

**DETERMINANTS OF JOB SATISFACTION OF
TRAINERS: THE CASE OF SELECTED GOVERNMENT
POLYTECHNIC COLLEGES OF ADDIS ABABA**

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As thesis research advisor, I hereby certify that I have read and evaluated this thesis prepared, under my guidance, by **ABERA TILAHUN** Entitled “**Determinants of Job Satisfaction of Trainers: the Case of Selected Government Polytechnic Colleges of Addis Ababa**”. I hereby recommend it to be submitted as fulfilling the thesis requirements.

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As members of the Board of the Examiners of the Master of Art in Human Resource Management Thesis open Defense Examination, we certify that we have read, evaluated the thesis prepared by **Abera Tilahun** and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the degree of Master in Human Resource Management.

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STATEMENT OF THE AUTHOR

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TABLE OF CONTENTS

Acknowledgments.....	i
Table of Contents.....	II
List of Tables	V
List of Acronyms	VI
<i>Abstract</i>	VII
Chapter One:Introduction	1
1.1. Background of the Study	1
1.2. Definitions of Terms.....	2
1.3.Statement of the Problem.....	3
1.4.Basic Questions	4
1.5. Objectives of The Study.....	5
1.5.1.General Objective	5
1.5.2.Specific Objectives	5
1.6.Hypothesis.....	5
1.7.Significance of the Study	6
1.8.Delimitation of the Study.....	6
1.9.Organization of the Study	7
Chapter Two: Literature Review	8
2.1.Concept of Job Satisfaction	8
2.2.Definition of Job-Satisfaction	9
2.3.Importance of Job Satisfaction.....	11
2.4.The Measurements of Job Satisfaction	11
2.5.Determinants of Job Satisfaction / Causes of Job Satisfaction/.....	13
2.5.1.Pay/Salary	13
2.5.2.Supervision	14
2.5.3.Working Condition	16
2.5.4.The Nature of Work.....	16
2.5.5.Co-Worker Relation.....	17
2.5.6.Promotional Opportunities.....	17
2.6.Consequences of Job Satisfaction and Dissatisfaction	18
2.6.1.Job Satisfaction and Absenteeism.....	18
2.6.2.Employee Turnover and Job Satisfaction	19
2.6.3.Job Satisfaction and Job Performance	20
2.6.4.Tardiness	21
2.6.5.Union Activity	21
2.6.6.Hostile Actions.....	21
2.7.Theories of Job-Satisfactions.....	21

2.7.1.Hertzberg’s Motivation-Hygiene Theory/ Two Factor Theory	21
2.7.2.Alderfer’s ERG Theory.....	23
2.7.3.Maslow’s Need Hierarchy Theory.....	24
2.7.3.1.Physiological Needs.....	24
2.7.3.2.The Safety Needs	25
2.7.3.3.The Love Needs	25
2.7.3.4.The Esteem Needs.....	25
2.7.3.5.Self- Actualization.	26
2.8.Empirical Evidences	26
2.9.Theoretical Framework of the Research.....	28
Chapter Three:Research Design and Methodology	29
3.1.Method of Research.....	29
3.2.Sources of the Data	29
3.3.Sampling Technique and Sample Size.....	29
3.4.Data Gathering Instruments	30
3.4.1. Questionnaire	30
3.4.2. Structured Interview.....	31
3.5.Validity and Reliability Issues	31
3.6.Procedure of Data Collection.....	31
3.7.Method of Data Analysis	32
3.8.Ethical Considerations	32
Chapter Four:Data Presentation and Analysis	33
4.1.Demographic Characteristics of the Respondents	34
4.2.Data Analysis Pertinent to the Study	35
4.2.1. Working Conditions.....	35
4.2.2. Supervision	37
4.2.3. Promotion Opportunity	38
4.2.4. The Nature of the Work (Professions).....	39
4.2.5. Achievement	40
4.2.6. Recognition.....	41
4.2.7. Organizational Administrative Policy.....	42
4.2.8. Salary /Payment	43
4.2.9. Interpersonal Relationship	44
4.2.10. Fringe Benefits.....	45
4.2.11. The Satisfaction Level on Communication Facet.....	46
4.2.12. Responsibility	47
4.3.The Overall Satisfaction of Current Work.....	48
4.4.Relationships of Personnel Characteristics and Overall Job Satisfaction	48
4.4.1. Gender and Overall Level of Satisfaction.....	49
4.4.2. Age and Overall Levels of Job Satisfaction.....	50

4.4.3. Qualification and Overall Level of Satisfaction	51
4.4.4. Marital Status and Overall Level of Satisfaction	52
4.4.5. Year of Experience and Overall Level of Satisfaction	53
4.4.6. Current Salary and Overall Level of Satisfaction	54
4.5.Karl Pearson Correlations	55
Chapter Five.....	56
Summary, Conclusions and Recommendations.....	56
5.1.Summary of Findings.....	56
5.2.Conclusions.....	57
5.3.Recommendations.....	59
5.4. Limitation of the Study	61
5.5. Future Research Direction	62
References	
Appendices	

