

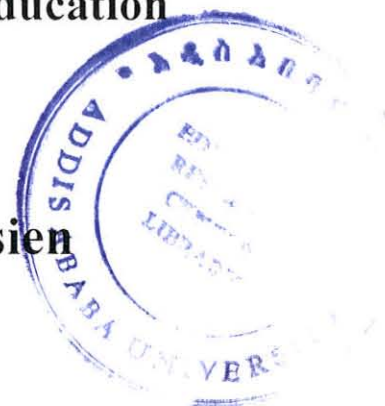
**An Assessment of Job Satisfaction of
Technical and Vocational Education and
Training (TVET) Trainers: The Case of
South Gondar Administrative Zone**

By

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TABLE OF CONTENT

Content	Page
Acknowledgments	i
Table of Contents	ii
List of Tables.....	iv
Acronyms	vii
Abstract	viii

CHAPTER ONE

1. Introduction	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Objectives of the Study	5
1.4. Significant of the Study	5
1.5. Delimitation of the Study	6
1.6. Limitation of the Study	6
1.7. Organization of the Study	7
1.8. Definition of Terms	7

CHAPTER TWO

2. Review of Related Literature	8
2.1. Some concepts of Technical and vocational education and training	8
2.2. History of Education in Ethiopia	11
2.2.1. The Historical Development of Vocational Education in Ethiopia	12
2.3. Concept of Job Satisfaction	16
2.3.1. The Importance of Job Satisfaction	18
2.3.2. Factors Affecting Job Satisfaction	20



2.4. Relevance of Herzberg’s two- step process of motivation to Teachers’ job satisfaction	21
2.4.1. Motivation and Job Satisfaction	22
2.4.1.1. Motivation	23
2.4.1.2. Teacher Motivation	24
2.5. Strategies of Motivating Workers	25
2.5.1. Salary, Wages and Conditions of Service	26
2.5. Money as Motivation	26
2.5.3. Staff Training	27
2.5.4. Information Availability and Communication	27
2.6. Job Satisfaction in Training	28
2.6.1. Career Anchors and Teacher Satisfaction	28
2.7. Job Satisfaction and Teachers Turn over	30
2.7.1. The Cause of turnover	31

CHAPTER THREE

3. Methodology and design of the study	34
3.1. Method	34
3.2. Sample Population and Sampling Procedure	34
3.3. Data gathering Instruments	36
3.4. Content validity and Reliability	36
3.4.1. Content validity	36
3.4.2. Reliability	36
3.5. Material	37
3.7. Procedure of the Data Collection	37
3.8. Data Analysis Techniques	38

CHAPTER FOUR

4.1. Data Presentation and Analysis	39
4.2. Characteristics of the Respondent	39
4.3. The Satisfaction Level of the Subjects with regard to Salary	41
4.4. Response rate of Participants for Promotion at Work Place	42
4.5. Competence of Supervisors to Perform their Job	43
4.6. .The Satisfaction with Benefit Backage at the Work Place	43
4.7. Response rate of Participants for Contingent Rewards at Work Place	44
4.8. Response rate of participants for Operational Procedure at work place	45
4.9. Response rate of Participants about Co-worker at Work Place	46
4.10. The Satisfaction of Participants in Nature of Work	46
4.11. Satisfaction of Participants for Communication at the work place	47

CHAPTER FIVE

5. Summary, Conclusion, and Recommendation	53
5.1. Summary	53
5.2. Conclusion	54
5.3. Recommendation	55
Reference	56
Appendix A	60
Appendix B	66
Appendix C	67
Appendix D	70

LIST OF TABLE

Table .1: Estimated Need for Amhara Regional State Government TVET Trainers and Trainees (2008-20011)	15
Table 2: Estimated Need for South Gondar Administrative Zone TVET College and Institution Trainers and Trainees (2008-20011)	15
Table.3. The Turnover of TVET Trainers in South Gondar in Two Years (2009 and 2010).....	33
Table.4. Population and Samples from each College and Institution	35
Table .5. Characteristics of the Respondent	40
Table .6. Key for Mean Result Interpretation	41
Table.7.The Satisfaction Level of the Subjects with regard to Salary	42
Table .8- Response rate of Participants for Promotion at Work Place	42
Table .9. Competence of Supervisors to Perform their Job	43
Table .10..The Satisfaction with Benefit Backage at the Work Place	44
Table.11. Response rate of Participants for Contingent Rewards at Work Place	44
Table .12.Response rate of participants for Operational Procedure at work place	45
Table .13. Response rate of Participants about Co-worker at Work Place	46
Table. 14. The Satisfaction of Participants in Nature of Work	47
Table 15- Satisfaction of Participants for Communication at the work place	48
Table.16.Mean Score of the Nine subscales of Job Satisfaction	48
Table.17. Mean Score of Male and Female Participants	49
Table.18.What is the Extent of Your Satisfaction in your day-to-day activity	50

LIST OF FIGURE

Figure.5. 1- Mean value Graphical Representation of Male and Female Trainers Job Satisfaction ...	49
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ACRONYMS

AAU	Addis Ababa University
COC	Center of Competence
HRM	Human Resource Management
ILO	International Labour Organization
MOE	Ministry of Education
TVET	Technical and Vocational Education and Training
UNESCO	United Nation Education, Science and Culture Organization
ANRS	Amhara National Regional State

Abstracts

The main purpose of this study was to investigate the level of job satisfaction of trainers in government TVET colleges and institutions in South Gondar administrative zone. To do this, data were collected from 179 participants who were selected from a total population of 357 (310 trainers, 6 vocational counselors 29 department heads and 12 deans and directors). The data gathering instruments are, through 38 tem 5 having 5 alternative Likert scale and open ended questionnaire, unstructured interview, focus group discussion, observation and document analysis. The trainers were selected first using stratified simple random sampling among all departments, whereas the vocational counselors and department heads, deans and directors were considered purposefully without sampling. The design of the study was descriptive which is assumed to be appropriate to assess levels of job satisfaction trainers. The data collected through the Likert scale questionnaire were analyzed quantitatively and the data collected through open ended questionnaire, interview, focus group discussion, observation and document analysis were analyzed qualitatively. In quantitative analysis, percentage, mean and t-test were used. The findings of the study show that, both male and female trainers are dissatisfied. But males are found more dissatisfied when compared with female trainers. The subscales also assert that the trainers are not satisfied in the salary they are paid, the way they are supervised, the benefit they obtained, contingency reward, operational procedure they are treated with and the procedure are communicated. The study indicates that salary is the most critical factor with which the trainers are not satisfied whereas the nurture of the work is relatively better as compared to other factors. The mean result of the finding of likert scale on job satisfaction is (2.76), the trainers are not satisfied with their job .Based on the results, and measures that are assumed to be helpful to improve the situation were recommended.

CHAPTER ONE

1. Introduction

This chapter deals with the background of the study and its approach. Including the statement of the problem, objective of the study, significant of the study, limitation of the study, delimitation of the study and organization of the study. The focus area of the study is an assessment of job satisfaction of TVET trainers the cause of South Gondar administrative zone.

1.1. Background of the Study

Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. Job satisfaction has been defined in various contexts by different authors. According to Vroom (1982), job satisfaction is the reaction of the workers against the role they play in their work. Similarly, Blum and Naylar(1986) define job satisfaction as general attitude of the workers constituted by their approach towards the wage, working condition, promotion related with the job, social relations in the work life. However, Smith and Hulin (1967) speculated that job satisfaction is multi-dimensional. They argued that one may be more or less satisfied with some aspects of his or her job such as supervision, pay and condition of work place whereas he/she may not be satisfied in other aspects.

Spector (1985), on the other hand, defined job satisfaction as a cluster of evaluative feeling about the job while Kuhlen and Diboye (1959) looked at it in terms of an individual matching his personal needs with the perceived potentials of the occupation for satisfying his/her needs. Thus, according to this definition, there will be dissatisfaction when there is a discrepancy between an individual's needs and what the job offers.

Job satisfaction is most important variable to which managers, psychologists and consultants are interested long time ago. In this regard, Mitchell and Sasan (1987) stated that job satisfaction is generally recognized most important and frequently studied attitude in organizational behavior. Since the 1930s thousands of studies have investigated job satisfaction. One of the first intensive studies of job satisfaction was published by Robert Hoppock (1935). Hoppock's results and

interpretations emphasized that multiplication of factors, including factors that had been studied previously such as fatigue, monotony, working conditions and supervision, affect job satisfaction. He added that researchers have explored relationship between job satisfaction and factors such as age, education, job level, absenteeism, productivity and quality of training.

Luthan (1998) identified three important dimensions to job satisfaction; emotional response to job situation, the extent to which the outcome meets expectation and attitude towards the nature of the work, pay, promotion opportunity, supervision and relationship with co-workers.

Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Levinson, 1997 and Moser, 1997). Moreover, lack of job satisfaction is a predictor of quitting a job (Alexander, Lichten, Stein and Hellmann, 1997; and Jamal, 1997). Sometimes workers may move from public to the private sector and vice versa. At the other times the movement is from one profession to another that is considered a greener pasture. The latter is common in countries dealing with declining economy and its associated conditions such as poor service and late payment of salaries (Nwagwu, 1997). In such countries, people tend to migrate to better and constantly paying job (Fatunwa, 1971).

Several studies, speculated that the case is also true in Ethiopia. For instance, examining the job satisfaction of trainers in Addis Ababa TVET colleges, Kassahun (2007) has concluded that the reasons for teachers to leave their own and migrate to other professions are low monthly salary, lack of incentives, lack of further education and training opportunities, excessive training workload, serious student disciplinary problems, low status accorded to the training profession and inappropriate management practices. Data obtained from the TVET colleges and institutions in South Gondar revealed that 161 trainers have left their job within two years for different reasons. Note that the number of trainers who left their job is approximately half of the number of the existing training staff (310). Thus, it is justifiable to study job satisfaction which is assumed to be determinant factor to trainers to leave or stay with their job in TVET colleges and institutions of South Gondar, which are characterized by turnover.

1.2. Statement of the Problem

Employee job satisfaction and motivation can be studied through several broad approaches: vis-à-vis content or need based theories, process theories and reinforcement theories. Based on these theories, many studies from local and abroad have been carried out in areas related to job satisfaction. From abroad, for example, Herzberg (1962), Monga (1978), Robert (1989), Dweck (1999) and Adams (1963) can be mentioned. According to Herzberg (1962), job satisfaction is affected by poor supervision, bad working condition, unpleasant colleagues, low salary, objectionable work policy or procedure and low job security. Robert (1989) has found that motivation sharpens job satisfaction whereas Monga (1978) has confirmed that wage, job security, opportunity for advancement and type of work continue to be perceived as major factors to job satisfaction and productivity. Dweck (1999) has emphasized that satisfaction of needs and motivation to work are very essential in the lives of teachers because they form the fundamental reason to work in life. While almost every teacher works in order to satisfy his or her needs, he/she constantly agitates for satisfaction of their needs.

According to Adams, (1963) motivation of the workers can be seen in terms of equity theory which is built on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Thus, Adams' equity theory calls for a fair balance between employees' inputs (e.g. hard work, skill levels, tolerance and enthusiasm) and employees' outputs (e.g. salary, benefits and intangibles such as recognition) which serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, and thus motivated employees.

On the other hand, Aklilu (1967), Dereje (2007) and Kassahun (2007) can be mentioned as an example for local studies. These studies indicate that the major dominant factor to turnover of school teachers is their dissatisfaction in their salary, incentive, workload, opportunity for further education and inappropriate management practices. Among these studies, only one (Kassahun, 2007) has been conducted to examine job satisfaction of TVET trainers whereas all the remaining three have been conducted on turnover of primary and secondary school teachers. At least to as to the researcher's knowledge, the number of studies conducted on job satisfaction of TVET

trainers is very limited. Thus, we can say that job satisfaction of government TVET colleges and institutions trainers has not been sufficiently studied area.

The Ethiopian government has given special attention to massify TVET program which is assumed to play significant role in the development of the country since 2001/2002. As indicated in reports compiled by Amhara TVET Bureau from 2008 to 2010/11, the massification of TVET programs called upon high demand for trainers who can train the massive number of trainees. On the other hand, the turnover of trainers which is common to government TVET colleges and institutions in South Gondar may impose obstacle to the accomplishment of the programs designed to massify TVET. The TVET colleges and institutions may suffer from high demand for trainers in the one hand and turnover on the other hand. The turnover may be attributed to low job satisfaction of the trainers in terms of their salary, promotion, supervision, benefits, contingency reward, co-worker, operational procedure, nature of work and communication. However, this should be examined through scientific procedure which can help to see things objectively. The need to fill this gap initiated the researcher to conduct this study.

Thus, this study is intended to examine the extent to which trainers of Government TVET colleges and institutions in South Gondar administrative zone are satisfied with their job. In line with this intention, the study is designed to answer the following research questions.

1. What is the level of job satisfaction of the trainers of government TVET colleges and institutions in South Gondar administrative zone?
2. What are the factors that affect job satisfaction of TVET colleges and institution trainers?
3. Is there a significant difference in job satisfaction among male and female trainers?
4. What measures can be taken to improve job satisfaction of trainers in TVET colleges and institutions?

1.3. The Objective of the Study

The major objective of the study is to investigate the level of job satisfaction of Trainers in government Technical and Vocational Education and Training colleges and institution in South Gondar administrative zone.

Thus, the specific objectives of the study are:

1. To assess the level of job satisfaction of Trainers of Technical and Vocational Education and Training colleges and institutions
2. To identify factors that affect the job satisfaction of Technical and Vocational Education and Training college and institution trainers
3. To see whether there is significant difference in job satisfaction among male and female trainers.
4. To indicate what measure should be taken to improve the job satisfaction of Technical and Vocational Education and Training trainers.

1.4. Significance of the Study

Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. Professional knowledge, skills and self-competencies are enhanced when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filakand Sheldon, 2003). The above factors are closely similar to efficacy, and, of course, it is well known that many trainers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). Job satisfaction in this context is the ability of the training job to meet trainers' needs and improve their job training performance.

