

**JOB SATISFACTION OF ACADEMIC AND  
ADMINISTRATIVE STAFF: THE CASE OF  
ASSOSA Technical and Vocational  
Education Training COLLEGE**



**By:**

**SHUMETA CHALI GELETA**



**June 2011**

**Addis Ababa**

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**JOB SATISFACTION OF ACADEMIC AND  
ADMINISTRATIVE STAFF: THE CASE OF ASSOSA  
Technical and Vocational Education  
Training COLLEGE**

By:

**SHUMETA CHALI GELETA**

**Thesis submitted to the school of graduate studies of  
Addis Ababa University in partial fulfillment of the  
requirements for the degree of master of art in  
vocational education management**

**June 2011**

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION  
DEPARTMENT OF BUSINESS EDUCATION

JOB SATISFICATION OF ACADEMIC AND ADMINISTRATIVE  
STAFF: THE CASE OF ASOSSA TVET COLLAGE

By:

SHUMETA CHALI GELETA

Approval Board of Examiners Committee <i>Wolker Mekonen</i>		<i>11/07/2011</i>
Chair person, Department of <i>Business Education</i>	Signature	Date
Graduate Committee <i>Cetachew Adugna (Ph.D)</i>		<i>11/07/11</i>
Advisor <i>Abdulaziz Hussien</i>	Signature	<i>11/7/11</i>
Internal Examiner	Signature	

## **Acknowledgements**

I am very much indebted to express my heart felt gratitude to my advisor Dr. Getachew Adugna for his enlightened, genuine and constructive comments and suggestions through out my work.

I would like to thank Ato Endale Habte for his kind collaboration on provision of necessary information and helping typing the manuscript on computer through out the work

Finally, my sincere thanks go to my daughter Derartu Shumeta and my son Amanuel Shumeta for their encouragement while I was conducting this study.

# Table of Contents

	Page
Acknowledgements .....	i
Table of contents .....	ii-iii
List of tables .....	iv
List of abbreviations.....	v
Abstract.....	vi
 <b>CHAPTER ONE</b>	
<b>INTRODUCTION.....</b>	<b>i</b>
1.1 BACKGROUND OF THE STUDY .....	i
1.2 <i>Statement of the problem</i> .....	ii
1.3 Objectives of the Study .....	iii
1.4 Significance of the Study.....	iv
1.5 Delimitation of the study .....	iv
1.6 limitations of the study .....	5
1.7 overview of the college.....	5
 <b>CHAPTER TWO</b>	
Review of the Related Literature .....	9
2.1 The Concept of Job Satisfaction .....	9
2.2 Influences on Job Satisfaction .....	10
 <b>CHAPTER THREE</b>	
Research Design and Methodology .....	16
3.1 The Research Design .....	16
3.2 Data Source .....	16
3.3 Samples and Sampling Procedure .....	17
3.4 Instruments and Procedures Of Data Collection .....	18
3.5 Data Analysis .....	20

## CHAPTER FOUR

Data Presentation, Analysis and Interpretation .....	21
4.1 Factors Affecting Staff Job Satisfaction .....	21
4.1.1 Disparity in Pay among the Staff .....	21
4.1.2 Absence of Appropriate Supervision .....	25
4.1.3 Non-Expressive Evaluation System .....	27
4.1.4 Absence of Fair Access to Training .....	29
4.1.5 The Rarity and Unfairness of Academic Growth Opportunity .....	31
4.1.6 The Problem of Underrating Accomplishments .....	32
4.1.7 Inconvenient Work Environment .....	33
Shortage of Training Materials .....	35
4.1.8. Unemployment of Graduated Trainees .....	37
4.1.9 Negligence of the Regional Bureau of Education (BOE) .....	39
4.1.10. Rifts within Departments .....	41
4.1.11. Enervating Weather Condition .....	43
4.2. Consequences of Staff Job Dissatisfaction .....	44
4.2.1 Staff Frustration .....	44
4.2.2 Employees Turnover .....	46

## CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS .....	48
5.1. Summary .....	48
5.2. Conclusions .....	49
5.3 Recommendations .....	50

### Bibliography

### Appendix

## List of tables

	Page
<b>Table.1:</b> Variables Related with Performance Turnover and Absenteeism for Satisfaction .....	14
<b>Table.2:</b> Academic Staff Size, Their Qualification and Sex Proportion in Each Department Of The College.....	17
<b>Table.3:</b> Sampled Academic Staffs' Feeling towards Their Pay.....	22
<b>Table.4:</b> Supervision Related Question and Responses given by the Sampled Academic Staff.....	25
<b>Table.5:</b> Sampled teachers' feeling on the fairness and appropriateness of Evaluation in the college.....	28
<b>Table.6:</b> Sampled Teachers' Feeling on the College's Recognition for their Good Job.....	32
<b>Table.7:</b> Essential Training Materials Lacked in Some Departments.....	36
<b>Table.8:</b> Sampled Teachers' Feeling Regarding the Employment of Graduated Trainee.....	38
<b>Table.9:</b> Sampled Teachers' Response Summary on Unity in their Departments.....	42
<b>Table.10:</b> Monthly Mean Maximum Temperature of the Area for Three Consecutive Years.....	43
<b>Table.11:</b> Percentage of trainees those are Likely to Succeed COC Exam as Estimated by Heads of Sampled Departments.....	45
<b>Table.12:</b> Sampled Teachers Responses on Whether the College is Achieving Its Goal Or Not .....	45
<b>Table.13:</b> Feelings of Sampled Teachers on the Current Situation in the College.....	47

### **List of Abbreviations**

- BOE - Bureau of Education
- BPR - Business Process Re-Engineering
- COC - Center of Competence
- EMT - Electro-Mechanical Technician
- ICT - Information Communication Technology
- NGO - None Governmental Organization
- PSF - Purchase Supply and Freight
- RWSS - Rural Water Supply and Sanitation
- SSID - Small Scale Irrigation and Drainage
- SSOM - Secretarial Science and Office Management
- TVET - Technical and Vocational Education Training

## Abstract

*The main purpose of this study was to assess the job satisfaction of academic and administrative staff of Assosa TVET College. To realize this, the researcher has carried out a brief review of related literature to prior relevant works. The study focused on case with in the college, what makes the staff dissatisfied, murmur, and high turn over. To get deep information the researcher has used descriptive method. The instruments and procedures of data collection were questionnaires, interviews and observation. The researcher also try to used as secondary source of data the temperature records of the mentioned area to know the reason that made them dissatisfied. Then, the staff can be categorized in to three, the Dean, the academic and the supportive staff stratified sampling method is used for 12 departments which have 53 members in them out of these 40% of them or 23 samples selected and out of 37 members of supportive staff 10 of them were selected using judgmental sampling. The study reveals that the staff of the college was dissatisfied with their job, causes being frustration, turnover and therefore try to search for other organization. Based on these findings recommendation were for warded.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Requirements such as technology, physical and social environments, financial resources and materials are highly decisive for an organization to operate smoothly and perform to its maximum potential but none of these are comparable to the human resource. That is, for an organization to succeed the human resource is by far more important than the other essentials. In Luthans' book entitled *Organizational Behavior*, the same idea is stated as follows:

The technology can be purchased and copied, it levels the playing field. The people, on the other hand, cannot be copied. Although human bodies may be cloned in the future, their ideas, personalities, motivation, and organization cultural values cannot be copied. The human resources of an organization and how they are managed represent the competitive advantage of today's and tomorrow's organizations... (2005:8).

The worth noting fact here is that technologies and other essentials do mean nothing in the absence of proper manpower but not the vice versa; by its very nature of creativity, human being can come up with something from nothing. Hence, this reality lays unshakeable ground for the importance and non-substitutability of manpower in a particular organization.

If this is the case, it is the duty of an organization to give special and continuous attention to its own employees just for its own sake. That is, as employees can determine the future fate of their organization, it needs the later to make all possible efforts so as to ensure and raise the satisfaction of the former. Otherwise, the foregone conclusion is that the organization is undermining its big resource and speeding up its failure. Additional spice to this idea is stated in Davar's *Personnel Management and Industrial Relations*, which reads a:

It can be implied that an organization which does not even bother to mention anything about its people in its annual report of policy statements is less likely to treat them as assets that could be developed for the organizations and its growth. They are thus overlooking a very important asset which can contribute to the productivity and profitability of their organization (1988:14).

So much for the affirmation of the importance of human resource for an organization, the question is now on how to properly handle this indispensable resource, and this is briefly to be highlighted under the statement of the problem.

### ***1.2 Statement of the problem***

Job satisfaction, the pleasure that one derives from his/ her job, is a function of various factors. According to Luthans (2005), pay, motivation, supervision, work group, working conditions and the work itself are the major factors that affect job satisfaction of an employee. That is, the change in any one of these variables can oscillate the mood of the employee in either direction at least temporarily. In other words, meeting most of these variables, if not all of them, can make employees satisfied and hence can strengthen their bond with their organization. By the same token, the complete or partial absence of these

variables can make employees dissatisfied with their job and hence can loosen their attachment with their organization.

Kinicki and Kreitner (2006) indicated in their book that the percentages of workers who are very satisfied with their job differ from country to country. Paraphrasing a research outcome, the authors put Denmark on the top of 39 sampled countries (61% of her workers are very satisfied with their job), and Hungary at the bottommost (only 9% of her workers are very satisfied with their job).

