

Addis Ababa University

College of Education

School of Graduate Studies

Interview Guide for Woreda Education Office, Zone Education Office and Regional Education Bureau Experts.

The purpose of this interview is to collect data on the implementation of CPD program, in general secondary schools in South Gondar zone from region, zone and Woreda education office experts. I confirm that the information you provided will be used only for this research purpose. Thus, you provided will be used only for this research purpose. Thus, you are kindly requested to contribute your own in giving responses honestly and responsibly

Part I

- Name of institution _____ Sex _____ Age _____
- Educational qualification _____ Current position _____
- Years of service in current position _____ Total years of service _____

Part II

1. How do you judge the attitude of teachers towards CPD? Why these attitudes came into being?
2. Would you describe why CPD program is delivered to teachers?
3. What are the major activities that teachers perform in CPD program? Do the activities in CPD planned by school teachers based on their needs?
4. What type of strategies does your office have to support, follow up and evaluate the implementation of CPD in each school?
5. In your opinion, what type of improvements do teachers show in their daily work after they have started implementing CPD program?
6. Do you think that teachers implement CPD program effectively? If not, what are the problems that affect effective implementation? If yes, what are the effects of effective implementation? If the implementation is effective what type of motivation is offered for teachers?
7. In your opinion, what measures should be taken to over come the problem for the future?

Annex II. Questionnaire for Job Satisfaction of Trainers/Teachers of TVET Colleges

The purpose of this study is to gather information on the job satisfaction of Trainers /teachers in the TVET Colleges .This study is conducted as partial fulfillment of Master's Degree and expected to yield information that may contribute greatly to the improvement of the system. To this effect, this instrument has been developed with hope that information obtained could help for further improvements. Hence it is hoped that your response would be rigorous and sincere. It should be clear that no personal secrets will be revealed.

I extend my sincere thanks in advance for your patience, concern and co-operation for mutual benefits.

I. General Direction for filling in the questionnaire

1. Read each statement/Question carefully.
2. Please circle the answer that best describes your views for the closed-ended items.
3. Give precise and short answers on space provided for open ended questions.

1. Personal information

1.1 Name of the department _____

1.2 Sex: A) Female B) Male

1.3. Age: A) 18-25 Years B) 26-35 Years C) 36-45 Years D) above 46 Years

1.4. Highest level of education: A) Diploma B) BEd/BSC/BA C) MEd/MSc/MA

1.5. Total number of years of experience as a teacher/trainer

1.6. Marital status: A) Married B) Single C) Widowed D) Divorced

1.7 Your current position: A) Graduate assistant I B) Graduate assistant II.

 C) Assistant lecturer. D) Lecturer F) Other: Please specify it -----.

II. Direction .For each of the following items, please circle the response which best represent your level of job satisfaction and motivation.

1 = Agree Strongly, 2= Agree, 3= Neutral, 4=Disagree. 5= Disagree Strongly

No	Items	Alternatives				
		Agree stron	Agree	Neutral	Disagree	Disagree strongly
	General Working Conditions					
1	Many of college rules and procedures make the task/job difficult.	1	2	3	4	5
2	There is too much bickering and fighting at work.	1	2	3	4	5
3	My job is enjoyable.	1	2	3	4	5
4	The teaching load is fair.	1	2	3	4	5
5	Living conditions and standard of my house are conducive to carry out the tasks.	1	2	3	4	5
6	I am provided with adequate equipment and machine to do my job	1	2	3	4	5
7	I believe that the work atmosphere is friendly	1	2	3	4	5
8	Necessary material are available	1	2	3	4	5
9	There is a job security	1	2	3	4	5
	Work Relationship					
10	There is a cordial staff interpersonal relation at my department.	1	2	3	4	5
11	There is smooth student staff relationship at my department.	1	2	3	4	5
12	I like the people I work with.	1	2	3	4	5
13	My colleagues stimulate me to do better work	1	2	3	4	5
14	Communications seem good within this organization.	1	2	3	4	5
	Supervision and leadership					
15	My supervisor is unfair to me.	1	2	3	4	5
16	I like my supervisor.	1	2	3	4	5
17	I receive adequate support from my supervisor.	1	2	3	4	5
18	My supervisor is quite competent in doing his/her job	1	2	3	4	5
19	Work assignments are not fully explained	1	2	3	4	5
20	I am satisfied with the existing management practices of the college	1	2	3	4	5
	Work Activities and use of skills					
21	Goals and priorities for the college are clear	1	2	3	4	5
22	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5
23	I have too much to do at work.	1	2	3	4	5
24	I feel a sense of pride in doing my job.	1	2	3	4	5
25	I feel satisfied with my professional ability for doing my job	1	2	3	4	5
26	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5
27	I am given enough authority to decide in my area of responsibility.	1	2	3	4	5