This study is assumed to have the following significance:

1. It provides information about the level of job satisfaction of trainers of TVET colleges and institutions to concerned bodies such as decision makers. So that they can make informed decision or take appropriate measures to keep the trainers satisfied in their profession.
2. It also helps the decision makers to understand the factors that hinder job satisfaction of trainers of TVET colleges and institutions. This also helps them to take actions to alleviate these factors.
3. It can serve as a stepping stone for similar research in the area in the future.

1.5. Delimitation of the Study

The study is delimited only to South Gondar administrative zone governmental technical and vocational education and training colleges and institutions. TVET colleges and institutions in other zones of Amhara region and other regions were not included because of time and financial resource constraints. Private TVET colleges and institutions were excluded from the study for they are operated for very few professions which are more or less concentrated on business and health which are not the focus of government TVET strategy.

1.6. Limitations of the Study

The challenges encountered by the researcher during the course of this study include: The colleges and institutions from which data have to be collected were geographically scattered. Some of the trainers were not able to fill the questionnaire properly and return the questionnaire they filled on time. Time constraint was another substantial challenge to this study for the researcher was conducting it in addition to his regular excessive workload. Lack of material resource for the research was conducted in an area which is very far (730 Kms) from Addis Ababa.

1.7. Organization of the Study

This paper has five chapters, the first chapter deals with the introduction, background of the study and its approach. The second chapter presents the review of related literature focusing technical and vocational education and training, and job satisfaction. Chapter three presents research design and methodology of the study. Chapter four deals with data presentation and analysis and interpretation and discussion of data, and Chapter five finally focuses summary of findings conclusion and recommendation of the study.

1.8. Operational Definition of Terms

The terms listed hereunder may have different meaning in different sectors; however, they bear the following meaning throughout this study.

Job satisfaction: refers the feeling of pleasure and achievements which you experience in your job when you know that your work is worth doing or the degree to which your work gives you this feeling

Job promotion: refers to the opportunity given to the trainers to advance in their academic rank through years of experience and further education

Benefit: refers any advantage or incentive which the trainers expect to receive from their accomplishment of their job. This may include allowances, overtime pay and insurance.

Co-worker: refers to a trainer who is closely connected with another trainer to work together as a member of a team or a department.

Contingency reward: refers to monetary or non-monetary award which is eventually given to the trainers who perform their job better than others. This may include prize, honor or grant given to the trainers

Trainer refers a persons who teaches skill to people or animals and prepare them for a job activity or sports

TVET College refers an organization that give a training from level one up to level five.

TVET Institution refers an organization that gives training from level one up to level four

CHAPTER TWO

2. Review of Related Literature

This chapter provides a theoretical base for the study by receiving the literature related to Technical and vocational education and training and the concept of job satisfaction. The first section looks at the general view of Technical and vocational education and training and its development stage, while the second part deals with the concept of job satisfaction of trainers, the essentiality of job satisfaction and its practicality and assessment.

2.1. Some concepts of Technical and vocational education and training

All over the world education is an enabling process or instrument to promote economic growth and increases the productivity of labor. It equips people with the skill they need to participate fully in the development of their society. Labor market, technology and trade are changing dramatically all over the world. This makes the acquisition of technical knowledge and professional skills important for employment. Technical and vocational education and training (TVET) helps individuals to acquire knowledge and skill. Moreover, TVET contributes to the overall development of national economy by enhancing human resources. Frankln (1993) cited in Kassahun (2007), for example, states that “improvement in the quality of human resources is crucial to the economic, social and political development of any country. Education and training, which are the major means of developing human resources ,influence socio-economic development as they increase the productivity of the labor force and award it with increased knowledge and skill”. To achieve the above quality and productivity, job satisfaction is considered as main part of the human resource development.

Young people and adults increasingly recognize that vocational skills are needed for participation in the world of work. For governments, public technical and vocational education and training (TVET) is seen as essential for enhancing economic competitiveness and for contributing to social inclusion, poverty reduction and sustainable development. As well as responding to labour market trends, public TVET is expected to equip learners with basic skills and to support personal and social development. Employers are increasingly emphasizing the need for new “soft” skills, such as communication, negotiation and team working, in addition to

technical knowledge and ability. The 2001 UNESCO and international labour organization (ILO) revised recommendation concerning technical and vocational education uses:

“Technical and vocational education” as: A comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

The revised recommendation understands technical and vocational education as:

- a. An integral part of general education;
- b. A means of preparing for occupational fields and for effective participation in the world of work;
- c. An aspect of lifelong learning and a preparation for responsible citizenship;
- d. An instrument for promoting environmentally-sound sustainable development;

A method of facilitating poverty alleviation, it includes aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized education formal or non-formal, aiming to ensure that all members of the community have access to the pathways of lifelong learning.

Such a comprehensive vision makes TVET qualitatively different from general education systems, which mainly consist of the familiar institutions of schools, colleges and universities, in which age and educational level correspond more closely than in TVET. This difference is most clearly reflected in the broad formulation of Education for all Goals of the Dakar Framework for Action: to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. Whilst a holistic vision of TVET is welcome, and it is consistent with the lifelong learning agenda, this vision presents both conceptual and administrative challenges to education planners and statisticians in particular, when it comes to monitoring progress. As demonstrated above, TVET is complex and multifaceted. Unlike general education, TVET is not organized as a “system” per se. In most countries there are a wide range of TVET institutions including state, non-governmental and private providers, each with differing interests, administrative structures and traditions. Public formal TVET often overlaps awkwardly with the school and tertiary education systems, and

Ministries of Education often share responsibility for TVET policy with Ministries of “Labour and Employment among others.

Technical and Vocational Education and Training by its nature has an involvement of practical application where by students (trainees) capture the culture of work and learn respect of job creation rather than being job keeper . According to Quisumbing (1998.2), a holistic and integrated human resources development program for TVET aims to prepare the individual to become responsible, free and mature person. It also equips him/her not only with the appropriate skills and know-how of the latest technology, but also endows him/her with deep human and spiritual values and attitudes. Quisumbing (1998) further states that in the light of emerging of 21th century (i.e. an era of rapid changes in knowledge) information and communication Science and Technology, industrialization and globalization, a new paradigm shift towards a human centered development is impractical. TVET therefore is hoped to play a crucial role in enabling man to face these apparently formidable challenges. Ethiopia is not the only country that is practicing TVET in a massive sieve. A closer look at the situation in African reveals the manner in technical and vocational education has been introduced and expanded in the continent. An investigation of the history of Africa shows that the late 1950s and 1960s were the decades during which many countries in the continent achieved their independence from their colonial rulers. During the colonials period , the educational system of nearly all the states in Africa continent had either nothing to do or little to do with needs of the Africa people. In Wanjala`s (1996.12) United Nations Education Science and Culture Organization (UNESCO) study, it has been observed that.

“The rapid explanation felt across Africa state shortly after their independence was basically due to the demand for education as a right and as a result of connected effort in its democratization, there was also a higher level commitment for the international community to assist the new national in self-government the thrust was for more literacy and academic knowledge to take over from the colonial administrations .A decade later , it dawned on most states that liberal education alone was not sufficient . The school curriculum was no longer relevant to the needs of new nations. They required scientific and Technological manpower to take over and develop the nation`s productive capacity.”

The changes that emerged following the educational reform undertaken in many of the African countries could be seen from two aspects; changes in school structure and changes in content of the curriculum. Regarding curriculum the content related education reform undertaken in the countries surveyed following their independence Wanjala (1996) has stated that;

“A common feature underlying educational reforms in Africa is the introduction and expansion of technical and vocational education in the general school curriculum. This is due to the increased realization of the importance of development.”

As indicated above the crucial role TVET can play in the overall economic development was recognized by many African states shortly after they achieved their independence in the mid-1960s but effective implementation of the policy of educational reform and objectives of TVET came much later and ignored. In connection with this, Wanna (1996) noted that many African countries in the 1950s and 1960s introduced technical and vocational education and training programs into that secondary schools system. Such secondary schools where technical and vocational education and training offered are referred to as comprehensive secondary schools. The main objective of this school was to meet the skilled man power in the middle level in technical and commercial fields.

2.2. History of Education in Ethiopia

Ethiopia has never been under colonial rule for the brief period 1936-1941 by Italians. Because of this education in Ethiopia has been more international by traditional values. The Ethiopian church was responsible for the development of education in a cultural way. It was during Menlik II that modern education was introduced to Ethiopia. Even during the era of Menlik II the church was in charge of selecting teachers from abroad. This began in 1906. It is not only Orthodox Church, but also Koran schools seem to have existed for centuries in the Muslim inhabited areas in eastern and western part of Ethiopia (Teklehaimanot, 1999).

The first significant step towards modern education was taken by Emperor Menelik II; He established the first modern school in Addis Ababa that is Menlik II, School in 1908. As many writers state in literature “Menilik was well aware of the importance of having educated manpower at his disposal for modernization process he envisaged for his country. Modern education as opposed to traditional

education development was fast between the years 1908 and 1935. As stated by Girma, Mehari and Nigatu (1994)''.

Menilik II first issued a decree making education compulsory for the children on reaching seven years of age. The church assumed the responsibility of reciting teachers from abroad. This began in 1906 when ten Egyptians of Coptic faith were recited. But the modern educational program really started in 1908 between 1925 and 1935 (Girma, 1994).A total of 30 schools were open in many cities of the nation, these schools did after only academic subject and language (Amharic, English and French), Science Geography, History and Mathematics. Teklehaimanot (1999) argued that the current foundation of education in Ethiopia was assumed the responsibility of Church from what is stated above one can understand that attention was not given for modern education which was introduced during the era of Minilik II.

2.2.1. The Historical Development of Vocational Education in Ethiopia

Ethiopia is one of the known countries in the world for its historical places such as Axum, Lalibela church and the castle in Gondar which are products of arts and Technology (Teklehaimanot, 2002).After the golden age of arts and Technology of the Axumite Kingdom, when skills must have been highly regarded Technology seemed to have ceased evolution in Ethiopia for along span of time. It is not only Axume, Lalibela church and Gondar palaces but also many other churches which were built years back during the time when technology reached the highest stage in the Axumite kingdom. Still it is not known by researchers why Technological development has ceased in Ethiopia.

There is no researcher who studied what type of instrument they were using to construct the Axum obelisk and other amazing churches made of rock in different parts of the country. Technical and vocational education and training is considered as important element in the nation's economic, social and cultural development. That is why more attention is given to TVET these days. TVET is the basis for Technological development. During the Italian Occupation (1935-1941) it is said that some TVET schools were established. The schools were established in line with Italian colonialist ambitions. In 1941 soon after the restoration of Ethiopian Government, schools continued to increase in numbers (Girmaetal, 1994). The Government was faced with the need to reconstruct what was

ruined during the war. For these reasons it needed to educate people in many areas, including skill subjects. To fulfill the skilled manpower requirement for industrial and commercial sectors, vocational and technical schools were established. According to Wanna (1996) Addis Ababa Technical school was established in 1942, Addis Ababa commercial school in 1943.

The introduction of technical and vocational education and training in Ethiopia dated back to the long time, the development of the country in the past was slow and there does not seem to have been a strong policy that supports technical and vocational education and training. The education and training policy gives special attention to TVET by providing a broad and multi-level foundation. As can be recalled the transitional government of Ethiopia (2001/2002) issued an education policy and strategies. The policy identified the three major areas for changes. Making education more relevant to the demands of the community and curriculum changes quality improvement of the educational system and the expansion of primary education and vocational education. The first shift in policy would have major resources implication such as expansion of primary education and vocational education and training. Parallel to the government education diversified technical and vocational education and training will be provided for those who level school at any level of education. Apprenticeship training was provided in agriculture, crafts, construction and basic bookkeeping for those at the appropriate age and leaving primary education. TVET in agricultures, industrial, arts, construction, commerce and home science was provided after primary education for who may not continue in general education.

Technical training was provided for those who completes grade 10 to develop middle level skilled man power. Students participating in technical and higher education program were helped to gain the necessary field experiences before graduation. Teachers and researchers will be helped to gain the necessary field experience of various development and services institutions while professionals working in such institutions will be helped to gain similar filed experience of teaching will be facilitated. Coordinated curriculum development will be ensured so that students and trainers will require the necessary entrepreneurial and productive attitudes and skills.

Through the policy facilities for progression of TVET program, it is essential to investigate and give attention to the changes that one might encounter during the implementation -like, absence of adequate equipment, facilities, trainer job satisfaction, and etc. Following the education and training policy issued in 2001/2002 special attention has been given to technical and vocational education

training program. The program is assumed to be based on the assessment of the training needs of the countries socio- economic and political development. Now a day the new technical and vocational and education and training is established depend on occupational standard and levels from level one to level five and develop strategy technical and vocational education and training for all 80% of grade ten complete student. Due to these, the number of the TVET colleges and institutions are increasing. At the same time the number of trainers and trainees are also increasing with alarming rate. But, even if the number of TVET colleges and institutions and number of trainers and trainees are increasing the turnover of the TVET trainers are very high due to some unknown reasons. So that, the training is given by under qualified /unqualified trainers like diploma and non-teaching trainers, due to this the quality of TVET training was not in good track. As shown the result of center of competency (COC) in Amhara TVET Agency is as follows.