It is unfortunate that the researcher could not find national wide information on workers job satisfaction in Ethiopia, which could have been used as spring board, but this did not prevent him from shining a light on the major problems that are lowering employees' job satisfaction in the college under study. Unfair salary scale between different staff of the college, inconvenient working conditions, absence of or little opportunity for promotion, poorly facilitated provision of training and so on are the dominant problems that are forcing the employees to murmur, and therefore, these and related problems are to be discussed in the research. The research questions are therefore as follows:

1. Why are the staff of Assosa TVET college dissatisfied?
2. What are the attendant problems of the staff job dissatisfaction?
3. What dissatisfying factors are traced to which bodies of the college?

### **1.3 Objectives of the Study**

The general objective of the study is to assess how employees feel regarding the situation in the college which will, at the end of the day, provide the administrative body of the college with invaluable information to be used so as to reconsider the workings currently under practice so that the needs of the

employees would be met thereby their satisfaction raised whereas the specific objectives include:

- Investigate the level of staff satisfaction
- pointing out the major problems in the college that are threatening employees' satisfaction with their job,
- identify measures to be taken to enhance staff satisfaction
- proposing some means on how to maximize staff satisfaction

#### **1.4 Significance of the Study**

As stated below under the *overview of the college*, it is only nine years since it has been established and three years since it has developed to college level. Hence, there is no significant research conducted on it yet. Therefore, the finding of this research will be of paramount importance for the college as it:

- is identifying some gaps that are challenging the loyalty and commitment of the employees for the college
- recommends on what to do to ameliorate the current situation, and
- Serves as a point of reference to measure the future progress in the college.
- Future researchers can also use it as a reference.

#### **1.5 Delimitation of the study**

There are several factors that determine the quality of training and education in an institution but this study emphasizes on those factors that are affecting staff job satisfaction in Assosa TVET College and their consequences. In addition, the researcher believes that pieces of information from the Regional Bureau of Education and trainees could have given deep understanding.

## **1.6 Limitations of the Study**

There were points of limitations that treated me and in particular the research in general while I was conducting the research. Some of these were:

- Lack of enough time with office work
- The distance from my advisor that hampered me from exploiting his expertise
- Lack of relevant related review in addition to the scarcity.

However, I finally overcome all these hardships by committing myself to the level I can. I was communicating with my advisor through email even the connection was haphazard.

## **1.7 Overview of the College**

Skilled manpower has been the major obstacle to development endeavor in the country as a whole, and it has been worse for the backward regional states. Benishangul Gumuz, being one of the backward regional states of the country, is no exception.

In order to alleviate this problem, especially on middle-level skilled manpower, national wide attempts have been made to massively expand TVET institutions (National TVET Strategy, 2006). And it was in line with this national wide TVET expansion that Assosa TVET Institute (now College) was established in 2002, and it is second to none in the region.

As for its target, the institute has envisioned adaptable, motivated, self-employed, problem solver, self-reliant, disciplined, physically and mentally developed workforce and the one capable of changing locally available

resources into useful product, thereby enriching themselves, produced by creativity-centered and practically assisted training system(translated from the sign board/ 'tapela' of the college).

According to the information obtained from a member of the staff from the start, the institute began its activities in Assosa Secondary and College Preparatory School in the first year of its establishment. That is, it was given classrooms and offices in the school so as to carry out its function, and a year later, i.e. in 2003, it was transferred to the present site.

At the start, the institute opened Accounting; Secretarial Science and Office Management and Purchase, Supply and Freight Departments (PSF). After a year, Dress making, Automotive Technology, General Mechanics and Woodwork Departments were additionally opened. By the initiation of Ministry of Water Resource, department of Rural Water Supply and Sanitation (RWSS), Electro-Mechanical Technician (EMT) and Small Scale Irrigation and Drainage (SSID) were opened in 2005/06. These three departments have been financially supported by Ministry of Water Resource but administratively put under the college.

Department of Electricity and Electronics was opened in 2006/07 and in the following year i.e. in 2007/08, two departments, Construction Technology and Information Communication Technology were opened.

In general, up to the present time, about 13 departments have been opened but two of them, Dress Making and PSF, have already been closed because of low demand on these areas.

It has been indicated at the roundabout of Kurmuk Exit that the college is 2.5km away from that particular place. However, as this place (kurmuk Exit) is not the centre of the town and is the nearest part of the town to the college,

it can be estimated that the college is about 3.5km away from the town. That is, it is situated at the outskirts of the town along the road to Kurmuk\_ a village town located at Ethio-Sudanese border, and it covers the area of 10 hectares. And except in the South direction, where it is bounded by Rural Technology Promotion Centre, the college is surrounded by open areas. But a few meters away in the north direction, a foundation stone for Assosa University has been laid.

As for its infrastructure, a total of 8 blocks (three four-roomed, two hall-like, and three two-roomed blocks) have been under use from the start. There are also three poorly constructed and unattractive tin-walled blocks which serve for different purposes: for classroom, shop and store. In addition, the construction of five splendid blocks is underway and to be finalized in the near future. Three of these newly established blocks will be used as workshop, one for classroom and the remaining one for different offices.

The year 2007 is a landmark in the history of the Institute as it developed to college level after six years journey. Before then, the institute was graduating trainees in 10+1 and 10+2 certificates. Following its development to college level, it has started to graduate trainees in diploma.

Regarding the total number of trainees graduated from the college, there are no fully available data but the data obtained from Plan and Program officer of the college suggest that more than 1000 trainees have graduated from the college up to now.

For the last three years, more than 1500 applicants have yearly applied for enrollment but the college's yearly intake capability could not go beyond 500 as there are limiting factors such as shortage of man power, training materials, classrooms, etc. Therefore, academic merit is used as criteria for

recruitment. That is, applicants' grade 10 National Exam result and high school transcript are used as determining factors: those who have better result in these two and also those who could benefit from the policy of affirmative action (indigenous applicants, females and the disabled are favored to a certain extent) are short listed for enrollment and the remaining two-third are rejected.

To sum up, demand for enrollment is by far higher than the intake capability of the college.

## CHAPTER TWO

### Review of the Related Literature

#### 2.1 The Concept of Job Satisfaction

Luthans (2005:211) cited Locke's definition of job satisfaction "as involving cognitive affective and evaluative reactions or attitudes and states it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience." This definition tells us that satisfaction to one's job is a good inwardly feeling or emotion generated by how he/she perceive his/her job. That is, job satisfaction is a result of employees' perception of how well their job provides those things that are viewed as important.

According to Luthans, job satisfaction has three different dimensions which he describes as follows:

First, job satisfaction is an emotional response to a job situation. As such, it cannot be seen; it can only be inferred. Second, job satisfaction is often determined by how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude toward their work, boss, and/or coworkers. They will be dissatisfied. On the other hand, if they feel they are being treated very well and are being paid equitable, they are likely to have a positive attitude toward the job. They will be job satisfied. Third, job satisfaction represents several related attitudes (p.212).

He further identified pay, supervision, promotion opportunities, coworkers and the work itself as dimensions of job to which employees have affective

responses. Agarwal also outlined these and other factors as determinants of job satisfaction, some of which are cited as follows:

**Supervision:-** Employees-oriented or considerate supervisors who take personal interest in their subordinates and display friendship, mutual trust, respect and warmth, have been found to have subordinates who are relatively more satisfied with their job.

**The work group:** - people seek satisfaction of their social and psychological needs in interaction with others in a group situation. Isolated workers dislike their job.

**Job content:** - job content factors such as achievement, recognition, advancement, responsibility and the work itself tend to provide satisfaction but their absence does not tend to create dissatisfaction. On the other hand, unfavorable job context factors such as poor supervision, working conditions, company policies, salary, etc., tend to produce dissatisfaction but their presence does not produce satisfaction...( he cited Herzberg, Mausner and Synderman's view) (1982:307).

## **2.2 Influences on Job Satisfaction**

Different scholars have identified and described several interrelated factors that affect a person's job satisfaction in different ways. That is, they attempted to illustrate more or less similar factors differently, and some of these factors are discussed below.

## **The Work Itself**

Thomson (2002:85) cites the work of Hackman and Oldham, which argues that a well designed-job should have five dimensions: skill variety, task identity, task significance, autonomy and feedback. According to the argument, a job should have all these ingredients so that an individual would feel the job is meaningful and would have a sense of responsibility for the outcome of the job. The overall result would be high-quality work performance, high internal work motivation and satisfaction for the individual and reduced absenteeism and staff turnover.

### **Pay**

Traditionally, there is a saying: 'if there is money, there can be a way in the sky.' The spirit of this saying is that the impossible would turn to possible with the power of money.

Luthans' idea, which states: "Money not only helps people attain their basic needs but is also instrumental in providing upper-level need satisfaction." is in line with this saying (2005:213). To say it in other way, the role that money plays in going up the ladder of hierarchy of need that Maslow (1970) identified (physiological need at the bottommost, then safety needs, social needs, esteem needs and finally self actualization needs at the top) is very decisive.

### **Promotions**

Promotional opportunities seem to have a varying effect on job satisfaction. This is because promotions take a number of different forms and have a variety of accompanying rewards. For example, individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted on the basis of performance. Additionally, a promotion with a 10 percent salary raise is typically not as satisfying as one with a 20 percent salary raise. These differences help explain why executive

promotion may be more satisfying than promotion that occur at the lower levels of organizations (Luthans, 2005:213).