28	My work activities are meaningful to me	1	2	3	4	5
29	I am confident of my abilities to succeed at my work.	1	2	3	4	5
30	I am satisfied with my income	1	2	3	4	5
31	I am given adequate freedom to do my job efficiently	1	2	3	4	5
32	I know what is expected of me at work.	1	2	3	4	5
33	At work, my opinion seems to count	1	2	3	4	5
	Pay and Benefits					
34	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
35	I am not satisfied with the benefits I receive.	1	2	3	4	5
36	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5
37	The benefit package we have is equitable	1	2	3	4	5
38	I feel satisfied with my chances for salary increases.	1	2	3	4	5
39	I receive adequate training to do my job well	1	2	3	4	5
	Promotion Potentials					
40	Promotion raises are too few and far between.	1	2	3	4	5
41	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
42	I am satisfied with my chances for promotion.	1	2	3	4	5
43	Any short term and long term training program are designed to meet the need of each department	1	2	3	4	5
44	There is really too little chance for promotion on my job.	1	2	3	4	5
45	Intrinsic motivation (a challenging job, job satisfaction, etc), is more important for me than extrinsic motivation (salary, allowance and benefit)	1	2	3	4	5
46	I have a clearly established career path policy at my college	1	2	3	4	5
	Recognition and Appreciation					
47	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5
48	I do not feel that the work I do is appreciated.	1	2	3	4	5
49	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5
50	Individual initiatives are encouraged at my department	1	2	3	4	5
51	There are few rewards for those who work here.	1	2	3	4	5

Part III. Direction. **Rank the following factors** 52. Rank the following factors according to importance you give to be satisfied with your job (I.e. write 1 for the factors you choose best ----).select the best four only.

No	Factors	Rank order
1	Responsibility	
2	Recognition	
3	Freedom to make decisions	
4	Opportunity to use one own special skill	
5	Promotion policy	
6	Working condition	
7	Immediate supervision	
8	Pay(salary, incentive)	
9	Co-worker relationship	
10	Further training and education	

Part IV. Direction. **Comments** 53. Any comment about vocational/Technical teachers' job satisfaction --

Annex.III.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	NO of Items
.889	.889	51

Item Statistics			
	Mean	Std. Deviation	N
Many of college rules and procedures make the task/job difficult.	2.67	1.042	220
There is too much bickering and fighting at work.	3.00	1.179	220
My job is enjoyable.	2.48	1.237	220
The teaching load is fair.	3.14	1.388	220
Living conditions and standard of my house are conducive to carry out the tasks.	3.79	1.178	220
I am provided with adequate equipment and machine to do my job	3.42	1.224	220
I believe that the work atmosphere is friendly	2.82	1.171	220
Necessary material are available	3.42	1.105	220
There is a job security	3.08	1.102	220
There is a cordial staff interpersonal relation at my department.	2.41	1.025	220
There is smooth student staff relationship at my department.	2.32	.880	220
I like the people I work with.	1.95	.705	220
My colleagues stimulate me to do better work	2.59	1.025	220
Communications seem good within this organization.	2.93	1.122	220
My supervisor is unfair to me.	3.59	.984	220
I like my supervisor.	2.67	1.015	220
I receive adequate support from my supervisor.	2.92	.983	220
My supervisor is quite competent in doing his/her job	2.85	1.050	220
Work assignments are not fully explained	2.93	.991	220
I am satisfied with the existing management practices of the college	3.21	1.154	220
Goals and priorities for the college are clear	2.59	1.078	220
My efforts to do a good job are seldom blocked by red tape.	2.96	.873	220
I have too much to do at work.	2.25	.954	220
I feel a sense of pride in doing my job.	2.32	1.012	220
I feel satisfied with my professional ability for doing my job	2.07	1.018	220
I find I have to work harder at my job because of the incompetence of people I work with.	2.89	1.008	220
I am given enough authority to decide in my area of responsibility.	2.64	1.135	220
My work activities are meaningful to me	2.15	1.023	220
I am confident of my abilities to succeed at my work.	1.58	.686	220
I am satisfied with my income	3.27	1.205	220