- “የሥልጠና ጥራትን ለማረጋገጥ በክልላችን የልሀቀት ማዕከልን ዲቋቋም ተደርጓል፤ ስርዓቱም ወደ ኃላ በማይመለስበት ሁኔታ ተደራጅቷል፤
- 100 የብቃት ምዘና መሰሪያዎች በፌዴራል ደረጃ የተዘጋጁ ሲሆን በክልላችን ደግሞ 21 እውቅና የተሰጣቸው የምዘና ማዕከላትና 197 መዛኞችን 10,417 ዕጩዎች ምዘናውን የወሰዱ ሲሆን ከነዚህ መካከል 5,683ዎቹ (54.56%ቱ) በምዘናው ብቁ መሆናቸው ተረጋግጧል።
- ከመደበኛው ፕሮግራም ውጭ የሙያ ደረጃ በተዘጋጀላቸው በ29 ሙያዎች 9,404 ተመዝነው 5,181ዱ (55.1%) ብቁ መሆናቸውን አረጋግጧል።
- በ7 የሙያ ዘርፎች በ23 የሙያ ዓይነቶች 630 የሲ.ደ.ደ.ጃ አሰልጣኝ መምህራን ምዘናውን የወሰዱ ሲሆን ከነዚህ መካከል ምዘናውን ያሟሉ 229ኙ (36.3%ቱ) ናቸው። በተመሳሳይ ሁኔታ በ7 የሙያ ዘርፎችና በ24 የሙያ ዐይነቶች 1,243 የሲ.ደ.ደ.ጃ መምህራን ተመዝነው 1,007ቱ (81%) ምዘናውን አሟልተው ተገኝተዋል።”

የአማራ ብሔራዊ ክልላዊ መንግስት ቴክኒክና ሙያ ቢሮ የተጣይ.5 ዓመት (2003-7) የእድገትና ትራንስፎርሜሽን ዕቅድ (የውጤት ተኮር ዕቅድ ጥቅምት 2003 ዓ.ም (የ2002 ዓ.ም ክንውን ግምገማ ላይ የተውሰደ)

-ደረጃ “ቢ” ማለት በደረጃ 3ወይም በደረጃ 4 ስልጠና ያጠናቀቀ ወይም ዲፕሎማ ምዘና ውስጥ በተጨማሪ የማስተማር ስነ ዘዴ የውሳዔ ማለትነው ደረጃ “ቢ” ማለት በድግሪ የተመረቀና ምዘና ውስጥ በተጨማሪ የማስተማር ስነ ዘዴ የውሳዔ ማለት ነው።

The estimation for need for government TVET trainers in Amhara regional state TVET Bureau for four years program is illustrated as follow.

Table .1: Estimated need for Amhara regional state Government TVET Trainers and trainees from (2008-20011)

No	Field(Occupations)	Number of trainer				Number of trainees				Total
		2008	2009	2010	2011	2008	2009	2010	2011	
1	Business and IT	204	210	200	100	8160	9450	9000	4000	30610
2	Industry	322	702	938	1032	8050	17550	23450	25800	74850
3	Construction	294	602	780	886	7350	15050	19500	22150	64050
4	Home science	86	164	216	481	2580	4920	6480	14430	28410
	Total	896	1678	2134	2499	26140	46970	58430	66380	197920

Table .2: Estimated need for South Gondar Administrative Zone TVET College and institution Trainers and Trainees (2008-20011)

No	Field(Occupation)	Number of trainer				Number of trainees				Total number of trainer
		2008	2009	2010	2011	2008	2009	2010	2011	
1	Business/IT	31	34	44	30	950	1080	1080	1200	4210
2	Industry	33	69	112	157	825	1725	2800	3925	9275
3	Construction	28	56	91	126	700	1400	2275	3150	7525
4	Home science	12	14	15	34	420	490	525	1190	2625
	Total	104	173	262	347	2895	4695	6680	8465	23635

Sources Amhara TVET Bureau (2008- 2011) report trainees including night

2.3. Concept of Job Satisfaction

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, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, that increased job satisfaction produces improved job performance.

According to Vroom (1982) job satisfaction is the reaction of the workers against the role they play in their work. Similarly, Blum and Narylar (1986) define job satisfaction as general attitude of the workers constituted by their approach towards the wage, working condition, control, and promotion relation with the job, Social relation in the work, recognition of talent and some similar variables, personal characteristics, and group relations apart from the work life. Job satisfaction is the total of the sentiment related with the job conducted. If the worker perceives that his/her values are realized with in the job, she/he improves a positive attitude towards his/her job and acquires job satisfaction (McCormick and Tffin, 1974). In light of these concepts, we can define the job satisfaction as the sum of all negative and positive aspects related to individuals salary, his/her physical and emotional working conditions , the authority she /he has , the autonomous usage of the authority , the level of success she /he has maintained and rewards given due to this success, the social status maintained in relation with his/her job, and his/her relation with his/her colleagues and administrations.

Individual elements do not result in the job satisfaction can only be affected if all these elements exist. Attention has been directed toward defining the concept of job satisfaction. Job satisfaction determining the factors that contributes to it, and establishing its impact on performance. The terms Motivation, Moral, and Job attitude have been used to define job satisfaction. Although these terms do not mean the same concept (Condler, 1988), On the other hand, Davis(1989) job satisfaction as a set of favorable or unfavorable feeling with which employees view their work. Invancevich (1980) defines also job satisfaction as an attitude that workers have a bout their job. That is job satisfaction can be viewed as an overall attitude or it can apply to the parts of an individual's job. If people compare their achievements and the resulting awards with the other's

achievements and awards, and the result is balance, then we can talk about job satisfaction. In contrast, if the result is imbalanced, then dissatisfaction will exist (Adams, 1963).

A number of theories have been formulated for the study and explanation of job satisfaction. These theories were postulated by researchers and psychologists following their previous studies in related areas and these will help give insight into those things that affect job satisfaction. The job characteristics theory of Hackman and Oldman (1975) proposed that job attitude and behaviors are affected by five core objective job characteristics two of which include job frustration and anxiety at work.

Motivation theory noted that people are motivated when they expect that effort will result in good performance. There have been variants of the motivation theory notable of which are those of Katzell (1949) and Herzberg (1959). The expectancy theory is based on the fact that people will only be motivated to do things to achieve some goals to the extent that certain actions on their part will help them achieve the goals and thus are satisfied but if not are dissatisfied. In correlation with the above theory, Hackman and Lawler (1971) found that only individuals who have high needs for fulfillment on the job are satisfied by having a job which provides the opportunities for such needs to be fulfilled.

Also, there is the equity theory which views motivation as reliant upon the need for fair treatment (Porter, 1961) and the goal or intention theory which postulates that performance is determined by the goal to which an employee is committed (Vroom, 1964). From this viewpoint, satisfaction on a job might be motivated by the nature of the job, its pervasive social climate and extent to which workers peculiar needs are met. Working conditions that are similar to local and international standard (Osagbemi, 2000), and extent to which they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities, and task clarity (Bolarin, 1993; Gemenxhenandez, Max, Kosier, Paradiso and Robinson, 1997). Other researchers (e.g. MacDonald, 1996; O'Toole, 1980) argue in kindness of the control of job satisfaction by factors intrinsic to the workers. Their arguments are based on the idea that workers deliberately decide to find satisfaction in their jobs and perceive them as worthwhile.

Different study findings show that older workers are more satisfied (Davis, 1988:100); Kose, 1985 found a meaningful relationship between the age and job satisfaction; Hamshari, 1983, age and professional experience have a good relation with job satisfaction; which means when workers are age enough became satisfied with their job and have more work experience. The relationship between man and his work has attracted the attention of philosophers, scientists, and novelists. The interests of psychologists in this problem dates back to the early part of the twentieth century and reflected in the emergency and development of such fields of specialization as industrial psychology and vocational guidance (Vroom, 1984, Herzberg, Mavsenner and Snydermay, 1959). The early work in these fields distributed with the measurement of aptitudes and abilities, and with unitization of these measurement in improving the selection of occupation by persons and the selection of persons by organization. This emphasis on improve the fit between the abilities of persons and the demands of their jobs made an important contribution both in organizational function and individual adjustment. It did not however, shade much light on the basic processes affecting the behavior of people in work situation (Vroom, 1984).

Accordingly, it was regarded as useful starting point for any researcher who is willing to investigate this field of inquiry. This fact is not necessary consequence does not lessen the significance of these phenomena. The various alternatives which are chosen by dissatisfied employees, for example may have serious determinant effects on the organization. While, there is no theory yet which explains the conditions under which any given alternatives will be chosen (Henne and Locke, 1985) there has been considerable research on the types of action alternatives employees may choose when dissatisfied. Job satisfaction results from perception that one's job faculties or allows the fulfillment of one's important job values (Locke, 1976).

2.3.1. The Importance of Job Satisfaction

The term employee satisfaction and motivation is a complex and difficult term to define. Therefore, a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo, 2003; Rosenfeld & Wilson 1999). An organization's liveliness, whether

public or private, comes from the motivation of its employees, although their abilities play just as crucial role in determining their work performance as their motivation (Lewis, Goodman & Fandt 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. 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 encompass as the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals.

Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. This study assessed the job satisfaction of the TVET College and Institution trainers. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and self-competencies are enhanced when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance. The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance

Job satisfaction is the condition of establishing healthy environment in an organization. In connection to this, Kahn (1974) states that, job satisfaction is very much important for a person's motivation and contribution to production. Individuals want to maintain status, high backs and authority by giving their capabilities such as knowledge, ability, education health etc. to their jobs for which they spent most of their time. The individuals who cannot meet their expectations with regard to their jobs became dissatisfied. Thus, this dissatisfaction affects the organization for which she/he works. According to Mirza (1995) the important of job satisfaction is listed below:-

1. Leads to improved productivity and hence profitability.
2. Improves the morals of the work force.
3. Helps create a better corporate image.
4. Improves relationship between bosses and subordinates.
5. Aids in developing leadership skills, loyalty and better attitudes.
6. Develops a sense of responsibility to the organization for being competent.
7. Improves labour-management relations.
8. Create an appropriate climate for growth and communication.
9. Makes the organization a better place to work and like.

This can also be applied for TVET Colleges and Institutes .Since TVET has crucial role to play in the development of Socio-economic condition of a country maintaining of job satisfaction of the Teachers has a great improvement.

2.3.2. Factors Affecting Job Satisfaction

Numerous research results show that there are many factors affecting job satisfaction. Satisfying factors motivate workers while dissatisfying ones prevent. Motivating factors are achievement, recognition the job conducted, responsibility, promotion, Contingency reward, communication and the factors related to the job itself for personal development. Motivating factors in the working environment result in the job satisfaction of the person while protective ones dissatisfy him/her (Hezrbeng, 1962).

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

The first group he called motivators (job factors):-Recognitions, Achievement, Possibility of growth, Advancement, Responsibility, Work itself.

The second group Herzbrg named hygiene factors (extra-job factors):-Salary, Interpersonal relations supervisions, Interpersonal relations-subordinates, Interpersonal relations-peers, Company policy and administration.

Supervision Technical, Working condition, Factors in personal life, Status, job-security motivations refer to factors intrinsic with in the work itself like the recognition of task completed. Conversely, hygiene tends to include extrinsic entities such as relations with Co-workers which do not pertain to the workers actual job. Recalling motivation factors, Herzberg (1968.53) concludes that only these factors can have lasting impression on a workers attitudes satisfaction and thus, work. Furthermore Steininger (19994.601) state that workers perform best when this stimulating is internal and work-related.

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

2.4. Relevant of Herzberg's Two- Step process of Motivation to Trainers' Job Satisfaction.

The theory however in use full and relevant to teaches job satisfaction, if provides a sense of professional achievement give continuous feedback and identifies the factors that affect teacher's job satisfaction. Through the view of summarized theory, the relationship between teacher's satisfaction and motivation depicts as follows.

a. **physical**:-the items that are listed under physical show the working conditions. Work place condition has appositive relationship with teacher's job satisfaction. Trainers with adequate school facilities and healthy environment feet higher level of satisfaction than teachers who lack comfortable working condition.

b. **Social**:- Social groups work group, peer supports etc. Help teachers in exchanging in information on their issues, if such relation are not exist among teachers job dissatisfaction is inevitable.

C .**Status, Economic**, Security and Orientations. There are several sources of dissatisfaction in teaching of which status, economics, security and orientation (communication) should be award. However a closer analysis of these sources may help to identifies factors that affect job satisfaction of teachers. According to Herzberg two –step process the absence of these factors could create job satisfaction.

d. **Motivation Needs**: - under this title Herzberg identified factors such as Growth, Achievement, Responsibility and Recognition. He found these factors particular that were strong determines of job satisfaction. These motivations can be associated with teacher’s job satisfaction, because they are have positive effects in their job performance.

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

2.4.1. Motivation and Job Satisfaction

Personnel managers identified that “Lack of employee motivation is the most troublesome problem they face 69 % of operating managers said that” , lack of employee motivation is the most annoying problem in their organization and small business leaders reported that motivation is the human resources issue that takes up the most of their time(Spitzer, 1953). According to Robert (1998) the instilling of satisfaction with workers is crucial task of management and satisfaction creates confidence loyalty and ultimately improved quality in the output of the employed.

Motivations are things that induce an individual to perform. While motivation reflects wants motivations are the identified rewards or incentives that sharpen the drive to satisfy. Some importance motives relevance to employee behavior are achievement association, power, security, status, respect and recognition (Mirza 1995). Under this topic it has been tried to review the literature of different motivations theories and the role of approaches to job satisfaction and the role of motivation within job satisfaction.

2.4.1.1. Motivation.

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

Many contemporary authors have also defined as the psychological process that gives behavior purpose and direction (Kreitner, 1995), a predisposition to behave in purposive manner to achieve specific unmet needs (Buford, 1993), and an internal drive to satisfy an unsatisfied need (Higgins 1994). Motivation is defined as some kind of internal drive which pushes someone to do something in order to achieve something (Harmer, 2001). As stated by Brown (1994) Motivation is a term that is used to define the success or failure of any complex task. Steers and Porter (1991) deal with three matters while discussing motivation. What energizes human behavior?, What directs or channels such behavior and How this behavior is maintained or sustained.

This concept of motivation enables researchers to identify teachers' motivations, motivation contributes to a high level of teachers' job satisfaction and develops their professional which great them to overcome the intellectual challenges of teaching. The level of commitment in teaching may reduce teacher's performance and a result expected basic skill (knowledge's) for student will be badly affected.

2.4.1.2. Trainer Motivation

Teacher's motivation is the vital role of teaching-learning process to attend the main goal of teaching/training including quality of education. With regard to these, Johnson (1986) state that there are three theories of motivation and productivity that teacher motivation is based on.