## **Supervision**

Agarwal (1982:307) affirms supervision as one of the most important factor in job satisfaction. He claims two forms of proper supervisory style. One is employee-oriented, which gives greater emphasis to employees' feeling and builds mutual trust, respect and warmth, as opposed to production-oriented supervision style\_ the one that disregards employees' feeling and usually culminate into high rates of grievance, turnover and absenteeism. The other is participatory style, which allows employees to participate in decision that affect their own job. Employees tend to experience greater job satisfaction when they have an opportunity to participate in making decisions that affect them.

## **Work Group**

The nature of work group team will have as effect on job satisfaction. Friendly cooperative coworkers of team members are a modest source of job satisfaction to individual employees. The work group especially a tight team serves as a source of support comfort, advice and assistance to the individual members that groups requiring as members recent research indicates that group requiring considerable interdependence among the members to get the job done will have higher satisfaction. A good work group or effective team makes the job more enjoyable. However, this factor is not essential to job satisfaction on the other hand, if the reverse conditions exist the people are difficult to get along with this factor may have a negative effect on job satisfaction. Recent cross cultural research finds that if members are resistant to team in general and self managed team in particular they will be less satisfied than if they welcome being part of team (Luthans, 2005:214).

## **Working Conditions**

Working conditions have a modest effect on job satisfaction. If the working conditions are good (clean, attractive surroundings, for instance) the personnel will find it easier to carry out their jobs. If the working conditions are poor (hot, noisy surroundings, for example) personnel will find it more difficult to get things done. In other words, the effect of working conditions on job satisfaction is similar to that of the work group. If things are good, there may or may not be a job satisfaction problem; if things are poor, there very likely will be.

Most people do not give working conditions a great deal of thought unless they are extremely bad. Additionally, when there are complaints about working conditions, these sometimes are really nothing more than manifestations of other problems. For example, a manager may complain that his office has not been properly cleaned by the night crew but his anger is actually a result of a meeting he had with the boss earlier in the day in which he was given a poor performance evaluation.

There is also evidence of a positive relationship between job satisfaction and life satisfaction and that the direction of causality is that people who are satisfied with their lives tend to find more satisfaction in their work (Luthans, 2005:213)

## **Outcomes of Job Satisfaction**

Kinicki and Kreitner (2006:167) have investigated the correlation between job satisfaction and other variables and direction of relationship for some variables is as shown in the table below.

### **2.1 Variables Related With Performance Turnover and Absenteeism For Satisfaction**

<b>Variables related with satisfaction</b>	<b>Direction of relationship</b>	<b>Strength of relationship</b>
performance	positive	moderate
turnover	negative	moderate
absenteeism	negative	Weak

### **Satisfaction and Performance**

As shown in the table above and concluded by the writers, job satisfaction and performance are moderately related. This is an important finding because it supports the belief that employee job satisfaction is a key work attitude managers should consider when attempting to increase employees' job performance.

### **Satisfaction and Turnover**

The Table uncovers that there is a moderately negative relationship between satisfaction and turn over. That is, dissatisfaction of employees does not necessarily lead to turnover as there may be other determining preconditions. For example, according to Luthans (2005:215), age tenure in the organization and commitment to the organization may play a role. Some people cannot see themselves working anywhere else, so they remain regardless of how dissatisfied they feel. Another factor is the general economy. When things in

the economy are going well and there is little unemployment, typically there will be an increase in turnover because people will begin looking for better opportunities with other organization. Even if they are satisfied many people are willing to leave if the opportunities elsewhere promise to be better. On the other hand, if jobs are tough to get and downsizing, mergers, and acquisitions are occurring dissatisfied employees will voluntarily stay where they are.

### **Absenteeism**

A weak negative relationship is identified between satisfaction and absenteeism. As with turnover many variable enter into the decision to stay home besides satisfaction with the job. For example there are moderating variables such as the degree to which people feel that their jobs are important.

## **CHAPTER THREE**

### **Research Design and Methodology**

Different designs and methodologies are used for different researches, and this variation emanates from the nature of the data to be used, the target population, the instrument to be used for gathering information, the way analysis is to be made and so on. Therefore, the design and methodology for this study is as stated below.

#### **3.1 The Research Design**

As stated under the objective of the research, one of the main targets is to assess how the workers of the college feel regarding the different aspects of their job: pay, promotion, recognition, supervision, etc so that the extent to which the staff are satisfied with their job can be uncovered, and this needs the researcher to use descriptive method. That is, pieces of information on different factors that affect job satisfaction are gathered from different sections of the staff and have been interpreted and put in descriptive word accordingly. In other words, qualitative methodology particularly case study is chosen as a fit for this particular research.

#### **3.2 Data Source**

The primary sources of data for the study are trainers, department heads, observation of the researcher and supportive staff. There are also data obtained from secondary source (e.g. temperature records of the area) and are found to be useful for the study.

### 3.3 Samples and Sampling Procedure

Before illustrating how and from whom the necessary pieces of information were obtained, it seems logical to indicate some facts about the population. For the matter of convenience, the staff can be categorized into three: the top administrative bodies (the dean and two vice deans), the academic staff or trainers and the supportive staff. For the academic staff, which accounts for 58.9% of the total staff, the table below gives some understanding.

**Table 3.1 Academic Staff Size, Qualification and Sex Proportion In Each Department Of The College**

S. No	Department	No of degree holders		No of diploma holders		No of MSC/MA holders		Total
		M	F	M	F	M	F	
1	Accounting	4	---	---	---	---	---	4
2	SSOM	1	1	---	1	---	---	3
3	ICT	4	---	---	1	---	---	5
4	General mechanics	3	1	---	1	---	---	5
5	Automotive technology	3	1	1	---	---	---	5
6	Furniture making	2	---	1	1	---	---	4
7	Electricity and electronics	4	---	1	---	---	---	5
8	Construction technology	2	---	2	---	---	---	4
9	SSID	3	---	---	---	1	---	4
10	EMT	2	---	---	---	---	---	2
11	RWSS	2	---	---	---	1	---	3
12	Common courses	9	---	---	---	---	---	9
	Total	39	3	5	4	2	0	53

Sources: College registrar

In order to obtain information from the academic staff, stratified sampling method is used, the stratum being departments. The reason behind using stratified sampling is that the working atmosphere differs from department to department. There are departments whose members work together smoothly and others roughly. The method is, therefore, preferable in order to include the opinion of these different groups.

As for the size of the participants, the researcher has decided to include 40% from each department. Accordingly, 16 participants were selected from Accounting, (ICT), General Mechanics, Automotive Technology, Furniture Making, Electronics and Electricity, Construction Technology and SSID Departments- two from each. Common Course Department has relatively large size (9 out of 53) and therefore, 4 of them were selected. In addition, 1 participant was included from each of the remaining departments.(RWSS, EMT and SSOM), making the total sample size 23. Heads of three departments were also purposively sampled (there are departments who complain persistently) so that the depth of problems disrupting smooth functioning in their respective departments and causing dissatisfaction would be identified. Furthermore, out of 37 members of supportive staff, 10 of them were selected using judgmental sampling. The rationale for using this method to select representatives from this section is the intent to include more experienced participants.

### **3.4 Instruments and Procedures of Data Collection**

Different methods were used in order to obtain the appropriate data: questionnaires, interviews and observations. The reasons behind using these different methods are as follows:

**Questionnaires:** - were used so as to get a multitude of the necessary pieces of information for the investigation from a relatively large number of participants within short period of time, which is impossible or difficult by other methods. Therefore, to make it easy for the respondents, almost all the questions in the questionnaire were closed ended. Five alternatives of response (very dissatisfied, dissatisfied, neutral, satisfied or very satisfied, or strongly disagree, disagree, neutral, agree or strongly agree) were provided for each item so that the respondents would put tick mark under the alternative that expresses their feeling, attitude or believe. There were also questions that probe into the respondents' idea regarding their loyalty to the college.

**Interview:** - the differences in experience among a section of the staff and departmental working atmosphere in the college have compelled the researcher to use this method. That is, the experienced employees from the supportive staff were supposed to give detail information on some factors that go against the satisfaction of the whole staff in general and that of this section in particular. Similarly, interview has been preferred to other methods in order to obtain deep information on issues that prohibit smooth functioning in some departments of the college. Accordingly, interview questions of two different two types (they differ in their contents) were prepared in Amharic for the two sampled groups.

**Observation:** - Equally essential data were obtained from the observation of the researcher. As he has more than enough experience in the college\_\_ almost eight years, he is familiar with the ins and outs of the college and this has helped him to thoroughly analyze the data obtained from the other sources.

After the preparation of questionnaire and interview questions were finalized, the process of data collection followed. The questionnaires were administered to the 23 sampled academic staff, out of which 20 of them sincerely filled the form and returned to the researcher. The remaining 3 left the college for

different reasons before returning the form. One of the two types of interview questions was presented to the heads of the sampled departments in order to get deep insight into the situation in those departments while the other one was presented to the 10 sampled supportive staff.

### **3.5 Data Analysis**

Most of the data collected using questionnaire and some of the ones obtained using interview were organized in tabular form and then carefully analyzed. Other expressions of the interviewees especially that of the sampled supportive staff were quoted and elaborated in a sensible way. The researcher also used his experience and put the bureaucracy in the college diagrammatically and deeply explained.