I am given adequate freedom to do my job efficiently	2.53	1.029	220
I know what is expected of me at work.	1.84	.687	220
At work, my opinion seems to count	2.59	1.039	220
I feel I am being paid a fair amount for the work I do.	3.21	1.224	220
I am not satisfied with the benefits I receive.	2.68	1.223	220
The benefits we receive are as good as most other organizations offer.	3.63	1.137	220
The benefit package we have is equitable	3.52	.973	220
I feel satisfied with my chances for salary increases.	3.04	1.160	220
I receive adequate training to do my job well	3.32	1.153	120
Promotion raises are too few and far between.	2.53	.914	120
Those who do well on the job stand a fair chance of being promoted.	2.93	1.097	120
I am satisfied with my chances for promotion.	3.10	1.108	120
Any short term and long term training program are designed to meet the need of each department	3.45	1.093	120
There is really too little chance for promotion on my job.	2.77	1.112	120
Intrinsic motivation (a challenging job, job satisfaction, etc), is more important for me than extrinsic motivation (salary, allowance and benefit)	2.49	1.107	120
I have a clearly established career path policy at my college	2.82	.977	120
When I do a good job, I receive the recognition for it that I should receive.	3.12	1.092	120
I do not feel that the work I do is appreciated.	3.07	1.084	120
I don't feel my efforts are rewarded the way they should be.	2.74	.972	120
Individual initiatives are encouraged at my department	3.03	1.080	120
There are few rewards for those who work here.	3.03	1.013	120

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.830	1.575	3.795	2.219	2.409	.223	51
Item Variances	1.131	.470	1.925	1.455	4.097	.074	51

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
144.34	449.228	21.195	51

Annexes. IV.

Interview for Ministry of Education, TVET Agency and Deans

The purpose of this study is to gather information on the job satisfaction of Trainers /teachers in the TVET Colleges .This study is conducted as partial fulfillment of Master’s Degree and expected to yield information that may contribute greatly to the improvement of the system. To this effect, this instrument has been developed with hope that information obtained could help for further improvements. Hence it is hoped that your response would be rigorous and sincere. It should be clear that no personal secrets will be revealed.

I extend my sincere thanks in advance for your patience, concern and co-operation for mutual benefits.

A. Back ground information

1. Organization-----2.Sex-----
2. Qualification----- 4.Current position-----
3. Year of service -----.

B. Guiding Questions

1. What are the main problems of TVET?
2. What motivating mechanisms are being used by Ministry of Education and TVET Agency to retain teachers?
3. What do you think are the major reasons for teachers/trainers to leave the profession?
4. What do you think are the main possible solutions to satisfy/motivate teachers/trainers?
5. TTLQFW and TVET Stretagy-2008 strength and weakness if any
6. Do you have short and long term capacity program for teachers/trainers?
7. Any comments about TVET teachers/trainers



Annexes-V

Interview for Vocational Counselor and HRM

The purpose of this study is to gather information on the job satisfaction of Trainers /teachers in the TVET Colleges .This study is conducted as partial fulfillment of Master's Degree and expected to yield information that may contribute greatly to the improvement of the system. To this effect, this instrument has been developed with hope that information obtained could help for further improvements. Hence it is hoped that your response would be rigorous and sincere. It should be clear that no personal secrets will be revealed.

I extend my sincere thanks in advance for your patience, concern and co-operation for mutual benefits.

A. Back ground information

1. Organization-----2.Sex-----
3. Qualification----- 4.Current position-----
5. Year of service -----.

B. Guiding Questions

1. What are the main problems of TVET?
2. What motivating mechanisms are being used by Ministry of Education and TVET Agency to retain teachers?
3. What do you think are the major reasons for teachers/trainers to leave the profession?
4. What do you think are the main possible solutions to satisfy/motivate teachers/trainers?
5. TTLQFW and TVET STRETAGY-2008 strength and weakness if any.
6. Any comments about TVET teachers/trainers

Declaration

I declare that this thesis is my own original work and has not been presented for any other degree and that all sources of materials used for the study have been dully acknowledged

NAME: MELKIE JENBER

SIGNATURE:  _____

DATE: 05/07/20

THIS THESIS HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS
A UNIVERSITY ADVISOR

NAME: Dr. Woube Kassaye

SIGNATURE  _____

DATE 06/07/10.