- a. Expectancy theory, it is probable for a person to struggle for work if there is an expected reward such as bonus or a promotion that is worth working.
- b. Equity theory, unfair treatment for their efforts and achievements makes individuals displeased.
- c. Job enrichment theory the more varied and challenging their work is the more productivity employees became ,

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

There is a tight relation between performance based pay and a career ladder to be aimed to take higher pay and higher status. Also merit pay is known as "compensation system" where employees are paid in terms of their performance. However in educational practice, merit pay indicated a bonus plan that "Supplements that stranded pay scale and rewards teachers for special securities, multi task pay scale that provides rapid salary advancement for outstanding teachers or a bonus plan for accomplishment such as participating in extracurricular activities or conducting in-service training" (Willis, 1984). From the above statement we understand that teachers are essentially motivated by economic reward. In this context however money still seems to play a very significant role in educational practices. Several studies for instance as Maiza (1988) cited Sinba, (1958), Vaild (1978) and Monga (1978) have confirmed that wages continues to be perceived as major factor costive ting job satisfaction and productivity followed by other factors like job security, opportunity for advancement and type of work etc. According to Hawley (1958) in order to increase teachers contribution to ward education achievement career ladder plans should be done. There are some principles to be designed for career ladder plans. There are:-

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

The need to avoid pain and the need for psychological growth are two basic elements ground in job enrichment the theory Karl (1982). It is said that motivation factors should be intrinsic which present task that are more enjoyable. Interesting and psychologically rewarding. Achievement recognition growth takes place in the group. On the other hand , other factors are extrinsic in terms of the context or setting where the work is performed organizational policy and administration, technical supervision, salary, working condition status, job security effects on personal life and interpersonal peers and subordinates are in that experience group.

2.5. Strategies of Motivating Trainers

Teachers are motivated by different mechanism depend on their activity to add one way of satisfaction different scholar discuss about the strategy of trainers/teacher motivation, Bernard in Stoner, et al. (1995) accords due recognition to the needs of workers saying that, "the ultimate test of organizational success is its ability to create values sufficient to compensate for the burdens imposed upon resources contributed." Bernard looks at workers, in particular librarians, in an organized endeavor, putting in time and efforts for personal, economic, and non-economic satisfaction. In this era of the information superhighway, employers of information professionals or librarians must be careful to meet their needs. Otherwise, they will discover they are losing their talented and creative professionals to other organizations who are ready and willing to meet their needs and demands. The question here is what strategies can be used to motivate information professionals, particularly librarians? The following are strategies:

2.5.1. Salary, Wages and Conditions of Service

To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures. These are the job rate, which relates to the importance the organization attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information professionals or librarians, or with long service; and fringe benefits such as holidays with pay, pensions, and so on. It is also important to ensure that the prevailing pay in other library or information establishments is taken into consideration in determining the pay structure of their org

2.5.2. Money as Motivation

Money is one way of motivation to encourage workers trainers to use their ability sufficiently. According to these, Akintoye (2000) asserts that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction.

Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Katz, in Sinclair, et al. (2005) demonstrates the motivational power of money through the process of job choice. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if a librarian or information professional has another job offer which has identical job characteristics with his current job, but greater financial reward, that worker would in all probability be motivated to accept the new job offer. Banjoko (1996) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by instilling fear of loss of job (e.g., premature retirement due to poor performance). The desire to be promoted and earn enhanced pay may also motivate employees.

2.5.3. Staff Training

No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers. The organization must have good training programmer. This will give the organization information professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

2.5.4. Information Availability and Communication

One way managers can stimulate motivation is to give relevant information on the consequences of their actions on others (Olajide, 2000). To this researcher it seems that there is no known organization in which people do not usually feel there should be improvement in the way departments communicate, cooperate, and collaborate with one another. Information availability brings to bear a powerful peer pressure, where two or more people running together will run faster than when running alone or running without awareness of the pace of the other runners. By sharing information, subordinates compete with one another.

Studies on work motivation seem to confirm that it improves workers' performance and satisfaction. For example, Brown and Shepherd (1997) examine the characteristics of the work of teacher- in four major categories: knowledge base, technical skills, values, and beliefs. He reports that they will succeed in meeting this challenge only if they are motivated by deeply-held values and beliefs regarding the development of a shared vision. Vinokur, Jayarantne, and Chess (1994) examine agency-influenced work and employment conditions, and assess their impact on social workers' job satisfaction. Some motivational issues were salary, fringe benefits, job security, physical surroundings, and safety.

Certain environmental and motivational factors are predictors of job satisfaction. While Colvin (1998) shows that financial incentives will get people to do more of what they are doing. Silverthron (1996) investigates motivation and managerial styles in the private and public sector. The results indicate that there is a little difference between the motivational needs of public and private sector employees, managers, and non-managers

2.6. Job Satisfaction in Training

Many organizational psychologists have studied the factors that influence workers in carrying out the tasks associated with particular jobs for number of years. Most of these studies have taken place in industrial settings. Nevertheless, much of what has been studied can be applied to those who work in schools. The question of the relationships between job satisfaction and performance has to be raised and assessed by administration or principals of schools in order to accomplish their mission. In reference to this Seyfarth (2005) stated that "A persistent question in the minds of administrators and organizational psychologists has to do with the relationship between job satisfaction and performance. It is frequently assumed that by creating conditions that increase an employee's level of satisfaction, we will obtain increased productivity and the quality of training. This school that when an employee's level of satisfaction increases the job performance will improve or when job performance improves job satisfaction level will rise /increase.

2.6.1. Career Anchors and Trainer Satisfaction

Career development of trainers/teachers is one of the desired parts of workers' motivation and workers' job satisfaction which means a person finds their career in a vertical way after he gets well experience and develops his skill and knowledge for that particular area. According to these, Seyfarth cited Schein (1990) and introduced the concept of Anchors as: -The concept of career anchor as a way of explaining the factors that motivate people in their work. A career anchor is the meaning or purpose an individual seeks through a job. A person who finds a job that allows him or her to achieve an important meaning purpose are likely to feel a sense of satisfaction from the Schein were technical aspects of the work opportunities to analyze and solve problems opportunities to help people work together job security and long-term commitment to the organization opportunity to build or career an enterprises setting one's own schedule and place of work and balancing clear and life style such as spending time with family or friends (Seyfarth, 2005).

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

- a. **Reward and security:** -Tangible rewards and recognitions are common used motivation in all types. Money and praise are powerful motivation for them, salary increases or expiations of firing benefits are nevertheless welcomed by almost every one. Money is valued not only success and approval. Few people enter but for many the security that teachers enjoy salaries. Most teachers are assured of continuing employment as long as they are reasonably effective in the all room and do not break the low or violate community expectations. Fringe benefits such as medical insurance and retirement plan add to the security of teaching career.
- b. **Working with people,** people who like with others often choose to reach because it is a job that involves constant interaction. Teachers spend most of every day with young people and they also have opportunities to talk with colleagues. Contact with people is such an integral part of training that anyone thinking about a training career that does not enjoy interaction with others would be well advised to choose a different occupation.
- c. **Nature of the work.** Some individuals are attached to teaching by the nature of job. Training in knowledge work and helping students to understand new material is fulfilling experience for many in the field. teaching also involves affair high level of autonomy, although this autonomy is more limited new than in the past because of mandated curricular prescriptions and accountability requirement nevertheless, teachers continue to enjoy a degree of autonomy that is absent from many other occupations. Another career anchor for some training is opportunity for personal and professional growth. Teachers are expected periodically to take Course work or engage in other education experience in order to renew their profession credentials, requirement that meets the need of many trainers' growth and learning.
- d. **Working conditions.** Working conditions are positive feature of teaching positions. Teachers work in clean comfortable surrounding and much pride in decorating their classrooms attractively. Teacher also involves Varity, and people who are motivated by Varity like teaching because no two days are the same. However , that is not to say teachers do not get based , these who crave very high levels of variety discover after a few year that he set newness has work off and boredom has set in. Some of those teachers seek a change of scenery, either by moving to a different school or grade level or both or they may obtain

additional degrees to qualify for a supervisor or counseling position or seek employment in other field.

2.7. Job Satisfaction and Trainer Turn over

Usually human resources movement in schools takes place through, promotion and transfer. Another form of trainer's movement involves which is known as turnover. This kind of movement happens as result from resignation out of the school. Turnover generally refer to employees who leave an organization or company, but information about teachers transfer or leave from school to find peasant working condition or great convenience. Many writers believes that the examining the relation between job satisfaction and turnover of workers is important to indicate causes and assist creating of good working condition for worker. For instance Baron (1983) stated "turn over can be affected by many different variables of which job satisfaction is apart. This variables satisfaction includes general economic conditions levels of skilled worker passes well as attitudes of employees towards their job"

Dissatisfaction with the condition of their work can lead teachers to exist the profession even earlier that they had originally expected. According to Hardy (2002), it is important for administration to take a note of the factor that contribute to teachers dissatisfaction to work to eliminate or at least ameliorate those condition in order to retain teacher who might otherwise leave the class room. In adequate salary the most frequently cited reason for leaving teaching by those who had taken in other fields in one of the few studies of the topic. Some 60 percent of the respondent named that factor. Most of the individuals who left the profession had improved their financial situation as compared to a group of persons who were still teaching (journal former in America, 2001).

Teacher turnover may be an indication of teacher's lack of satisfaction in their job, if the working condition of teacher in comfortable and earn fair salary payment, they are usually relevant to leave the school. So that, school administration might consider job satisfaction of teachers in order to retain them.

Some writers defined employees/labour turn over in the following ways:-

1. Labour turnover is “ the rate of changing the composition of labour force in the organization”(Arora, 1998)
2. Labour turnover is “Staff leaving Voluntary or being asked to do so because of some failing in their work behavior” (Petting and Eyer, 1999)
3. Labour turnover is “All separation of employees, whether Voluntary or involuntary. But it does not include temporary departure “ (Walker Quoted in Dereje,2007)

Employee’s separation can be initiated by one of the two parties- the employer or the individual employee. Gomez- Mejia,Balkin and Carby (1995) categorized employee separation in to two voluntary and involuntary separations. Voluntary separation- occurs when an employee decides, for personal or professional reasons, to end the relationship with the employer. This includes quits and retirements. Involuntary separation – occurs when management (employer organization) decides that it needs to terminate its relationship with employee due to economic necessity or a poor fit between the employee and organization. This includes discharges and layoffs. However, in the Ethiopian context there is fixed age limit that oblige every employee to retire (especially in public organizations), hence it is difficult to categorize retirement in to voluntary separations.

2.7.1. The Cause of Turnover

Different scholars put the cause of employee turnover in different categories but their essence is more or less similar. For instance Tyson and York (2005) categorized causes of employee turnover in to the influences of macro and micro levels. These are, at the macro level the intervention by the state in the field of employment as a user and protector of labour force in the form of employment legislation, regional development schemes, governmental and related agencies. National trends affecting the working population such as example, the higher percentage of older age, the percentage of people pursuing courses of higher education, the variety of contractual arrangements available (part time, job sharing etc.) is a reflection of the needs for part time and flexible working arrangements. Moreover, international recruitment possibilities (example, the recruitment of nurses for hospital in the UK from the Philippines and Mainland European countries) influences employee turnover.

At micro level the nature of the local population in terms of numbers growth or decrease reserve of skills, availability of part time labour, etc. the level of employment, the competition from other employer. Cost of labour and cause of travel of the locations, the degree of development of the area, accessibility and transport facilities, plans of central and local government and other organization that may significantly affect the area.

On the other hand, Arora (1998:128) categorized causes of labour turnover in to avoidable and unavoidable cause. The avoidable causes includes, low wage and allowances , unhappy relation with Co-workers and supervisors, dissatisfaction working conditions , lack of medical facilities, transport facilities etc. and inadequate job security and retirement benefits. However, when describing avoidable labour turnover causes Arora did not consider the differences in ability among areas and organizations in avoidable those causes. On the other hand unavoidable causes encompass personal dislike for a job or environment death or retirement, illness or accident and domestic disputes. Moreover, Pettinger and Eyre (1999) came up with other comprehensive causes of staff turnover; these can be grouped in to three major categories as follow:

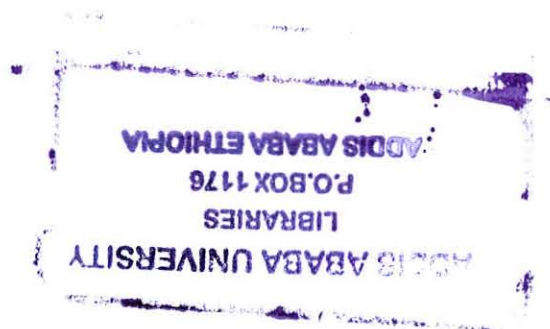
Managerial causes of employee turnover such as inadequate supervision, supervision seen by staff to be un reasonable, poor working conditions or inadequate pay, poor selection or recruitment , unsafe working conditions and inappropriate management and supervision style, Lack of training opportunities and the nature of the work as causes for promotion prospects, Lack of variety of opportunities, Borden through lack of variety in job content or insufficient volume of work, and inequitable distribution of work.

In Ethiopia different studies were conducted to examine the demand and supply of secondary school teachers' and turnover of primary and secondary school teachers' by Akililu (1967) and Dereje (2007) .Another study was also conducted by Kassahun (2007) on TVET trainer job satisfaction. The conclusions of these studies revealed that the reasons for teachers to leave their profession and migrate to other profession are: Low monthly salary and lack of other incentives, lack of further education and training opportunities, excessive teaching work load, serious student disciplinary problems and low status accorded to the teaching profession an inappropriate management practices.

Table.3: The turnover of TVET Trainers in South Gondar only two years (2009 and 2010)

N.O	Department	F	M	T
1	Business /IT	4	9	13
2	Industry	5	47	52
3	Construction	7	69	76
4	Home science	1	19	20
	Total	17	144	161

Sources, data from six TVET colleges and institution in South Gondar administrative zone.



CHAPTER THREE

3. Design of the Study and Methodology

3.1. Method

Descriptive survey method was used for an assessment of job satisfaction of government TVET colleges and institution trainers in South Gondar administrative zone. This method was believed to be convenient and appropriate to enable the researcher investigating the problem. Referring to this Best and Kahn (1999) stated that, a descriptive study describes and interprets the state of affairs as it exists at present, what is happening .It is concerned with conditions or realities that exist and opinions that are held. It is primarily concerned with the present, although it often considers also past events and influences as they relate to current conditions. The researcher made use of both quantitative and qualitative approach in dealing with the job satisfaction of trainers in TVET colleges and institutions.