## CHAPTER FOUR

### **Data Presentation, Analysis and Interpretation**

Satisfaction or dissatisfaction of workers with their job is a sum total of various factors. This means several aspects of work life should be taken into consideration in order to judge whether a worker is satisfied with his/her job. Therefore, factors such as pay, supervision, promotion, equity, evaluation and so on are taken as affective variables to assess staff job satisfaction in the college under consideration.

A worker's satisfaction with his/her work may touch the worker's private life. For example, it may contribute its part in disrupting the normal private life (inability to satisfy family needs due to low earning, mental stress, insecurity, etc). But equally mentionable is its repercussion on the organization's achievement. Hence, it seems logical to go over the variables first and then its consequences.

#### **4.1 Factors Affecting Staff Job Satisfaction<sup>9</sup>**

Information gathered from the respondents reveals that there are multiple factors that cause inconvenience to the staff of the college. Some of these factors are challenge for the staff as a whole but some affect a section of it, the discussion of which goes as follows.

##### **4.1.1 Disparity in Pay among the Staff**

It is unquestionable that the extent to which an individual is attached to the organization employed him/her is highly determined by the amount of Payment he/she earns. More earning establishes strong bond between the employee and employer and unfair pay a weak bond. Particularly in today's

world, where the cost of living is ceaselessly rising, the amount of pay from one's job is a decisive factor.

Bearing this factor in mind, let us now see how pay matters for the employees in the college under consideration. In Table 1 is the question presented to the sampled academic staff and the responses they have given

**Table 4.1 Sampled Academic Staff Feeling towards Their Pay**

S. No	Question	Responses									
		Very satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied	
		No	%	No	%	No	%	No	%	No	%
	My pay and the amount of work I do match	5	25%	10	50%	2	10%	1	5%	2	10%

*No is for number*

As one can see from Table 1, the majority of the sampled teachers (75%) are satisfied with their pay. This is so because for the degree holder teachers, the legislative of the college provides the higher institutional pay privilege. The minority that expressed their dissatisfaction (15%) of the total sample are diploma holders who are supposed to assist the degree holders but are in

reality providing training beyond their capacity where the later are lacking or overloaded. For diploma holders, the legislative of the college has provided the promotion criteria but with slow pace. That is, though they are providing more or less similar training with degree holders, they are not getting appropriate pay for their work.

The worst of all regarding pay, however, is for the non-academic staff: supportive workers (administration and finance, accountants, secretaries, cashier, personnel, record officer, store keeper, librarian, purchaser, drivers, cleaners, postman, messengers and guards), which account for 30% of the total staff. Though they are not directly involved in the training system, it is unthinkable for the college to realize its objectives without the performance of this section of the staff: for smooth delivery of training, the activities that the non-academic staff carries out are decisive and irreplaceable.

As previously stated under chapter three, pieces of information were gathered from administrative staff through interview. And when they had been asked the same question presented to the sampled teachers regarding pay, they became alarmed and some even were unable to express their feeling because of their strong negative emotion on the issue. It is very difficult to precisely explain how they feel about their earning but it seems better to literally quote their responses, which reads:

*'The college is mother for some and step mother for others';*

*'For us [non-academic staff], work is by spade and pay is by spoon';*

*'Better live than die'; ... (February, 2011)*

It can be inferred from these statements that this section of the staff have the feeling that the work they do and the pay they receive are incompatible and hence are indignant.

Of course the ground for the indignation is logical and irrefutable because the legislation of the college states nothing about the promotion of this staff and as a result their pay has become stagnant. There are workers who have served the college for more than six years and are still receiving the initial salary- the salary at the date of their employment- but their equals employed in other offices have got promotion twice or more. To make this worse, there is no even a spark of hope for this group. Only recently, they have had a meeting with the dean of the college when he unequivocally has told them that this issue could not be resolved before the implementation of BPR (the designing of business process re-engineering is currently underway for the college and hence, according to the dean of the college, it is not time to deal with the salary issue of the non-academic staff). The logic behind the idea of the dean is that after the designing of the BPR is over and the implementation starts, there may be reshuffling of the staff and there may also be dropping of some activities that are at present being undertaken.

The concerned staff, however, does not seem happy with the idea for two reasons. Firstly, they were hopefully waiting for new rule and regulation drafted by the college and supposed to be approved by the Regional Bureau of Education to answer their question, which they now consider as a pretext that fooled them for more than a year. Secondly, they have the fear that the incoming process may not give emphasis on how to compensate for the past discrimination against them.

As for the researcher's observation, members of this section usually deliberately delay the accomplishment of their duties. For example, payroll is not most of the time timely prepared and as a result the release of salary for the whole staff lags behind that of other offices. This is so because, on their

part, they usually take money from the college in advance in the form of credit and feel unconcerned for the rest.

To sum up, for the non- academic staff, the issue of pay has caused a painful wound about which they always complain bitterly.

#### 4.1.2 Absence of Appropriate Supervision

Conducting appropriate supervision is indispensable for any organization as it enables the organization identify who is doing what, how well or badly the workers are performing, who is efficiently and effectively accomplishing his/her tasks and who is not, what challenges are being faced and so on. Obviously, these pieces of information are extremely essential for the organization as they may determine its future course.

Unfortunately, however, this essential part of management is not on track in the college under consideration and the staffs, particularly the academic staff, are expressing their dissatisfaction in this regard as well. In the Table below are supervision related question presented to the sampled academic staff and their responses.

**Table.4.2 Supervision related responses given by the sampled academic staff**

S · N o	Question	Responses									
		Very satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied	
		No	%	No	%	No	%	No	%	No	%
	I receive feedback that helps me improve my performance	0	0	0	0%	2	10%	10	50%	8	40%

Though not necessarily, feedbacks are the outcomes of supervision as they are supposed to indicate the weaknesses and strengths observed and that is why feedback related question is presented to the respondents. And as one can see from the above Table, about 90% of the respondents are dissatisfied with the supervision in the college-40% of which are very dissatisfied.

The result of the observation of the researcher can help us to get deep insight about this issue as he has been familiar with the situation in the college for more than seven years. As far as his observation is concerned, no single attempt is made to supervise why, how and when the teachers deliver training in the college. In other words, it can be said that there is no supervision of the activities of the teachers of the college and they have been performing their tasks for their conscience.

This situation has a far reaching effect in several aspects. Firstly, there is no performance based discrimination among the teachers: there are teachers who, in order to have a clear conscience, properly and devotedly carry out their activities and make all efforts they could for the betterment of the performance of the college but on the other extreme, there are also teachers who not only appear in the college only occasionally, spend most of their time taking addictive substances or engage themselves in private activities during the normal working time and bring the college into disrepute but also attempt to mock and embarrass the others. Yet there is no any distinction made between these two groups and any benefit the college provides for its staff is equally enjoyed. That is, there is a similar distribution of benefits among different individuals, which is illogical and unacceptable. A good indicator this fact is the issue of promotion, which is based not on what one does for the college but on the duration of his/her stay in the college.

The foregone conclusion is, therefore, clear; sooner or later those who are committed for service delivery of the college will join the other extreme.

Secondly, had there been proper supervision, the staff could have updated their knowledge, skill and attitude; developed self confidence and, instead of being a burden for the college, become its real asset.

#### 4.1.3 Non-Expressive Evaluation System

Evaluations are conducted to assign value to a person's performance. They are supposed to indicate how well or badly a person accomplished his/her tasks and is very essential for an organization as well as its employees. The organization can use the results of evaluation for different purposes. For instance, it can provide bonus, incentive or any other reward to its employees based on the results of evaluation or, by the same token, can take corrective measures when its expectations from employees are not fulfilled. Employees can also benefit from evaluation results as it helps them identify their weaknesses and strengths that they have to correct or reinforce.

In the college under study, teachers are evaluated by trainees, colleagues and jointly by academic dean and department head, which accounts for 50%, 15% and 35% respectively. These three bodies have forms to fill each and below is the sample of the form.

S. No	Statements of evaluation	Values					
		1	2	3	4	5	Does not concern him/her
1							
2							
3							

*1 is for very poor, 2 for poor, 3 for fair, 4 for very good and 5 for excellent.*

Every semester, these three forms are filled for each and every teacher and the results are added up together to put out of 100%. Saying this much about how evaluation is conducted, let us now see how the sampled teachers feel towards the evaluation result. A question that probes into their feeling was presented to them as shown in the Table below.

**Table 4.3 Sampled teachers feeling on the fairness and appropriateness of evaluation in the college**

S · N o	Question	Responses									
		Very satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied	
		No	%	No	%	No	%	No	%	No	%
	Teachers' performance evaluations are fair and appropriate	0	0%	0	0%	4	20%	10	50%	6	30%

The Table shows that 30%, 50% and 20% of the sampled teachers are respectively very dissatisfied, dissatisfied and neutral on the appropriateness and fairness of the evaluation in the college. That is to say about 80% of them don't accept the evaluation in the college as fair and appropriate.

The reason behind the dissatisfaction of the teachers is clear: the evaluation forms are not genuinely filled. That is, the criteria set for evaluation are not sincerely valued. They are rather recklessly filled, especially by trainees and colleagues.

To begin with, it has become customary in the college that trainees uniformly circle '5' (it stands for excellent) among the alternatives for each evaluation criteria when they are asked to fill the evaluation form for a teacher.

Sometimes they don't even properly read the criteria. They do so mainly for two reasons: failure to understand the importance of fair evaluation (they are not aware of the fact that proper evaluation is helpful not only to make discrimination between the teachers based on their performance but also to identify and correct their weaknesses) and fear that the teacher may hold grudge against them and take revenge by giving them low mark in his/ her course.

The way colleagues evaluate one another is also not much different from how the trainees do; observation reveals that within a minute, they fill the evaluation form with about 27 items, which shows that instead of carefully reading and giving the proper value to their colleague's performance, they simply all in all give him/her the highest achievable point ( 5 point for each item of evaluation), which is far from truth.

The joint evaluation by the academic dean and head of each department is also no much better than the ones described above. It is done at random as there is no practice of recording and documentation of the performance of each and every teacher, which could have been used to objectively and fairly carry out the evaluation.

Overall, the way teachers' evaluation is conducted in the college lacks genuineness and fairness as a result of which many teachers have become disappointed with the evaluation result.

#### **4.1.4 Absence of Fair Access to Training**

Apparently, training is a remedy for workers to refresh their mind; update their knowledge, attitude and skill; and motivate them to increase their performance thereby increasing productivity. Due to this it is what all workers of an organization want to have.

Especially the need for training is high in TVET institutions of Ethiopia mainly because the past education and training provision system was mostly theory based as a result of which the majority of the teachers today have skill gap problem on the course they provide. This fact therefore necessitates the offering of regular and continuous training so as to build their capacity so that they would be able to produce skilled, competent and responsible workforce that the country needs for accelerating development. Moreover, the rapid technological change also necessitates continuous training for TVET teachers as they are the major instruments through which the technology itself or its fruits reaches the society.

To everyone's dismay, however, the opportunity is not easily accessible for teachers of the college. The reason behind is that most of the time the opportunity or invitation to participate on training from different bodies, whether governmental or non-governmental, comes through the Regional Bureau of Education, the higher body of the college. The bureau is then supposed to timely inform the college to select those whom the training to be offered concerns. None the less, the bureau most of the time recruits the participants from its own staff instead of playing facilitation role. In addition, it does not inform the college in advance and as a result there are several occasions that the college failed to use the opportunity. Here, what is more disappointing is that those who most of the time participate on different trainings from the bureau at the expense of the advantage of the teachers of the college do not have know how on the workings of the college and after completing the training they bring nothing down to the ground.

Hence, this way, trainings offered by different bodies to strengthen and update the workings of TVET institutions are usually blocked at Educational Bureau level as a result of which the morale of the teachers is badly affected.

#### **4.1.5 The Rarity and Unfairness of Academic Growth Opportunity**

Two years ago, the college used to send two teachers for post graduate study every year and though it was encouraging and motivating, this opportunity was complained about as being inadequate to satiate the need of such large staff. But to make it worse it is now completely stopped and as a consequence the staff are currently left without any spark of hope for further academic growth.

The ostensible reason stated for stopping this previously available opportunity is that the college would focus on providing technological trainings and hence would sponsor technology teachers for further study. Basically, the idea is not bad as it is supposed to upgrade those teachers whom the college is going to fully utilize, but two major problems are associated with it. Firstly, there is no need assessment conducted that would have helped the college identify the fields of training that may be demanded in the region in future. Therefore, the college could not yet identify its area of focus and there is no ground to select some teachers and meet their academic promotion need.

Secondly, the idea ignores not only soft skill teachers (secretarial and office management, accounting and common course teachers) but also some technology teachers whose fields of trainings may not currently be demanded in the region. These teachers have served the college for several years and therefore limiting their opportunity for promotion is not fair.

What is more saddening, however, is the practice of favoritism in granting educational opportunity. As stated earlier it is two years since the college officially stopped sponsoring teachers to join post graduate study but since then some teachers have joined different universities by unknown criteria and means and are attending their masters degree receiving their monthly salary from the college. And this practice, above every inconvenience in the college, has infuriated the rest of the staff and impacted on their morale for work.

#### 4.1.6 The Problem of Underrating Accomplishments

It is natural that people want recognition for any good thing they do as it has wide ranging advantages. It enables them develop positive self-concept, raise the morale for work and so on. On the other hand, it also promotes health competition among workers of an organization.

In order to assess how sampled teachers feel about the recognition for good work in the college, a question was presented to them and they have responded as indicated in Table below.

**Table 4.4 Sampled teachers feeling on the college’s recognition for their good job**

S · N o	Question	Responses									
		Very satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied	
		No	%	No	%	No	%	No	%	No	%
	The college gives me praise and recognition when I do a good job	0	0%	0	0%	6	30%	8	40%	6	30%

*No is for number*

As depicted in the above Table the majority of the respondents (about 70%) have expressed their dissatisfaction on the college’s recognition and praise for any good job they perform and the remaining 30% did not respond to the question. And here again, the researcher’s observation can illuminate the reasons behind.

In spite of the innumerable inconveniences in the college, some teachers have managed to accomplish deserving tasks. For instance, there are teachers who tirelessly maintain the property of the college (computer, chairs and tables, and other training materials) but have never any praise at all. Above all, only last year, three teachers have conducted research on factors affecting education and training in the college. They have tried to identify some major problems that are slackening the progress of the college and suggest some possible solutions that are helpful to tackle the problems but the college did not yet give them the chance to present the findings of their research to the community of the college.

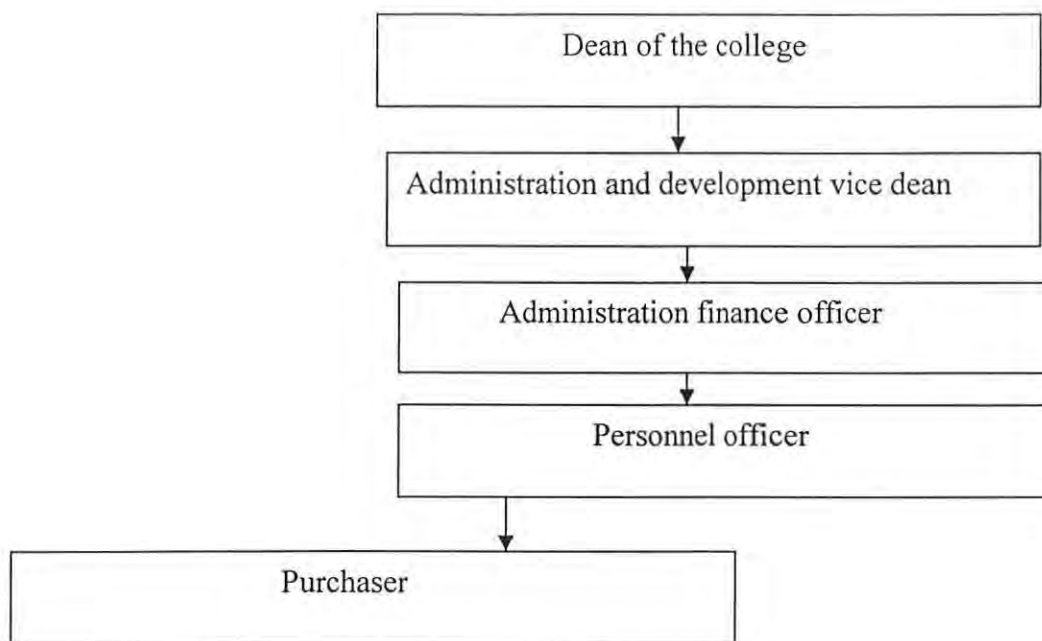
In general, there is no custom of praising the good-doers in the college and hence staff dissatisfaction in this regard is a common phenomenon.

#### **4.1.7 Inconvenient Work Environment**

Work environment may encompass several factors that directly or indirectly affect the functioning of an organization but the following are worth description in the college's context.

##### **Intolerable bureaucracy**

Bureaucracy may to a certain extent exist every where but it is difficult to imagine the one that matches that of the college. It is so tedious that it usually makes the staff impatient and there are several instances that can be cited as evidence. For example, any purchase request has to complete the following chains shown by the diagram on the next page.



As shown in the above diagram, the letter of request is first presented to the dean of the college, who directs it to the Administration and Development vice Dean. The later, in his/her turn, directs to the Administration and Finance Officer, then to personnel officer. If the material requested to be purchased costs more than 1500 ETB, suppliers are asked to bid; they each specify the standard of the material and the cost for which they can supply and send to the college in a sealed envelope. After collecting the mails from the suppliers, the personnel officer submits to the bid committee of the college. The committee then opens the mails received and declares the winner of the bid based on the least price asked for the material. Finally, formal agreement is reached between the college and the winner of the bid. Then the personnel officer prepares draft letter subject to the approval of the administration and development vice dean for the purchaser. Receiving a copy of the letter, the purchaser withdraws money, carries out the purchase from the winning bidder and hand over to the store keeper of the college.

Once the material is made available through all these processes, another process is required to dispose from the store room. That is, the user should fill the requisition form, have the approval of the administration and development vice dean and administration and finance officer. At the end the store keeper receives the requisition form approved by the above-mentioned bodies and furnishes the material for the user.

Therefore, from these tedious processes, one can imagine the time taken to get a certain material made available and how boredom is the bureaucracy in the college. Sometimes the directed letter of request can even be lost somewhere in the process. This time, the initiator should restart it. For fear of this, the staffs usually avoid requesting purchase and buy the material they urgently need from their own pocket.