3.2. Sample of Population and Sampling Procedure

As stated in the statement of the problem, the purpose of the study is to explore the extent to which the government TVET trainers in South Gondar administrative zone are satisfied with their job or not. The participants of the study are trainers, department heads, deans and directors and vocational counselors. Thus, in the TVET colleges and institution in South Gondar administrative zone are taken as the overall population of the study. In the six governments TVET college and institution, in the zone a total of 310 trainers, 29 department heads, 6 vocational counselors and 12 deans and director have been providing training in 2010/2011 academic year. From among the trainers, 155 (50%) were selected using simple random sampling techniques, that is 50% of the trainers were selected from each college and institution. The detailed is summarized in the following table. The researcher took all the department heads, and the councilors as their size was manageable.

Table, 4: Population and Samples from each College and Institution

No	Name of government TVET College/institution	Trainers						Department heads & vocational counselor			Dean /Directors
		Population			Sampling 50%			M	F	T	M
		M	F	T	M	F	T	M	F	T	M
1	Debrtabor TVET college	69	40	109	35	20	55	9	1	10	3
2	Nefasmewch TVET institution	39	16	55	19	8	27	7	-	7	1
3	Addis Zemen TVET institution	37	23	60	18	11	30	6	1	7	2
4	Simada TVET institution	20	11	31	10	6	16	6	-	6	2
5	Ebnat TVET institution	17	10	27	9	5	14	5	-	5	2
6	Mekane-Eyesus TVET institution	21	7	28	10	4	14	4	1	5	2
	Total	203	107	310	101	54	155	32	3	35	12

As the procedure of sample selection, first trainers were stratified based on their area of specialization (department) in their colleges and institution. Following this 50% of the trainers were randomly selected from each department by using lottery method. Department heads, vocational counselors and deans and directors involving sampling. For the pilot study, three department heads, one vocational counselor and 18 trainers were selected using simple random sampling from Meket TVET institutions.

All the department heads, and vocational counselors and deans and directors were selected for departments for unstructured interview and counselors, deans and directors for focal group discussion in each college and institution.

3.3. Data Gathering Instruments

Open ended and likert type job satisfaction questionnaires, unstructured interviews, observation, focus group discussion and document analyze were used as instrument of data collection tools. Different sets of questionnaires were developed for collecting data from trainers, department heads, vocational counselors, deans and directors. The questionnaires have two parts. The first parts is involves Spector's job satisfaction likert scale containing five options from strongly agree to strongly disagree while second part is open ended questions. The unstructured interview was prepared to avoid bluffing of ideas.

To record the unstructured interview, tape recorder was used. Observation was made to seen the actual working environment and training-process, this including work-shops, from all TVET college and institution compound, and training fields works in practical area. Focus group discussion established with deans, directors and vocational counselors. Finally, analyzed the documents form finance department, human resource department and work shop.

3.4. Content Validity and Reliability

3.4.1. Content Validity

Content validity was checked by the thesis advisor, who gave comments and added two additional questionnaires that are questions. Besides checked and corrected the language that enabled the researcher to avoid ambiguous statement.

3.4.2. Reliability

The pilot test was conducted before the actual data gathering and after the content validity of the questionnaire was checked in Meket TVET institution in North Wollo administrative zone. Pre-test questioner was given to 18 trainers in a certain department, 3 department heads and 1 vocational counselor. But, these trainers and department heads and counselors did not participate during the final data collection, to avoid bias in the study. The reliability of the questionnaire was checked by Chrobach alpha and found to be 0.68 .These shows that the reliability of the questionnaire is very good because the values of the chrobach alpha is greater than 0.5.

3.5. Materials

To collect the data and doing all part of the research paper different materials are used like, tape recorder, computers, and other office equipment's were used. And some statistical package for social science were used to analyze the quantitative part of the data, in these paper only mean, percentage, standard division, and "t" test were used.

3.6. Procedure of the Data Collection

To select participants from each department in each college and institution the following steps were followed:

- First, the necessary contacts and communication were made with all TVET college and institution heads of data collection. Of course, this problem for the researcher but the researcher is a staff member and part of the top management body of one of the TVET institution.
- Assistant data collectors were arranged as the sample size was not manageable for a single researcher. Ahead of data collection, they were given training on how to proceed with the data collection and recording. They were also given training about ethical considerations of a research.
- To check the validity and reliability of the instrument and to be able to see unforeseen problems pilot studies were conducted, so as to include missed ones and to reject unnecessary items.
- For the focus group discussion part, deans, directors and vocational counselors and for unstructured interview department heads in the college and institution were participated. The reason for using focus group discussion was to clear up misunderstanding and to triangulate the data obtained from other points in other instruments and to identify the existing situation of the TVET colleges and institutions.

3.7. Data Analysis Techniques

Since the research is both qualitative and quantitative data narrations of qualitative data and different statistical techniques for quantitative data were used. Means were used to see the average scores of the respondents, and to see its variability variance and standard deviations were calculated to calculate the t-test. To further analyze the data, to show the significant difference.

CHAPTER FOUR

4.1. Data Presentation and Analyze

This chapter deals with analysis and interpretation of data. For convince, the chapter is divided in to two parts. The first part is concerned with data related to the characteristics of the respondents while part two presents and discusses data related to job satisfaction. The data gathered through Spector's job satisfaction survey scale questionnaire was mainly analyzed in quantitative manner. And the data collected using open ended questions and discussion is mainly analyzed qualitatively in narrations. As have been described above, the Spector's likers scale has 38 items with 5 options. The items are subdivided in to 9 categories includes salary payment and fairness, promotion, benefit, contingent reward, cow-worker, communication, nature of work, operational procedures and supervision. When we come first to the quantitative data the following results were found.

4.2. The Characteristics of the Respondents.

The respondents are trainers that are properly respond the questionnaires 132 out of 155, 29 department heads all are first degree holder, 6 vocational consoler and all are first degree holder 12 deans and directors 2out of 12 are masters. The characteristics of trainers showing the following table 5.

Table.5: Characteristics of the Respondent only Trainers

Item	Sex	Number	Percent
Sex	M	34	25.7
	F	98	74.2
	T	132	100
Age	20--25	21	15.8
	26-30	38	28.7
	31-40	53	40
	41-50	17	12.8
	Above 50	3	2.2
	Total	132	100
Salary	Below 1000	42	31
	1000-1500	48	36.3
	15001-2000	34	25.6
	Above 2000	8	5.9
	Total	132	100
Qualification	Level, 3	33	25
	Level ,4	25	18.9
	Diploma (10+3)	25	18.9
	First Degree	49	37.12
	Second Degree	0	0
	Total	132	100
Work experience	From 1-5year	77	58.4
	From 6-10 year	36	27.2
	From 11-15year	12	9
	From 16-20 year	7	5.3
	Above 20 year	0	0
	Total	132	100

As can be seen from the table 5, 74.2% of the participants are males while females account for 25.7% showing male domination in the TVET colleges and institutions. Regarding age, majority of the respondents were belows 40% showing that they are in active category. Qualification wise, participants who have academic qualification of 10+3, level 3, level 4, and first degree accounts for 18.9%, 25% ,18.9% and 37.1% respectively. When seen against policy requirements one can say that majority of the TVET trainers participated in this study were under qualified for the level. That is, though the standard is first degree or above to be a trainer in the TVET colleges and institution, majority of the trainers were working at the level for which they were not qualified.

Experience wise, 58.4% of the participants have that range from 1-5 years' work, 27.2% of the participants have work experiences that ranges from 6-10 years, and the remaining participants have above 10 years work experience. These shows that, 85.6% of the participants have work experience blow 10 years. This shows that the over half of the participants have relatively short work experience as the TVET trainers.

Table 6: Date Related to Job Satisfaction

no	Mean result interval	Key for interpretation
1	$\bar{x} \leq 2.8$	Disagreement
2	$2.9 \leq \bar{x} \leq 3.4$	Neutral
3	$\bar{x} \geq 3.5$	Agreement

In order to analyze data collected using likert scale, the mean values achieved by the calculation were interpreted as follow. The mean value is interpreted as disagreement, neutral (undecided and agreement for points less 2.8, between 2.9 and 3.5 and above 3 respectively. The same interpretation applies to all similar rating scales.

Note: - The total frequency is taken to be 4 items x 132 respondents =528. 4 is the number of items in each sub scale, though some subscales have 5, in number of item, 132 is the number of participants who responded properly.

4.3. The Satisfaction Level of the Subjects with Regard to Salary

Money is one way of motivation to encourage workers trainers to use their ability sufficiently. Scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually satisfaction.

Table 7- The Satisfaction Level of the Subjects with Regard to Salary

Pay/salary	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	0	2	107	219	200	528
Percent	0	0.4	20.3	41.5	37.9	100

From the table 7, 41.5% of the participants of the study disagreed with fairness of the salary payment and fairness, 37.9% of the participants of the study strongly disagreed with regard to the salary payment and fairness, 20.3% of the participants of the study were neutral with regard to the salary payment and fairness. In general 79.4% of the participants of the study are all in line of disagreement. Only 0.4% did agree with the fairness of salary. From this we can say that the trainers are not satisfied the fairness of the amount they were earning. The mean score for this item was found to be $(\bar{x}) = 1.83$ shows that most of the participants disagreed with the salary payment, they were getting. And the equity of salary is not the same, for example, all TVET trainers give training at the same level like. Level 3, and Level 4 and have the same qualification and experience but not have the same salary payment.

4.4. Response rate of Participants for Promotion at Work Place

The promotion of the respondent satisfactions is discussed with the group of question that assesses the promotion of trainers in their work place. The result is shown blow the following table.

Table 8- Response rate of Participants for Promotion at Work Place

Promotion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	102	109	123	118	75	528
Percent	19.3	20.6	23.3	22.3	14.2	100

Table 8, shows that 22.3% of the participants disagreed with regard to the promotion they get at work place, 23.3% of the participants were neutral, 20.6% indicated their agreement and 19.3% of the participant strongly agreed with regard to the presence of the opportunities for promotion. Almost similar responses distribution is seen for all options. Generally, one can observe that half of the participants were not either satisfied or had neutral position. The mean result is also $(\bar{x}) = 3.1$ which shows that, there is some sort of neutrals with the presences of opportunities for promotion in their work place.

4.5. Competence of Supervisors to Perform their Job

The competence of the supervisors is more important and interesting to helping trainers to fulfill the necessary activity and fit what expected knowledge and skill for that particular level. The system of supervision is to providing information with supporting ideas. The satisfaction of trainers with regarding supervision analyzed as follow. by group of four related likert type questionnaires.

Table 9: Competence of Supervisors to Perform their Job

Supervision	Strongly Agree	Agree	neutral	Disagree	Strongly Disagree	Total
Frequency	99	74	141	101	112	528
Percent	18.8	14.	26.7	19.1	21.2	100

Table 9: shows that 21.2 % and 19.1% respondents strongly disagree and disagree respectively with the item which asks about the competence of supervisors to perform their job. On the other hand 18.8% and 14 % strongly agree and agree with the item respectively. The weighted mean value for the item was 2.9 showing that neutral position of the respondent with regard to the competence of the supervisors to provide the necessary supports at the work place.

4.6. The Satisfaction of Trainers with Benefit Backage at the Work place.

Benefits are the most important part of motivation of trainers to encouraging more for their effectives at their work place for the fulfillment of intended objective. Fringe benefits such as medical insurance and retirement plan add to the security of training career are except. The satisfaction of the trainers with regarding benefit at the work place was analyzed the following table with five related questionnaires.

Table 10. The Satisfaction with Benefit Backage at the Work Place

Benefits	Agree Very Much	Agree	Neutral	Disagree	strongly disagreed	Total
Frequency	48	79	185	196	151	660
Percent	7.3	12	28	29.7	22.9	100

As can be seen from table 10:52.7% of the respondents showed their dissatisfaction with the benefit backage at the work place while only 19.4% of the respondents reflected their satisfaction. The responses of the remaining were neutral. The mean result is $(\bar{x}) = 2.5$ showing that majority of the respondent’s dissatisfaction with the benefit backage available at work place. Here of course it is a point which can be witnessed by the researcher himself for the following reasons. TVET training is a risk full work, because the trainers were always working with machines, and chemicals which may bring danger to them. However there is no medical or health service, insurance, transportation and others. It will be further discussed in qualitative narrations.

4.7. Participants Satisfaction with Contingent- Rewards at work place

Tangible rewards and recognitions are common used motivation in all types. Money and praise are powerful motivation for them, salary increases or expiations of firing benefits are nevertheless welcomed by almost every one. Most trainers are assured of continuing employment as long as they are reasonably effective in the all room and do not break the low or violate community expectations. The contingent-rewards of the trainers satisfaction was analyzed the following table.

Table 11: Participants Satisfaction with Contingent- Rewards at work place

Contingent Rewards	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	51	82	175	221	131	660
Percent	7.7	12.4	26.5	33.5	19.9	100

The presence of contingency –reward is one component that positively influences job satisfaction. In relation to this respondents were asked whether or not they are not satisfied with contingent-reward put in place their respective TVET college and institution. Accordingly, majority of the respondents (53 %) negatively responded while only 20.1% noted that they are satisfied with their contingency-reward in the work place on the other hand 26.5% of the respondents were neutral. The calculated mean values (\bar{x}) of 2.55 for this item shows that majority of the respondents are dissatisfied with contingency –reward.

4.8. Participants with Operational Procedure at work place

Operational procedure at the work place fulfilled the objective of the organization easily because of fast communication and cleared procedure with the necessary steps. The operational procedures of the trainers are analyzed with four related questionnaires in the following table and triangulate by interview and focus group discussion.