### **Shortage of Training Materials**

TVET institutions in the country are established and being expanded to produce skilled and competent man power that can be used as input in the transformation from agriculture to industry. And a great proportion of the weight of responsibility in the realization of this objective is put on TVET teachers: they have to play a great role in making trainees skilful and competent and shape their attitude positively (National TVET Strategy, 2006). And by doing so, teachers get mental satisfaction more than any other bodies involved in the training system. Moreover, there is even orientation that in future a teacher will be entitled to promotion and other benefits depending on the number of competent trainees he/she produces. But in addition to the efforts of teachers, the achievement of the objective requires huge material resources. That is, during the delivery of the training, trainees should be familiarized with the operation of all the machines and technologies that their level of competence requires.

In Assosa TVET College, however, the essential training materials are not available for the majority of the departments. For instance, interview conducted with heads of departments of Electricity and Electronics, Automotive Technology and Construction Technology reveals that the materials in the Table below are highly required for training but missing

**Table 4.5 Essential Training Materials Lacked In Some Departments**

<b>S. No</b>	<b>Department</b>	<b>Training materials lacking</b>
1	Electricity and Electronics	Oscilloscope Signal generator DC power supply AC power supply
2	Automotive Technology	Functional engine Functional car
3	Construction Technology	Pre cast mold machine

According to the interviewees, these materials (the ones in the above Table) are highly needed for training in their respective departments. They have requested for them several times but the college could not present them for different reasons.

At national level, cooperative training is taken as a remedy for this problem. That is, trainees attend the theoretical part in the college and then are taken to enterprises for the practical part. This system is of great value for TVET institutions as it reduces expenditure on training materials.

Our college, however, could not benefit from this system for various reasons. Firstly, as the region is one of the backward regions in the country, there are no or few enterprises that can assist the college in providing training.

For example, for department of Electricity and Electronics, partner enterprise could not be found in the region. As a result, cooperative training could not be carried out.

Secondly, there are some preconditions that ought to have been arranged before sending the trainees to enterprises. For example, according to *Cooperative and in-company training manual (2010)*, the enterprises should be oriented about cooperative training, participate on curriculum development and take their part of responsibility to produce competent trainees. There is even a document called *Memorandum of Understanding* that TVET institutions and enterprises should sign as partners. But in the case of the college under study, these preconditions are not fulfilled: the enterprises were not formally oriented on cooperative training, did not participate on curriculum development and did not sign the memorandum of understanding. Only recently, some trainees were simply sent to some construction sites without taking the prerequisites in to consideration.

Thirdly, some teachers complain that the college could not arrange transport to take trainees to even the few enterprises identified as partners.

In general, there are no training materials fulfilled, nor appropriate cooperative training conducted in collaboration with enterprises so as to fill the gap in supply of the materials and hence no satisfaction from job for the teachers in the college.

#### **4.1.8. Unemployment of Graduated Trainees**

Nowadays, whether their graduated trainees are employed or not is a big issue for TVET teachers as it determines continuity with their job. That is, departments are closed and opened in TVET institutions based on market demand: departments whose professionals are required on market are opened and continue to produce trainees until saturation level is reached and the rest

are closed. Therefore, as this has a direct effect on their job, teachers can't be indifferent to trainees' employment.

Bearing this fact in mind, a question was presented to the sampled teachers and their responses are as shown in the Table below.

**Table 4.6 Sampled Teachers' Feeling Regarding the Employment of Graduated Trainees**

S · N o	Question	Responses									
		Very satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied	
		No	%	No	%	No	%	No	%	No	%
	Graduated trainees from my departments are employed	2	10%	3	15%	0	0%	7	35%	8	40%

*No is for number*

The above Table shows that only 25% of the respondents are satisfied or very satisfied with their graduated trainees' employment. These are respondents from Water Technology departments. Trainees of these departments were recruited and sent to the college from each Woreda of two Regions: Benishangul Gumuz and Gambella. And after completing their training, they went back to their respective woredas and got employed and that is why trainers of these departments didn't complain about this issue.

For the remaining majority (75%), however, unemployment of graduated trainees is a headache, and observation results can be used in order to explain why.

Only last year, a total of more than 1400 trainees graduated from the college in regular program and most of them did not get employed yet for different reasons. One of the reasons is that though they were supposed to sit for COC exam after completing from the college, this could not take place because the Region does not have COC Center as a result of which trainees are forced to go to other Regions ( Amhara, Oromia, etc) which they can not afford. On top of this, there is no even facilitation role played by the concerned government body so as to enable them move to other regions for the exam. As a result, some of the graduated trainees are currently laborers at some construction sites and other places, some are receptionists in cafeteria and some wander here and there in the town.

Therefore, seeing all these situations, the teachers get demoralized. Inescapably, it can be concluded that they feel what they are doing is of no value.

#### **4.1.9 Negligence of the Regional Bureau of Education (BOE)**

The National TVET Strategy (2006) authorizes the Federal TVET Agency to coordinate TVET delivery at national level and puts parallel responsibilities on state TVET Authorities to ensure proper TVET delivery at state level. Some out of several responsibilities that state TVET Authorities shoulder are to:

- develop appropriate strategies to involve employers into the state TVET system
- plan and oversee the public TVET provision in the region
- organize quality management in the regions, including oversight of the implementation of occupational testing and certification
- Conduct labor market monitoring at the state levels and ensure that its results are used for state TVET planning, etc (pp-41).

In the region to which the college belongs, the Regional BOE is the authority supposed to play these roles. All TVET institutions in the Region, whether private or public, are under this body.

However, the practical analysis of the above mentioned mandates indicates the presence of a wide gap. For instance, the strategy proposes the involvement of employers in TVET delivery, and though there are major employers of TVET graduates such as Telecommunication Corporation, Electric Power Corporation, Saving and Credit Association, NGOs, etc in the region, they were not made involved in the system. A good evidence for this is that when these potential partners select the graduates of the college for job, they retrain the candidates before letting them start job. But had these employers been involved in TVET delivery system, the retraining could have been obviated.

Secondly, the Bureau is expected to closely and regularly supervise the college in order to identify weaknesses and strengths. This is highly essential for the later one to show progress from time to time. None the less, the men from the Bureau used to come to the college once in a year in the name of supervision. Upon their arrival, they were going around the compound and roughly observing what activities were on and the problems faced. But at present, this superficial supervision itself is not taking place.

Having the graduated trainees tested and certified is another mandate left for the Bureau but as stated earlier, the 2002 EC graduates have not yet been tested and certified as a result of which their two or three years effort remained fruitless. The trainees have repeatedly asked the Bureau to arrange for them take the skill test and get certified but have been given no solution.

According to the aforementioned Strategy, the delivery of training and education in TVET institutions should be based on the outcome of need assessment so that unemployment after completing the training would be

minimized. At regional level, the state TVET Authorities (BOE in our case) is expected to conduct this labor market assessment but no any assessment based recommendation is received by the college on what fields of training and education to open.

There is also an indicator that TVET is given lesser attention in the Region: while TVET coordinators in other regional states are organized and authorized at agency level, they are established as TVET Team composed of three inexperienced members in our Region. Moreover, these three individuals have no TVET related qualification: one studied management, one Mathematics and the other English, which had it been so, could have made the team easily involved in the system.

These are, therefore, other aggravators of the problems in the college that cause staff disappointment.

#### **4.1.10. Rifts within Departments**

It goes without saying that the effectiveness and efficiency of an organization is the function of the unity among its workers. Where the workers are in harmony and cooperative, there is a better performance and the converse is also true i.e. where there is disagreement among the workers, there is poor performance.

With this fact in mind, let us now see how the sampled respondents expressed the unity in their respective departments, and in the Table below is the summary of their responses

**Table 4.7 Sampled Teachers' Response Summary on Unity In Their Departments**

S. No	Question	Responses									
		Very satisfied		Satisfied		Neutral		Dissatisfied		Very dissatisfied	
		No	%	No	%	No	%	No	%	No	%
	How do you feel about the unity in your department	0	0%	4	20%	5	25%	7	35%	4	20%

*No is for number*

The Table shows that 55% of the respondents are dissatisfied or very dissatisfied, 25% neutral (have no complain nor are they significantly pleased with it) and the remaining 20% are satisfied. This implies the unity within departments in poor condition in some departments, moderate in others and good in still others.

As for those in rough relationship, the experience of the researcher can give deep insight. The situation was worse especially for three departments: Electricity and Electronics, Information Communication Technology and Small Scale Irrigation and Drainage. Members of these departments have been in serious conflict for a long time. They have been even repeatedly presenting one another before the top administrative bodies of the college, jumping into a bitter dialogue during the formal staff meeting and criticizing one another face to face or as a back biting. And this issue is known not only among the staff members of the college but also among trainees, who can spread it to the society.

Therefore, no one with the right mind can expect the members of these departments to be satisfied.

#### 4.1.11. Enervating Weather Condition

All the problems considered so far are man-made ones. Some of them are institutional problems and emerged due to lack of proper management and others go beyond the institution: they can be attributed to the Bureau of Education- the body above the college.

There is also, however, nature imposed factor that causes discomfort to the community of the college and hence challenges efficiency and effectiveness- weather condition of the area.

Maximum temperature records of the area obtained from the Meteorological Service and indicated in the Table below are of great importance to imagine how challenging the weather condition of the area is.