Table 12: Participants with Operational Procedure at work place

Operating Procedures	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	59	67	134	153	115	528
Percent	11.2	12.7	25.4	29	21.8	100

Table 12 Shows that, 29% and 21.8% of the respondents disagreed and strongly disagree respectively with the item which asked the satisfaction of operational procedure at the work place. On the other hand a total of 23.9% the respondents satisfied with regard to operational procedure at the work place. While 25.4%, of the respondents neutral with regard to operational procedure at the work place, the mean value for the item was (\bar{x}) = 2.62 this shows that, majority of the respondents were dissatisfied with the presences of operational procedure at the work place. This was an odd result, either the TVET College and Institution does not have a clear operational procedure or the respondents did not understand it. Because, as a member of the TVET colleges and institution, the researcher knows that, there is clear operational procedure though it might not be properly imparted to the trainers.

4.9. The Satisfaction of Participants about Co-worker at work place

People who like with others often choose to reach because it is a job that involves constant interaction. Trainers spend most of every day with young people and they also have opportunities to talk with colleagues. Contact with people is such an integral part of training that anyone thinking about a training career that does not enjoy interaction with others would be well advised to choose a different occupation. The satisfaction of the trainers in the co-worker at work place was analyzed as follow.

Table 13: The Satisfaction of Participants about Co-worker at work place

Co- workers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	99	118	167	130	14	528
Percent	18.8	22.3	31.6	24.6	2.7	100

As shown table 13, 31.6% of the respondents neutral with regard to co-worker at the work place, 24.6% and 2.7% of the respondents were disagreed and strongly disagree respectively with regard to co-worker at the work place. And a total of 41.1% of the respondents were agreed and strongly agree with regard to co-worker at the work place. The mean value ($\bar{x} = 3.3$, which is more than 3 shows that majority of the respondents were in the line of satisfaction. This is a very good advantage for the TVET colleges and institutions, as interrelationship is a key factor for the effectiveness of its work. And hence the TVET colleges and institutions should continue strengthening the aspect of creating or building positive relationship among all members of the population.

4.6. The Satisfaction of Participants in nature of work

Some individuals are attached to training by the nature of job. Training in knowledge work and helping students to understand new material is fulfilling experience for many in the field. training also involves affair high level of autonomy , although this autonomy is more limited new than in the past because of mandated curricular prescriptions and accountability requirement nevertheless, trainers continue to enjoy a degree of autonomy that is absent from many other occupations. The satisfaction of the trainers with regarding the nature of the work was analyzed as follow.

Table 14: The Satisfaction of Participants in nature of work at the TVET colleges and institution

Nature of Work	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Frequency	105	147	152	118	5	528
Percent	19.9	27.8	28.8	22.3	0.9	100

As shown table 14, 27.8% and 19.9% of the respondents were agreed and strongly agree respectively with the item to nature of work at the TVET college and institution, while a total of 23.2% the respondents disagreed and strongly disagree with the item to nature of work at the TVET college and institution. Whereas 28.8% of the respondents neutral with the item to nature of work at the TVET college and Institution. The mean score $(\bar{x}) = 3.4$, this indicates also that majority of the respondents were relatively satisfied with the item to nature of work of the TVET college and institution even if their mean is near to neutral.

4.7. Satisfaction of Participants for Communication at the work place

Trainers work in clean communication channel and comfortable surrounding and much pride in decorating their classrooms attractively. Trainer also involves Variety, and people who are motivated by Variety like training because no two days are the same. However, that is not to say trainers do not get bored, these who crave very high levels of variety discover after a few year that he set newness has work off and boredom has set in. the satisfaction of the trainers with regarding communication analyzed as follow with related questionnaires.

Table 15- Satisfaction of Participants for Communication at the work place

Communication	Agree Very Much	Agree	Neutral	Disagree	Disagree Very Much	Total
Frequency	34	70	163	170	91	528
Percent	6.4	13.3	30.8	32.2	17.2	100

Communication is the main part of success to the organization. As shown the above table 15. a total of (49.4%) the respondents disagreed and strongly disagree with the item to communication at the work place, only 19.7% of the respondents were agree and strongly agree with the item to communication at the work place. While 30.8% of the respondents neutral with the item to communication at the work place. The mean value ($\bar{x} = 2.6$) this shows that, majority of the respondents of the study were dissatisfied. For efficient and effective functioning, everybody should have a workable communication. Easy and timely communication is not good for smooth functioning at the work place.

Here now, we had been seen all nine sub scales of job satisfaction, all subscales were large number of respondents dissatisfied, but we found that relatively satisfaction is found in sub scales, like, nature of work, coworker and promotion. However in subscales salary payment and fairness, benefits, operational procedures, try to find an immediate attention because the majority of participants have disagreed, and leads them to dissatisfaction in their job. The following table shows the mean score of respondents in all subscale and compared each other.

Table- 16: Mean score Values of All Subscales of Job Satisfaction

Sub Scales of job satisfaction										mean
	Salary payment	promoti on	supervis ion	Benef its	Conting ent Reward s	Operati ng Procedu res	Co- Work ers	Natu re of work	Communic ation	
Mean Result	1.83	3.1	2.9	2.5	2.55	2.62	3.3	3.44	2.6	2.76

From table 16, the mean values of all nine subscale of job satisfaction is 2.76, this shows that, the respondents were dissatisfied on their job. Even if in some scales were neutral and satisfied.

Table 17:- Mean score Values of Male and Female Participants

		Sub Scales of job satisfaction									
	Over all mean	variance	Pay/salary	promotion	Super vision	Benefits	Contingen t Rewards	Operating Procedure s	Co- Worker s	Natur e of work	Communication
Female	3.1	0.11	2.59	3.45	3.2	2.74	2.67	2.98	3.5	3.44	2.97
Male	2.75	0.22	1.72	3.2	2.88	2.55	2.62	2.72	3.33	3.26	2.54
$r_{xy} =$			0.79 which shows a positive high relationship among male and female workers								

From table 17, Shows that, both females and males' respondents are dissatisfied but males are more dissatisfied than females. However this difference should be seen using other inferential statistics method for checking, whether there is significant difference or not by using, t-test.

When the t- value is calculated using the above data it is found to be $t = 4.26$. Now to check for significance we have to state our hypothesis as there is significant difference between male and female workers in their job satisfaction. Because, the t- table value is greater than the "t" critical values. So that, there are significant difference between male and female trainers of the TVET college and institution in job satisfaction.

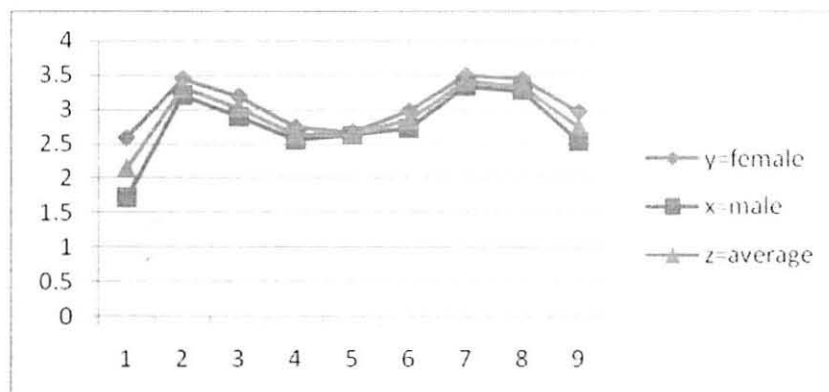


Figure 1- Mean value graphical representation of male and female trainer’s job satisfaction

Table 18: What is the extent of your satisfaction in your day-to-day activity?

	Very high	High	Average	Low	Very low	Total
Number	0	26	37	64	5	132
Percent	0	19.7	28.	48.5	3.7	100

Table 18: summarized data related to participants’ satisfaction in day-to-day activities. Accordingly, 28% of the respondents indicate their satisfaction as average. Those who noted their satisfaction are only 19.7% while a total of 52.2% reflected their dissatisfaction. Therefore, the satisfaction of trainers in their day-to-day activities are dissatisfied.

In the open ended questions, the respondents disclose that some of the reasons for their low and very low satisfaction are low salary, additional responsibility besides training, poor management, shortage of educational materials for training, absences of incentives other than salary, poor office facilities, absences of professional support (supervision) and poor working condition. In their response to open-ended question, some respondents also mentioned specific issues like absences of house allowances, health insurance and other benefits for their engagement in a job full of risk. Still some respondents mentioned issues related with capacity building such as absence for shortage of frequent trainings to fill skill gap.

Respondents were also asked to rank order the severity of the causes for job dissatisfaction given with thirteen factors which are assumed to cause dissatisfaction. From 132 (100%) respondents, 72 (54.5%) ranked lower salary, poor management, shortage of educational materials for training, absence of incentives other than salary like insurance and house allowance, poor office facility, absences of professional support/supervision and poor work condition one up to seven respectively. 30 (39.6%) of the respondents have ranked lower salary, poor management, shortage of educational materials for training and absence of incentives from one to four. The remaining respondents have ranked the causes differently. Accordingly, low salary may be the

most severe cause to some respondents while it is the least to some others. Thus, they do not agree on the rank order of the causes.

The data obtained through unstructured interview with the heads of the department in each respective college and institution also go in line with the data obtained through questionnaire. The heads believe that the trainers are not satisfied with their job. The causes of dissatisfaction of the trainers with their job identified by the heads include lower salary, poor management, shortage of educational materials for training, absence of incentives other than salary like insurance and house allowance, poor office facility, absence of professional support/supervision and poor organization of workshops. For department heads, the most important factor that causes the trainers to be dissatisfied with their job is inequity payment for the same job. One trainer may be paid monthly salary of 1119 birr while his/her colleague with similar qualification and experience may be paid monthly salary of 1636 birr to the same job. The second most important factor is absence of insurance of any type such as property, health and life insurance. The trainers do not have any insurance for the risk they might face when they are work in a work condition which may risk their lives. The least cause to job dissatisfaction is the relationship of the trainers with co-workers. Finally, the heads suppose the measures to be taken to improve job satisfaction of the trainers may include:

- There should be equal pay for equal qualification and experience
- The salary should be revised based on the contemporary living standard
- The trainers should be insured for any accident they might face when they work risky jobs
- There should be fair benefits such as house allowances
- The workshops should be well equipped so that they can meet the minimum standards set by Ministry of Education

The data obtained through focus group discussion are also consistent with the data obtained through other methods such as questionnaire and interview. The discussants believed that the trainers are not satisfied because of inequitable pay, absence of insurance, benefits other than salary, high workload, inconsistent management, and poor workshop facilities. One of the participants described the inconsistent management as follows.

The human resource management system of the Bureau treats different individuals differently. For example, one may be allowed to transfer four times in a year while the other may not be allowed to transfer even once for more than five years. One may be forced to transfer to a place he/she didn't apply for while the other enjoys places he/she is interested in.

With regard to the measures to be taken is more or less similar with the respondents of the questionnaire and the interviewees. However, the focus group discussants underline that the human resource management system of the bureau should be consistent so that the trainers can be treated equally.

The data collected via observation checklist and document analysis revealed similar results. Thus, it has been observed that the TVET colleges and institutions are suffering from inequitable pay for trainers with similar qualification and experience, inability of the workshops to meet the minimum standard (except Debre Tabor TVET college which is even criticized for poor arrangement of the machines and equipment), high turnover of the trainers, particularly in technology and construction sections and lack of conducive work environment and office facilities. The trainers in most of the colleges and institutions have no office or leaving room. The documents such as payroll and human resource records were analyzed and confirmed that there is unequal pay for equal qualification and work experience and there is high turnover in all almost all colleges and institutions.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1. Summary

The study was made to assess job satisfaction of trainers of six government technical and vocational colleges and institutions in South Gondar administrative zone. For this purpose, 132 trainers were selected randomly to participate in the study. 1 deans, 2 vice deans, 4 directors, 5 vice directors and 6 vocational counselors were considered purposefully for they are assumed to have adequate information about job satisfaction and related factors. 29 department heads were considered without sampling for their number is manageable.

Data were collected from 132 trainers through questionnaire that consists of job satisfaction Likert type scale adopted from Spector (1997) and open ended items on causes of job satisfaction, from 29 department heads via interview that concentrates on level of job satisfaction, causes for job dissatisfaction and possible measures to improve satisfaction, and from 12 deans and directors and 6 vocational counselors through focus group discussion. In addition observation and document analysis were used to collect data that can help to triangulate the information through other methods.

The data collected through the Likert type scale were analyzed quantitatively with the help of some statistical procedures such as percentage, mean and t-test whereas the data obtained through the remaining methods were analyzed qualitatively. The quantitative results of the Likert scales on job satisfaction depict that the trainers are unsatisfied (2.76). The subscales also assert that the trainers are not satisfied in the salary they are paid (1.8), the way they are supervised (2.9), the benefit they obtained (2.5), contingency reward (2.5), operational procedure they are treated with (2.6) and the procedure are communicated (2.6). On the other hand, they claimed that they are neutral with promotion they get (3.1), their relationship with co-workers (3.3) and the nature of their work (3.4). Both males and female trainers are dissatisfied, but male trainers are more dissatisfied (2.71) as compared to their female counter parts (3.1). The calculated t-

value (4.3) in the t-test is greater than t critical value asserts that there is significant difference among male and female trainers in their job satisfaction. The study indicates that salary is the most important factor with which the trainers are not satisfied whereas the nurture of the work is important factor with which they are satisfied. The qualitative analysis yield more or less similar results. Thus, both quantitative and qualitative analyses confirmed that the trainers of government TVET colleges and institutions in South Gondar are not satisfied with their job. Based on the results of the study, measures that are assumed to be helpful to improve the situation were recommended.

5.2. Conclusion

This study was designed to examine the extent to which trainers of government TVET colleges and institutions in South Gondar administrative zone are satisfied with their job. In line with this intention, the study was intended to answer the following research questions.

- ✓ What is the level of job satisfaction of the trainers of government TVET colleges and institutions in South Gondar administrative zone?
- ✓ What are the factors that affect job satisfaction of TVET colleges and institution trainers?
- ✓ Is there a significant difference in job satisfaction among male and female trainers?
- ✓ What measures can be taken to improve job satisfaction of trainers in TVET colleges and institutions?

Base on the results of the study the following conclusions are made.

- From the mean result of the Likert scale on job satisfaction (2.76), we can conclude that the trainers are not satisfied with their job.
- Some of the factors identified by the respondents to affect their job satisfaction include the salary they are paid (1.8), the way they are supervised (2.9), the benefit they obtained (2.5), contingency reward (2.5), operational procedure they are treated with (2.6) and the procedure are communicated (2.6).
- The calculate t-value (4.3) which is greater than t-critical helps us to conclude there a significant difference among male and female trainers in job satisfaction
- Some of the measures suggested by the participants include the following.
 - There should be equal pay for equal qualification and experience

- The salary should be revised based on the contemporary living standard
- The trainers should be insured for any accident they might face when they work risky jobs
- There should be fair benefits such as house allowances
- The workshops should be well equipped so that they can meet the minimum standards set by Ministry of Education
- The human resource management system of the bureau should be consistent so that the trainers can be treated equally

5.3. Recommendation

In accordance with the major findings and conclusions, the following are recommended.

- ✓ Ministry of education in general and the TVET bureau of Amhara region in particular should reconsider the scale of the salary of the trainers so that there will be equal pay for equal qualification and experience in TVET colleges and institutions.
- ✓ Policy makers should consider the insurance of TVET colleges and institutions trainers for the risks they might face while working.
- ✓ The TVET bureau of Amhara region should settle conditions so that there will be open communication channel, participatory decision making and consistent or transparent human resource management system among the colleges and institutions.
- ✓ Each college and institution should establish open communication channel, transparent operational procedure, well organized workshops and conducive work environment
- ✓ The TVET bureau in general and respective colleges and institutions in particular should establish systems to recognize and reward best performance. For example, special prize, appreciation letter, scholarship award, popularization, promotion and incentives should be given to best performers.
- ✓ The colleges and institutions should strengthen team spirit, experience sharing, social support, technology transfer and training programs to fill skill gaps among trainers
- ✓ Researchers or experts in the area should involve in both the study and implementation of what they recommended.

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APPENDIX-A

Addis Ababa University Graduate School of Education Department of Business Education

Questionnaires to be filled out by the TVET Trainers

The purpose of this questionnaire is to conduct a study on the status of and factors that affect the job satisfaction of TVET Teachers in the South Gondar Administrative Zone Government TVET college and institution. The result of this study will be used as input for implementation of TVET program and for academic purpose. Hence, since your participation is indispensable you are kindly requested to take few minutes to carefully read and thoughtfully respond to this questionnaire

Please do not write in your name.

Part – one

Please complete the following section of the questionnaire by placing a check mark in the box that correctly corresponds to your response.

Personal data- Please respond using a \sqrt mark

Name of your College/Institution -----

1. Sex: male female
2. Age 20-25 21-30 31-40 41-50 50+
3. Qualification 10+3 level 3 level 4 Degree/Masters
4. How long have you been working in the teaching profession?
1-5 years 6-10 years 11-15 years 16-20 years 20+ years
6. What is your monthly salary?
Less than 1000 Birr 1000-1500 Birr 1501-2000 Birr over 2000 Birr

Part-two

This questionnaire was prepared to assess the job satisfaction of Technical and Vocational Education colleges and Institution trainers

Please read each statement carefully and choose the answer that corresponds best to your opinion. Use the following rating scale to show your agreement or disagreement.

- Circle "5" if the statement is definitely true or if you strongly agree
- Circle "4" if the statement is true or if you agree
- Circle "3" if you are neutral
- Circle "2" if the statement is false or if you disagree
- Circle "1" if the statement is false or if you strongly disagree

No	List of items	I Strongly Disagree	I Disagree	I Am Neutral	I Agree	I Strongly Agree
1	I feel I am being paid fairly for the amount of work I complete.					
2	There is very little possibility for promotion within my current position.					
3	My immediate supervisor is competent in performing his or her job as manager.					
4	I am not satisfied with the benefits package I receive.					
5	When I do a good job I receive the recognition that I deserve.					
6	Many of my colleges/institutes rules and procedures make doing a good job difficult.					
7	I like the people that I work with.					

8	I sometimes feel that my job is meaningless.					
9	Communication within my college or institute seems good.					
10	Turnover of teachers between other organizations is rare.					
11	Those who do well in their job receive a fair chance of being promoted.					
12	My immediate supervisor is unfair to me.					
13	The benefits package we receive is as good as at other institutes.					
14	I do not feel that the work I do is appreciated.					
15	My efforts to do a good job are seldom blocked by red tape.					
16	I think that I have to work harder at my job than I should because of the incompetence of people I work with.					
17	I like my job.					
18	The goals of this organization are not clear to me.					
19	I feel unappreciated by the organization when I think about what they pay me					
20	People get promoted at my institute/college at the same rate as at other companies and or institutions.					
21	My supervisor shows too little concern for my feelings.					
22	I have the right to take advantage of the benefit package in my college/institute.					
23	There are few rewards for those who work hard in my colleges and institution					
24	I am expected to take on more than the normal work load.					

25	I enjoy working with my coworkers.					
26	I am excluded from getting information regarding what is going on in my college and institution					
27	I am proud of my job and of training in the area of TVET.					
28	I am satisfied with the existent opportunities for promotion/ salary increases within my college and institution					
29	There are benefits we do not have which we should have.					
30	I like my immediate supervisor.					
31	I have too much paperwork which reduces my satisfaction as a trainer.					
32	I don't feel my efforts are rewarded the way they should be.					
33	I am satisfied with my chances for promotion.					
34	There is too much bickering and fighting at work which challenges my satisfaction with my job.					
35	I enjoy my day to day activities as trainer.					
36	Absence of clear instructions on work assignments diminishes my satisfaction as a trainer.					
37	I am satisfied by the presence of different incentives in my college and institution.					
38	Absence of on the job training reduces my interest as a trainer of TVET.					

Part-Three.

Read the following questions and circle the option that best describes your level of job satisfaction.

1. What is the level of your satisfaction in your day-to-day activities?

- a. Very high
- b. High
- c. Average
- d. Low
- e. Very low

2. If you response for question number one is "low" or "very low", which aspect of your activities is dissatisfying for you? (more than one option may be applicable).

- a. Classroom teaching/training
- b. Office work related to training activities
- c. Consultation work outside of normal classroom hours.
- d. Additional responsibilities assigned by your college/institute
- e. Please write in any additions _____

3. If you are not generally satisfied with your job, what are the main causes for your, job dissatisfaction? Please display the level of your dissatisfaction by writing in 1 for the most serious cause, 2 for an average level and 3 for the least serious cause.

1. _____ I receive a lower salary than I should be paid.

2. _____ I have a heavy work load.

3. _____ I experience a lack of subject matter on which to conduct trainings.

4. ____ I lack the professional or pedagogical knowledge of how to conduct training.

5. ____ There is an lack of on the job training.

6. ____ There is an absence of professional support and or supervision.

8. ____ There is an absence of incentives, other than salary.

9. ----- There are poor working conditions.

10. ----- There are poor office facilities.

11. ----- There is a shortage of educational materials for training.

12. ----- There is poor management in my institute/college.

Please write in any additional dissatisfaction -----

APPENDIX-B

Interview Guide line for Department Heads

1. Who do you see the extent to which the trainers including yourself are satisfaction with their?
2. What cause do you think to be responsible for satisfaction or dissatisfaction of the trainers?
3. Who do you level or rank order the causes of satisfaction?
4. What measures do you suppose to be taken?

Part –five

Focus Group Discussion point for Deans, Directors, and Vocational counselors

1. Level of satisfaction of the trainers including us
2. What are the main causes of the job satisfaction?
3. What measures should be taken to enhance the job satisfaction?

Part-four

Observation Check List

1. There is equitable payment (Yes/ No)
2. Work shop fulfills the minimum requirement set by ministry of education (Yes/No)
3. There is turnover of trainers in TVET colleges and institutions.(Yes/No)
4. There is conducive work environment and facility(Yes/No)

Appendix C

The reliability of the questionnaire was checked by Chronbach alpha and found to be 0.68

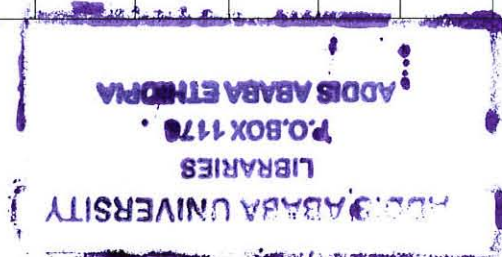
$$S_i^2 = 152.23, \sum S_i^2 = 43, k = 22, \alpha = \frac{k}{k-1} \left(1 - \frac{\sum S_i^2}{S_i^2} \right) = \frac{22}{21} \left(1 - \frac{43}{152.23} \right) = 0.78 = \frac{22}{21} (0.72) = 0.68$$

t- Test which is appropriate to our case here is given by the following formula.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{(n_1 + n_2) - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where $\bar{x}_1 = 3.1$ and $\bar{x}_2 = 2.75$ are means of females and males respectively,
 $n_1 = 34$ and $n_2 = 38$ are the number of participants of female and male
respectively. $s_1^2 = 0.112$ and $s_2^2 = 0.22$ are the variance of the female and male participants
respectively

No	Pay salary	Strongly disagree		Disagree		Neutral		Agree		Strongly	
		No	%	No	%	No	%	No	%	No	%
1	I feel I am being paid fairly for the amount of work I complete.	57	43	39	30	34	26	2	1.5	2	1.5
10	Turnover of trainers due to unfair salary payment between other organizations is rare.	49	37	57	43	26	20	0	0	0	0
19	feel unappreciated by the organization when I think about what they pay me	43	33	69	52	20	15	0	0	0	0
28	I am satisfied with the existent opportunities for salary increases within my college and institution	51	39	54	41	27	20.1	0	0	0	0
	promotion	200	37.9	219	41.4	107	20	2	.37	2	.37
2	There is very little possibility for promotion within my current position.	18	13.6	39	29.5	26	20	27	20.1	22	16.6
11	Those who do well in their job receive a fair chance of being promoted.	14	10.6	22	16.6	36	27.3	31	23.5	29	21.9
20	People get promoted at my institute/college at the same rate as at other companies and or institutions.	18	13.6	29	21.9	37	28	22	16.6	26	20
33	I am satisfied with my chances for promotion.	25	19.3	28	21.1	24	18.2	29	21.9	25	19.3
	supervision	75	14.2	118	22.34	123	23.3	109	20.6	102	19.3
3	My immediate supervisor is competent in performing his or her job as manager.	29	21.9	24	18.2	32	24.2	25	19.2	21	15.9
12	My immediate supervisor is unfair to me.	22	16.1	28	21.2	39	30	20	15.1	23	17.4
21	My supervisor shows too little concern for my feelings	31	23.5	24	18.2	32	24.2	18	13.6	27	20.1
30	I like my immediate supervisor.	30	24.1	25	19.2	38	28.8	11	8.3	28	21.2
	Benefits	112	21.2	101	19.2	141	26.7	74	14.5	99	18.8
4	I am not satisfied with the benefits package I receive.	40	30.3	34	26	38	28.8	10	7.5	10	7.5
13	The benefits package we receive is as good as at other institutes	37	28	36	27.3	30	24.1	20	15.2	9	7.1
22	I have the right to take advantage of the benefit package in my college/institute.	28	21.2	33	25	41	29.6	17	12.8	12	9.1
29	There are benefits we do not have which we should have.	26	19.7	45	34.1	43	32.6	10	7.5	8	6.1
38	Absence of on the job training reduces my interest as a trainer of TVET.	20	15.1	48	36.4	33	25	22	16.7	9	7.1
	contingent Rewards	151	22.9	196	29.7	185	28	79	11.96	48	7.2
5	When I do a good job I receive the recognition that I deserve.	18	13.6	47	35.6	38	28.9	33	25	6	4.5
14	I do not feel that the work I do is appreciated.	21	15.9	46	34.8	41	31.1	17	12.9	7	5.3
23	There are few rewards for those who work hard in my colleges and institution	25	18.9	49	37.1	33	25	17	12.9	8	6.1
32	I don't feel my efforts are rewarded the way they should be	30	22.7	49	37.1	32	24.2	8	8.1	13	9.8
37	I am satisfied by the presence of different incentives in my college and institution.	37	28	30	22.7	31	23.5	17	12.9	17	12.9
		131	19.9	221	33.5	175	26.5	82	12.4	51	7.7



	contingent -Rewards	Strongly disagree		Dis agree		Neutral		Disagree		Strongly disagree	
		NO	%	No	%	No	%	No	%	No	%
6	Communication within my college or institute towards encouragement is seems like good	30	22.7	37	28	37	28	12	9.1	16	12.1
15	My efforts to do a good job are seldom blocked by red tape.	28	21.2	35	26.5	40	30.3	17	12.9	12	9.1
24	I am expected to take on more than the normal work load.	34	25.8	41	31.1	25	18.9	20	15.2	12	9
31	I have too much paperwork which reduces my satisfaction as a trainer.	23	17.4	40	30.3	32	24.2	18	13.6	19	14.4
	Co-workers	115	21.9	153	28.9	134	25.4	67	12.7	59	11.2
7	I like the people that I work with.	6	4.5	34	25.8	41	31.1	28	21.1	23	17.4
16	I think that I have to work harder at my job than I should because of the incompetence of people I work with.	1	0.75	24	18.2	50	13.6	28	21.1	29	21.9
25	I enjoy working with my coworkers.	2	1.5	33	25	38	28.8	28	21.1	31	23.5
34	There is too much bickering and fighting at work which challenges my satisfaction with my job.	5	3.9	39	29.5	38	28.8	34	25.8	16	12.2
	Nature of work	14	2.7	130	24.6	167	31.6	118	22.3	99	18.75
8	I sometimes feel that my job is meaningless.	2	1.5	36	27.3	41	31.1	34	25.75	19	14.4
17	I like my job	0	0	28	21.1	36	27.3	37	28.03	30	22.7
27	I am proud of my job and of training in the area of TVET	1	0.75	26	19.7	36	27.3	43	32.6	26	19.7
35	I enjoy my day to day activities as trainer.	2	1.5	28	21.1	39	29.5	33	25	30	22.7
	Communication	5	.9	118	22.3	152	28.8	147	27.8	105	19.9
9	Communication within my college or institute seems good.	27	20.45	34	25.75	40	30.3	19	14.4	12	9.1
18	The goals of this organization are not clear to me.	20	15.2	45	34.1	43	32.6	18	13.6	6	4.5
26	I am excluded from getting information regarding what is going on in my college and institution	20	15.2	55	41.7	37	28	17	12.9	3	2.7
36	Absence of clear instructions on work assignments diminishes my satisfaction as a trainer.	24	18.2	36	27.3	43	32.6	16	12	13	9.8