**Table 4.8 Monthly Mean Maximum Temperature of the Area for Three Consecutive Years**

Year	Monthly Mean maximum temperature in degree Centigrade											
	Jan	Feb	March	April	May	June	July	Aug	Sep	Oct.	Nov.	Dec.
2008	30	30	32.1	27.9	27	25.3	23.9	24.1	25	25.9	28.5	29.7
2009	28.7	31.3	31.9	29	28.8	26.4	24.5	23.8	25.4	26.4	26.4	29.8
2010	31.2	30.5	32.2	33.1	xx	25.7	24.5	23.3	24.4	26.0	xx	xx

Source: *Ethiopian Meteorological Service, Assosa Branch*

Note: xx represents non-availability of data

From the Table, one can see that monthly mean maximum temperatures raise over 30 °C for about three months: January, February and March. During these months, it is very difficult to carry out the usual activities and every one complains about the temperature.

Two things aggravated the problem one of which is the site location of the college. As stated under *the background of the college*, it is about 2.5 km away from the town and in the absence of transport services both teachers and trainees should go this distance on foot. And after arriving at the college, they completely become tired and hence fail to properly undertake what they are supposed to do.

Secondly, the situation of the college in open area also contributed its part. There is no or little vegetation surrounding the college which could have locally stabilized the temperature.

## **4.2. Consequences of Staff Job Dissatisfaction**

### **4.2.1 Staff Frustration**

TVET institutions have the creation of competent and self-reliant trainees as their vision (National TVET Strategy, 2006) and so goal achievement for them can be measured in terms of the number of competent trainees they produce. That is, the higher the ratio of competent trainees to the incompetent ones for an institution, the better it is achieving its goal.

Regarding this, it seems that the college in focus is sliding into crisis. Heads of purposively sampled departments were asked to estimate the percentage of trainees that are likely to succeed in their respective departments and their estimation is shown in the Table below.

**Table 4.9. Percentage of trainees those are likely to succeed COC exam as estimated by Heads of sampled departments**

Department	Total number of graduates for this year	Percentage of graduate trainees to succeed COC as estimated by dep't heads
Electricity	80	5%
Construction	70	17.04%
Automotive technology	55	30%

It can be inferred from these estimations that the departments have the fear that their trainees did not possess the necessary skill, knowledge and attitude and, as a result, the majority of them will less likely succeed the COC exam, which is prepared at national level based on the competence set.

Responses obtained from the sampled teachers are also in line with this idea. They have been asked to express their opinion on whether the college is on the way to achieve its goal or not, and have replied as shown in the Table below.

**Table 4.10. Sampled Teachers Responses on Whether the College Is Achieving Its Goal or Not**

S. No	Question	Responses									
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		No	%	No	%	No	%	No	%	No	%
	The college is on the way to achieve its goal	14	70%	6	30%	0	0%	0	0%	0	0%

*No is for number*

Depicted in the above Table is that the respondents all together disagree that the college is on track to achieve its goal. That means, these individuals are not confident in what the college is undertaking as its day to day activities, and hence envisage no hope of success for it.

This belief has its own serious repercussion on the staff members themselves because while the college is in its downward course, they can not feel secure, stable and motivated, and can not fully focus on their job. There are even some staff members who informally wish the college totally closed, which is the sign of complete loss of hope.

### **Employees Turnover**

One of the major problems the college is facing is employees' high turnover. In the last ten months only about 12 employees have left the college. And anyone can imagine the concomitant problem especially in case member(s) of the academic staff is/are missed: trainees are left without trainer as a result of which the former wander here and there in the college and waste their time. The present situation in Construction Technology and Electro Mechanical Technician Departments is a living proof for this fact. One trainer from the former and three from the later department left the college two months ago, and on this account, some trainees in these departments are now frustrated as the available teachers could not cover the vacant position. The college also could not get new employee for the position.

Moreover, this frequent turnover in the college seems unstoppable in future under the present condition as information obtained from the sampled teachers reveals.

Alternatives supposed to express their feelings are presented to them and they responded as shown in the following Table.

**Table 4.11. Feelings of Sampled Teachers on the Current Situation in the College**

Question	Alternatives	Respondents in:	
		number	percentage
Which of the following best describe(s) Your feeling(s)?	A) You want to work in this college until your age of retirement regardless of the Existing or coming situation.	0	0%
	B) You are happy with the current situation in the college and want to stay with it until something undesirable Comes.	0	0%
	C) You are happy with the current situation in the college but are looking for any other chance to leave the college	4	20%
	D) You are not happy with the current situation in the college for other chances to leave	16	80%
	Any others please state	-----	----

The Table shows that the college could not win the loyalty of its workers as no single person wants to serve the college to the very end. And the implication is that the workers are serving the college half-heartedly. Hence this situation should be the most striking one for the college.

## CHAPTER FIVE

### Summary Conclusion and Recommendations

#### 5.1. Summary

The main rationale for conducting this research on job satisfaction of employees was to assess the academic and administrative staff of Assosa TVET College. Based on this objective, questions related to the dissatisfaction the staff of the college factor affect staff dissatisfaction traced.

Moreover, related literature were reviewed, data were collected and analyzed and interpreted. Then the following major findings were made.

- Failure to conduct proper evaluation: - as a result of which the hard workers and the negligent could not be discriminated and equally enjoy the benefits when there is any. That is, the current evaluation system in the college is so poor that it is unable to measure the real performance of the workers sort them in accordance with their achievement;
- Underrating accomplishments:- by tradition itself, people say 'good job!' or 'well done!' when a person does some thing that worth appreciation so that he/she would do much better the next time but this is not customized in the college. Though there are teachers who have devoted their energy, time and resource so as to move the college one step forward, nobody was taken with what they contributed, and the consequence is as clear as day; the morale of these individuals drops and hence they would likely quiet taking out similar activities. This seriously affects not only the college but also the individuals as it stifles their progress;

- Unfairness in granting the opportunity for further academic growth: - the opportunity for academic growth is the main motivator for the staff in general and for the academic staff in particular, but the college has unconvincingly stopped granting this opportunity as a result of which the staff is currently in a bad mood.

## 5.2 Conclusions

- Failure to have the graduated trainees take the COC exam:- the certificate that the college gives to the graduate trainees is of little value as it does not testify their competence. It is rather the COC certificate that determines the fate of these trainees because aired vacancies put it as a requirement. However, the Bureau could not make arrangements in order to enable the trainees move to other regions (because there is no COC centre in the Region) and take the exam.
- The block of training opportunity for the staff of the college:- letter of invitation from different bodies to participate on training comes through the Bureau for the college. Based on the invitation offered, it orders the college to select the eligible participants and send for the training. To the staff's dismay, however, the Bureau does not timely inform the college and the opportunity is usually missed. Moreover, it sometimes selects the participants from its own staff to participate on the training at the cost of the advantage of the college's staff.
- Disparity in pay among the staff:- for the supportive staff of the college, pay is the biggest matter above every factors. This so because the legislation of the college, which the Regional BOE prepared and now is under enforcement, did not take the

promotion criteria of this section in to consideration, and due to this, they could not claim promotion as their equals in other offices.

- Absence of proper supervision:- it can be said that there is no appropriate supervision in the college; the college does not have clear mechanism to supervise its staff, nor is it properly and regularly supervised by the Bureau. Therefore, it can be concluded that the loose supervision from above has weakened the supervision in the college.
- The bureaucracy in the college:- as discussed earlier the bureaucracy in the college is beyond one's tolerance: the staff members are forced to face each and every official to get just a simple material for work. This system is set at the Bureau level and implemented at college level with little complain even though its pressure on the staff is considerable. Therefore, this blame goes to both bodies.

### **5.3. Recommendations**

The factors that cause discomfort to the college are more or less identified. Now it is time to forward solutions that would lessen these discomforts. These are

- Mechanisms should be sought to conduct genuine evaluation that could be referenced to reward virtues and punish vices in the college.
- Recognition should be given to those who make effort for the betterment of the college or for hard working persons.

- As academic growth is the benefit that each and every staff member, murmur. Its granting should be based on the level of performance and be free from favoritism.
- The BOE should seek the mechanism that enables the trainees take COC exam immediately after their graduation.
- The Bureau should timely inform the college in case there are training opportunities that concern any of the staff members and stop sending its own staff at the expense of the advantage of the college's staff.
- Mechanism should be sought to compensate for the jumped promotion for the supportive staff and the Bureau of education should include clear criteria for promotion of this staff in the legislation of the college.
- The Bureau should regularly and appropriately supervise the college and the later should also follow the same foot step so as to motivate its employees.
- BPR is the remedy to break the current bureaucracy in the college. Therefore, it should be implemented as immediately as possible.