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Pay salary																													
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10-	3	2	2	2	2	3	3	1	2	2	2	3	3	3	3	1	2	1	3	2	3	2	2	3	2	3	1	2	1
19-	1	1	2	2	2	1	1	1	2	2	1	1	2	1	2	2	3	2	3	1	2	2	1	2	1	1	2	3	2
28+	2	1	3	1	3	1	2	3	3	2	1	3	2	1	1	1	3	1	1	3	2	2	2	1	3	1	3	2	2
promotion																													
2-	5	3	3	2	3	2	3	3	5	3	4	4	4	1	2	1	2	3	2	1	4	3	4	4	3	2	2	2	4
11+	2	5	5	4	3	5	5	4	2	3	4	4	1	1	5	1	5	4	5	4	3	5	5	4	1	2	5	3	5
20+	1	5	3	4	3	3	2	3	5	4	3	3	3	4	5	1	5	3	5	4	3	5	5	4	4	3	1	4	3
33+	3	1	5	2	3	5	3	4	4	5	3	4	3	5	2	1	2	2	5	5	5	5	5	3	2	1	2	2	4
supervision																													
3+	4	1	2	2	2	1	1	1	4	1	1	3	5	1	5	5	5	6	4	3	4	4	5	3	4	5	1	5	3
12-	2	1	4	3	2	1	1	1	3	3	4	4	2	5	5	1	4	1	3	3	2	2	5	3	5	3	1	2	4
21-	4	1	3	3	1	1	3	4	1	2	3	5	3	3	5	1	5	2	3	1	4	2	2	4	3	2	1	2	1
30+	3	1	1	3	3	1	1	3	3	3	4	2	5	3	5	1	5	5	4	5	5	5	3	2	2	4	1	3	5
Benefits																													
4-	1	1	3	2	3	2	2	3	3	1	1	3	1	3	1	2	1	3	3	1	5	1	1	2	2	2	5	3	3
13+	1	2	1	1	3	1	2	1	1	3	1	3	2	2	2	2	3	1	2	1	1	5	4	1	3	2	2	5	3
22+	1	1	1	1	3	1	2	3	3	2	3	3	3	3	2	2	2	3	1	3	1	2	3	2	1	4	1	4	5
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contingent rewards																													
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23-	1	2	3	2	3	1	2	2	2	3	2	2	1	2	2	1	2	1	2	2	3	2	1	4	2	3	2	3	1
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37+	1	2	1	2	3	1	2	1	1	3	1	3	2	2	2	2	3	1	2	1	1	5	4	1	3	5	2	5	3
operating Procedures																													
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15+	5	3	1	2	4	2	2	3	2	3	4	3	1	1	3	2	5	3	2	3	2	3	3	3	2	2	5	5	4
24-	4	1	2	3	1	1	2	4	1	4	2	5	1	3	1	3	1	4	2	1	4	4	2	3	2	2	2	2	1
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Co-workers																													
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Nature of work																													
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35+	2	4	3	5	3	2	2	2	5	5	5	3	2	5	4	4	3	2	4	4	2	3	4	5	3	3	5	2	4
Comunication																													
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APPENDIX-D

LIST OF ETHIOPIAN TVET NEWLY DEVELOPED & STREAMLINED OCCUPATIONAL STANDARDS MODEL CURRICULA

OS & MC DEVELOPMENT GUIDELINE/MANUAL

(Ministry of Education, December 30, 2009)

I. OCCUPATIONAL STANDARDS

No.	Sectors	Occupations	Levels
1.	Construction	1.1.1 Masonry	I,II,III,IV
	Construction	1.1.2 Carpentry and Joinery	I,II,III,IV
	(1.1 Building Construction)	1.1.3 Tiling	I,II,III,IV
		1.1.4 Painting & decorating	I,II,III,IV
		1.1.5 Plastering	I,II,III,IV
		1.1.6 Building metal work	I,II,III,IV
		1.1.7 Building electrical installation	I,II,III,IV
		1.1.8 Concrete work	I,II,III,IV
		1.1.9 Plumbing	I,II,III,IV
		1.1.10 Building construction (and management	V
	Construction	1.2.1 Labour-based Road construction and Maintenance	I,II,III,IV
	(1.2 Road Construction)	1.2.2 Road Material Quality Control	II,III
		1.2.3 Gravel Pavement Construction and Maintenance	I,II,III,IV
		1.2.4 Road Structure Construction and Maintenance	I,II,III,IV
		1.2.5 Road Pavement Construction and Maintenance	I,II,III,IV

No.	Sectors	Occupations	Levels
		1.2.6 Road Furniture Operation	II,III
		1.2.7 Road Construction equipment servicing	I,II,III
		1.2.8 Road Construction earthmoving equipment Operation	I,II
		1.2.9 Road Construction Lifting equipment Operation	I,II
		1.2.10 Road Construction Material Production Equipment Operation	I,II
		1.2.11 Road Construction Finishing Equipment Operation	I,II
		1.2.12 Road Construction Transporting &Hauling Equipment Operation	I,II
		1.2.13 Road Construction Compacting Equipment Operation	I
		1.2.14 Cobble stone road construction	I, II, III
	Construction (1.3 Furniture making)	1.3.1 Bamboo culms harvesting	I,II,III
		1.3.2 Bamboo furniture making	I,II,III,IV
		1.3.3 Bamboo industrial processing	I, II,III
	Construction (1.4 Others)	1.4.1 Surveying technology	I,II,III,IV
		1.4.2 Drafting technology	II,III
2.	Electricity / Electronics	2.1 Consumers electronics servicing	I, II, III
		2.2 Biomedical equipment servicing	I, II, III
		2.3 Industrial Electrical Machines and Drives Servicing	I, II, III
		2.4 Instrumentation and Control Servicing	I, II, III
		2.5 Electronics and communications	V
		2.6 Industrial electronics and control	V
3.	Metal manufacturing	3.1 General metal fabrication and assembly	I, II, III, IV

No.	Sectors	Occupations	Levels
		3.2 Machining	I, II, III, IV
		3.3 Metal engineering - Advanced trade	V
		3.4 Manufacturing technology	V
4.	Automotive	4.1 Body Mechanics	II, III, IV
		4.2 Automotive Electricity Electronics	I, II, III, IV
		4.3 Service Power Train Chassis Driveline Mechanics	I, II, IV
		4.4 Service and Engine Mechanics	II, III
		4.5 Vehicle Painting	I, II, III
		4.6 Automotive technology	V
5.	Agro food processing	5.1 Edible oil& Fat Extraction Technology	IV
		5.2 Baking Techniques	III
		5.3 Pasta and noodle Techniques	III
		5.4 Tea processor	IV
		5.5 Raw coffee processing	IV
		5.6 Tea quality control	IV
		5.7 Fruit & vegetables processing Techniques	IV
		5.8 Fruit & vegetables pasteurization & sterilization	III
		5.9 Fruit& vegetables products Cooling, casing & packaging	II
6.	Industrial Laboratory Technology (Metrology)	6.1 Physico-chemical laboratory techniques	III, IV
		6.2 Biological laboratory techniques	III, IV
		6.3 Toxicological laboratory techniques	III, IV
		6.4 Industrial laboratory equipment maintenance techniques	III, IV

No.	Sectors	Occupations	Levels
7.	Business and Services	7.1 Accounting	II, III, IV
		7.2 Gender & development	III, IV
8.	Health	8.1 Health Extension	III, IV
9.	Transport	9.1 Motor cycle driving	I
		9.2 Automobile driving	I
		9.3 Passenger vehicles driving (up to 12 seats)	II
		9.4 Passenger vehicles driving (13 – 44 seats)	III
		9.5 Passenger vehicles driving (more than 44 seats)	IV
		9.6 Tricycle taxi driving	II
		9.7 Four wheel taxi driving	II
		9.8 City bus driving	IV
		9.9 Light – Medium truck driving	III
		9.10 Heavy dry cargo truck driving	IV
		9.11 Heavy dry cargo truck/trailer driving	IV
		9.12 Heavy liquid cargo truck driving	IV
		9.13 Heavy liquid cargo truck with trailer driving	IV
		9.14 Special purpose vehicle driving	III
10.	Agriculture <i>(10.1 Crop production and management)</i>	10.1.1 Vegetable, root and tuber crops production & management	II, III, IV
		10.1.2 Cereal crops production & management	II, III, IV
		10.1.3 Coffee, tea and spice crops production & management	II, III, IV
		10.1.4 Floriculture and herb crops production & management	II, III, IV
		10.1.5 Industrial crops production & management	II, III, IV

No.	Sectors	Occupations	Levels
		10.1.6 Seed production and multiplication	II, III, IV
		10.1.7 Oil and pulse crops production & management	II, III, IV
		10.1.8 Fruit crops production & management	I, II, III, IV
	Agriculture (10.2 Livestock production and management)	10.2.1 Beef production techniques	II, III, IV
		10.2.2 Veterinary clinic services	II, III, IV
		10.2.3 Broiler parent stock production techniques	II, III, IV
		10.2.4 Dairy production techniques	II, III, IV
		10.2.5 Poultry production techniques	II, III, IV
		10.2.6 Sheep and goat production techniques	II, III, IV
		10.2.7 Beekeeping techniques	II, III, IV
		10.2.8 Veterinary drug usage techniques	III, IV
		10.2.9 Veterinary laboratory techniques	III, IV
		10.2.10 AI Technology	I, II, III
		10.2.11 Animal feed processing	II, III
		10.2.12 Dairy processing	II, III
		10.2.13 Silkworm rearing & Silk Production	I, II, III
		10.2.14 Hatchery production	II, III
		10.2.15 Forage production and Rangeland management	II, III
		10.2.16 Meat Processing operations	I, II, III
		10.2.17 Camel production	I, II, III
		10.2.18 Fish production	I, II, III
		10.2.19 Animal Quarantine Services	II, III

No.	Sectors	Occupations	Levels
		10.2.20 Animal Products Hygiene Inspection Services	II, III
		10.2.21 Animal Vaccine and Biological Production	II, III
	Agriculture <i>(10.3 Agricultural Extension)</i>	10.3.1 Natural resources development extension	II, III, IV
		10.3.2 Livestock development extension	II, III, IV
		10.3.3 Crop production and management extension	II, III, IV
	Agriculture <i>(10.4 Natural resources management)</i>	10.4.1 Forest development techniques	II, III, IV
		10.4.2 Forest conservation and protection techniques	II, III, IV
		10.4.3 Forest utilization	I, II, III, IV
		10.4.4 Wildlife conservation and management	II, III, IV
		10.4.5 Small scale irrigation	II, III, IV
		10.4.6 Soil and water conservation	II, III, IV
		10.4.7 Soil analysis	I, II, III,
		10.4.8 Land use and management	II, III, IV
	Agriculture <i>(10.5 Agribusiness)</i>	10.5.1 Animal byproducts processing techniques	II, III, IV
		10.5.2 Plant byproducts processing techniques	II, III, IV
		10.5.3 Root crops processing techniques	III, IV
		10.5.4 Cooperative promotion	III, IV
		10.5.5 Cooperative accounting	II, III, IV
		10.5.6 Cooperative organization and business management	II, III, IV
		10.5.7 Market linkage creation and promotion	II, III, IV
		10.5.8 Spice and dry food processing techniques	III, IV
		10.5.9 Timber and bamboo processing techniques	III, IV

No.	Sectors	Occupations	Levels
		10.5.10 Hide and Skin Processing	III
11.	Handicraft	11.1 Lapidary	I, II, III
12.	Textile & Garment (12.1 Textile)	12.1.1 Cotton ginning	I, II
		12.1.2 Knitting operations	I, II, III
		12.1.3 Spinning operations	I, II, III
		12.1.4 Textile chemical processing	I, II, III
		12.1.5 Weaving operations	I, II, III
Textile & Garment (12.2 Textile garment)	12.2.1 Dressmaking - Tailoring	III	
	12.2.2 Embroidery	I, II	
	12.2.3 Fashion designing	III	
	12.2.4 Garment finishing	I	
	12.2.5 Industrial cutting	II	
	12.2.6 Industrial sewing	I	
	12.2.1 Patternmaking	II	
13		Hairdressing & Beauty care	I, II, III
15	Water Technology	15.1 Water supply system structure construction	I, II, III, IV
		15.2 Water supply distribution	II, III, IV
		15.3 Water treatment	II, III, IV
		15.4 Wastewater collection and treatment	II, III, IV
		15.5 Irrigation and drainage designing and construction	II, III
		15.6 Irrigation and drainage operation & maintenance	II, III, IV
		15.7 Electro-mechanical equipment maintenance	I, II, III, IV

No.	Sectors	Occupations	Levels
		15.8 Catchments operation	I, II, III, IV
		15.9 Dam operations & source protection	II, III, IV
		15.10 Ground water utilization	II, III, IV
		15.11 Hydrometric monitoring	II, III, IV
		15.12 Water well drilling & construction	I, II, III, IV
		15.13 Geo-technical drilling	I, II, III, IV
16	Meteorology	16.1 Meteorological Forecast	IV
		16.2 Meteorological Observation	II
		16.3 Meteorological Technical Assistance	III
17	Hotel & Tourism	17.1 Tourism Management	IV
		17.2 Tour and travel operation	II,III
		17.3 Tour guiding service	II,III
		17.4 Hotel management	IV
		17.5 Food & beverage service	I,II,III
		17.6 Front office operation	I,II,III
		17.7 House keeping& laundry supervision	I,II,III
		17.8 Food preparation	I,II,III
18	Health	18.1 Technical orthopedic services	III, IV

II. MODEL CURRICULA.MC Water Technology Occupations, MC Meteorology Occupations

III. OS &MC DEVELOPMENT GUIDELINE/MANUAL .Occupational Standard Development Guideline. Model Curriculum Development Manual