## Bibliography

- Angela K and Robert K. (2006). **Organizational Behavior**. China
- Daver R.S (1988). **personal management industrial relations**.New Delhi
- Denga, D.I ( 1996). **Human engineering for high productivity in industrial and other work organization** .calabar.rapid educational publishers.
- Dessler, G. (2001). **Management Leading people and organization** in the 21<sup>st</sup> century Harlow.Prentice hall
- Dweck, C.S.(1999). **Self Theories:Their role in motivation, Personality , and Development** .Philadelphia ,PA psychology press.
- Firestone, W.A. and. Pennel, J.R ( 1993). **Teacher commitment, working conditions and differential incentive policies** .Review of educational Research.
- Golembiewski, R.T (1973). **Motivation**. In Carl Heyel (Ed), the Encyclopedia of Management 2<sup>nd</sup>. New York. Van Nostrand Reinhold.
- Hack man J.R & Oldham,G.R.(1975) **Development of the job diagnostic survey**. Journal of applied psychology 60:159-170
- Hack man J.R & old ham ,G.R(1976) **motivation through the design of work** Test of theory .organaizational Behavior and Human performance, 16:250-279
- Herzberg,F, Mouser ,B.& Snyderman ,B.B(1959). **The motivation of work**.(2<sup>nd</sup>edition)New York Jhon wiley and sons
- Hoppock,R.(1993). **Occupational information**, New york:Mcgrow-Hill

- Lfendo, P (2003). **Employee Motivation and Job satisfaction** in Finnish Organizations. Study of Employees in the Oulu Region, Finland. Master of Business Administration Thesis, University of London
- Lfendo, P. (2004). **Motivation and Job satisfaction among Information system** Developers-Perspectives from Finland.
- Kelly. J.(1974). **Organizational Behavior**. Homewood: Richard. D Irwin.
- Ladebo,O.J.(2005). "Effects Of Work-related Attitudes On the In Lention to Leave The Profeseion" **Educational Management administration** And leadership,Vol,33, No 3: 355-369.
- Lewis, P.S., Goodman, S.H. and Fandt, P.M. (1995). **Management: Challenges** in the 21<sup>st</sup> Century. New York: West Publishing Company.
- Luthans, F.and Kreitner,R.(1984).**Organizational Behavior** Modification. Glenview, iii. Scott, Foresman.
- Maslow, A.H. (1943). A **Theory of Human motivation**. Psychological Review,50:307.
- Maslow,A.H.(1970). **Motivation and Personality**. 2<sup>nd</sup> edition, New York: Harper and Row.
- Naylor,J.(1999). **Management**. Harlow: Prentice hall.
- R D Agarwal (1982). **Organisation and Management**. Tata McGraw-Hill publishing company, New Delhi.
- Rosemary T. ( 2002). **Managing people**. Great Britain

Ryan, R.M.(1995). **Psychological needs and the Facilitation of integrative Processes.** Journal of Personality 63:394-427.

EMPDE (2006). **National TVET Strategy**( Draft for Discussion ),.,.

Skinner, B.F.(1939). **The Behavior of Organism:** An Experimental Analysis. New York: D. Appleton-Central Company.

Spector, P.E. (1997).**Job Satisfaction: Application, Assessment, causes, and consequences.** Thousand Oaks, CA: Sage

Sweeney, P.D.(1990).**Distributive Justice and Pay Satisfaction:** Field Test of an equity Theory Prediction. Journal of Business and psychology. Vol.4:329-341.

Ubom,I.U. and Jsohua,M.T.(2004).**Needs Satisfaction of Employees.** Variables as Predictors of Job Satisfaction of Employees: Implication for Guidance and Counseling; Educational Research Journal.Vol.4:No3

Ubom, I.U. (2001).**Value Orientations, Needs Satisfaction and Job Performance of Public Servants in Akwa Ibom State.** Ph.D. Dissertation University of Calabar.

Vroom, V.H. (1964).**Work and Motivation.** New York: John Wiley and sons.

Whawo, D.D.(1993). **Educational Administration: Planning and Supervision:** Benin City. Jodah Publications.

# **Appendix A**

## **ADDIS ABEBA UNIVERSITY**

### **SCHOOL OF GRADUATE STUDIES**

#### **MANAGEMENT OF VOCATIONAL EDUCATION**

A questionnaire to be filled by Assosa TVET Collage teachers.

The purpose of this questionnaire is to gather data on job satisfaction of trainers and administrative staff

**N.B:- no need to write your name**

#### **General Direction**

This questionnaire contains about 24 items and five alternatives (very satisfied, satisfied, neutral, dissatisfied very dissatisfied) are given for each item. In addition, you are also provided with space so that you can state your reasons for your dissatisfaction or very dissatisfaction if there is any. Therefore, you are heartily requested to put tick mark (✓) under any of the alternatives that represents your feeling, belief or attitude.

NO	Items	very Dissatisfied	dissatisfies	neutral	satisfies	Very satisfied	Give your own idea, if needed
1.	The collage's policies for promotion and advancement are always fair						
2.	My dean is always consistent when administration policies concerning teachers.						
3.	Ever body is treated fairly in this collage						
4.	The environmental in this collage support balance between work and person life.						
5.	I am able to satisfy both my job and family responsibilities.						
6.	The collage has reasonable expectations on teachers.						
7.	I have adequate opportunities for professional growth in this collage						
8.	I receive the training I need to do my job well.						
9.	My dean is actively interested in my professional development and advancement						
10.	My dean encourages and supports my development.						
11.	I receive useful and constructive feedback from my department						
12.	I am given adequate feedback about my performance.						
13.	Instructor performance evaluations are fair and appropriable.						
14.	My collage gives me praise and recognition when I do a good job						
15.	My collage gives me praise and recognition I deserve.						
16.	How my pay compares with that for similar jobs in other companies.						
17.	My pay and the amount of work I do						

18.	How my pay compares with that of other workers.						
19.	The way my boss handles employees						
20.	Graduated trainees from my departments are employed						
21.	How do you feel on the unity in your department?						
22	The college is on the way to achieve its goal						
23	Being in this college, you have the hope to fulfill your needs						
24	Which of the following best describe (s) your feeling(s)?						

## Appendix B

### ለአስተዳደር ሠራተኞች የቀረበ ቃለ መጠይቅ

- 1- የኮሌጁን ዓላማና ግብ ምን ያህል ተረድተዋል(ሻል)?
- 2- ያንተ (ያንቺ) ሥራ ለኮሌጁ ምን ያህል አስተዋጽኦ እንዳለ አብራራ/ሪ/?
- 3- ኮሌጁ ለደንበኞቹ ፍላጎት ምን ያህል ትኩረት ይሰጣል?
- 4- ተረዳድቶ ወይም በጋራ የመሥራት ልምድ በኮሌጁ ውስጥ ምን ያህል ተለምዶአል?
- 5- የኮሌጁ መመሪያ ለሠራተኞች እድገትና ጥቅም ምን ይመስልሃል(ሻል)? ያለህን(ሽን) አስተያየት ስጥ(ጪ)?
- 6- በኮሌጁ ያለው ኅብረተሰብ የሚስተናገደው እንዴት ነው? አብራራ(ሪ)?
- 7- ኮሌጁ ለሥራና ለግለሰብ ያለው አመለካከት ምን ይመስልሃል?
- 8- ሥራውንም ሆነ ቤተሰብህን ለማርካት ያለው ኃላፊነት እንዴት ነው?
- 9- ሙያህን ለማሳደግ ያለህ እድል ምን ያህል ነው?
- 10- ሙያህን ለማሻሻል የሚሰጥህ ሥልጠና እንዴት ነው?
- 11- ከስህተትህ ለመማር ምን ያህል ትበረታታለህ?
- 12- መልካም ሥራ በምትሠራበት ጊዜ የምታገኘው ምሥጋናና እውቅና ምን ያህል ነው?
- 13- የሚታገኘው ክፍያ ከሌላ ኮሌጅ ጋር ስነፃፀር እንዴት ነው? ምን ይመስልሃል?
- 14- በዚህ ኮሌጅ ውስጥ አስቸኳይ መፍትሔ የሚያስፈልጋቸው ምን ምንድናቸው?

# Appendix c

Station:- Assosa				
Element :-	Mean Temperature & Wind Speed			
2008	Months	M.M.Max.	M.M.Min.	Wind Speed
	JAN	30.0	13.1	XX
	FEB	30.0	13.0	XX
	MAR	32.1	16.0	1.9
	APR	27.9	16.8	1.5
	MAY	27.0	16.4	1.9
	JUN	25.3	15.1	1.5
	JUL	23.9	15.8	XX
	AUG	24.1	15.9	XX
	SEP	25.0	15.9	XX
	OCT	25.9	14.3	XX
	NOV	28.5	12.2	XX
	DEC	29.7	12.4	XX
2009				
	JAN	28.7	15.2	1.7
	FEB	31.3	14.1	1.6
	MAR	31.9	14.7	XX
	APR	29.0	16.3	XX
	MAY	28.8	16.8	XX
	JUN	26.4	16.5	XX
	JUL	24.5	15.9	1.3
	AUG	23.8	15.4	1.64
	SEP	25.4	15.9	1.2
	OCT	26.4	14.3	1.0
	NOV	26.4	12.8	1.1
	DEC	29.8	11.6	1.2
2010				
	JAN	31.2	10.1	1.2
	FEB	30.5	15.9	1.5
	MAR	32.2	20.8	XX
	APR	33.1	18.4	XX
	MAY	XX	XX	XX
	JUN	25.7	18.4	1.5
	JUL	24.5	16.6	1.4
	AUG	23.3	15.7	1.4
	SEP	24.4	15.4	1.2
	OCT	26.0	14.0	1.0
	NOV	XX	XX	0.7
	DEC	XX	XX	1.5



REMARK
Calander in Use :-Gregorean
Units :-Temperature in Degree celcius
Wind speed in Meter per second (m/s)
M.M.Min :-Monthly Mean Minimum Temperature
M.M.Max. :-Monthly Mean Maximum Temperature
XX:-Shows No data

## DECLARATION

### Advisee

I, the undersigned, declare that this thesis is my original work and all sources used for this title have been duly acknowledged.

Name: Shumeta Chali

Sign: \_\_\_\_\_

Date: 11/07/2011

### Advisor

I, the undersigned, declare that this thesis has been submitted for examination with my approval as a university advisor.

Name: Dr. Getachew Adugna

Sign: \_\_\_\_\_

Date: 11/07/11