List of Tables

	Page
Table 4.1:- The Characteristics of the Respondents	34
Table 4.2:- The View of Trainers on Working Environment.	35
Table 4.3:-Responses Regarding Supervision	37
Table 4.4:-Responses Regarding Promotion Opportunity	38
Table 4.5:-The Nature of the Work.....	39
Table 4.6:- Responses Regarding Achievement Level.	40
Table 4.7 The Responses Regarding the Recognition Program.	41
Table 4.8:- Organizational Administrative Policy.	42
Table 4.9:- Salary /Payment.....	43
Table 4.10:- Interpersonal Relationship.....	44
Table 4. 11:- Responses Regarding Fringe Benefits.....	45
Table 4. 12:- The Satisfaction Level on Communication Facet	46
Table 4.13:-Satisfaction of Trainers with the Responsibility.	47
Table 4.14. The Overall Satisfaction of Current Work.....	48
Table 4.15:- Gender and Overall Level of Satisfaction Cross Tabulation.....	49
Table 4.16:- Age and Overall Levels of Satisfaction Cross Tabulation.	50
Tables 4. 17:- Qualification and Overall Level of Satisfaction Cross Tabulation.....	51
Table 4.18:- Marital Status and Overall Level of Satisfaction about the Current Work Cross Tabulation	52
Table 4.19:-Year of Experience and Overall Level of Satisfaction about the Current Work Tabulation	53
Table 4.20:-Current Salary and Overall Level of Satisfaction about the Current Work Tabulation	54
Table 4.21: Pearson Correlation	55

List of Acronyms

- SPSS:** Statistical Package for Social Sciences (version 20)
- TVET:** Technical and Vocational Education and Training
- MSQ:** Minnesota Satisfaction Questionnaire
- JDI:** Job Descriptive Index

Abstract

The job satisfaction of trainers is the most important factor in government polytechnic colleges. If effectiveness and productivity of the polytechnic colleges are to be enhanced, then it is must to examine what factors influence the job satisfaction of trainers in the polytechnic colleges. Thus the purpose of this study was to examine factors affecting job satisfaction of government polytechnic colleges of Addis Ababa that are explained by Herzberg job motivator and hygiene factors. The study was conducted in Addis Ababa government polytechnic colleges in order to assess the determinants of the job-satisfaction of the trainers. The major sources of the data were three colleges of Addis Ababa government polytechnic college: Trainers (233), Deans (3), Outcome based Training process owners (3), Human resources Department heads (3). To conduct the study, a descriptive survey method was employed. In selecting the sample from the colleges, a purposive sampling method was used. In addition, the respondents were included based on simple random sampling techniques. For this thesis questionnaire and interview were used to collect quantitative and qualitative data. The quantitative data collected through questionnaire were analyzed using descriptive statistical tools such as percentage, mean scores; correlation and chi-square test (SPSS version 20) were used for the analysis. The results of the study show that there were poor working condition, ineffective supervision, poor recognition, poor organizational and administration policy, inadequate salary, inadequate fringe benefit, lack of interpersonal relationship and poor communication level i.e. the job satisfaction for these facet are very low. On the other hand the nature of work, responsibility of the work, opportunity for advancement and achievement except scholarship and further education are the highest contributors for the satisfaction of the trainers. Chi-square indicates that there is association between gender and the overall level of job satisfaction but not age. In addition, Pearson correlation table shows that there is statistically strong positive correlation between the variables. Finally, Developing a consistent recognition program, to give scholarship opportunity, provide financial and material rewards, promotion to better responsibility level, revising and improving the salary structure (scale) , improve the supervisors skill and ability; sufficient budget allocation and purchase or search for donation from different sources, provide sufficient fringe benefit , follow participative management principle understanding the trainers' attitude towards their job and job-reflecting factors are some of the recommendations that are forwarded to reduce trainers' job dissatisfaction and enhance their satisfaction.

Key words- Trainers, Job satisfaction, motivator factors, hygiene factors

CHAPTER ONE

INRODUCTION

In the introductory chapter Background of the Study, Definition of Terms, Statement of the Problem, Research questions of the Study, Objectives, Significance, Delimitation and Organization of the Study are discussed.

1.1. Background of the Study

Job satisfaction is not a new practice. But it is still a problem for many organizations. The importance of job satisfaction among the employees of organizations and institutions goes back to the second half of the 20th with the appearance of Maslow's theory (1956), Alzaidi (2006). According to Alzaidi, (2006) the movement towards human relationships sheds more light on the importance of the moral and improvement of the work conditions for the employees of organizations and institutions aiming at increasing productivity. The job satisfaction of employees in any organization, as Conley et.al (1989) in Alzaidi (2006) has indicated, it is regarded as a main component of the work environment and one of the main factors determining organizational climate. Moreover, Hoy and Misked (1987) in Alzaidi (2006) have stated that job satisfaction is viewed as a decisive factor as the general efficiency of an organization.

Organizations require effective and efficient performance. To achieve these employees are the most important part of the organization that plays vital roles. Unless employees are satisfied by the job they are assigned to work, the output of the organization will be affected either directly or indirectly. As Lussier (1990) stated, job satisfaction can contribute substantially to the effectiveness of an organization. It contributes to productive output in the form of high quantity and quality products and services, as well as to maintenance objectives of low absenteeism and turnover. Supporting this idea, Coombs (1994) cited in Bansa (1996) stated that management that ignores or mishandles the human element could be devastatingly costly.

The main key to successful change is employee involvement and commitment. Research conducted by Richard, in Harvey (2001) examined and found that the crucial component in adapting to technological change was human factors. This is why many large

organization budget thousands of dollars annually for training and development as well as motivating high performing workforces. In connection to this Harvey (2001) on his part stated that once an organization has recruited quality workforce, it must then continue to develop this resources to achieve a high-level of performance. This includes performance management, or training and development of its employees and managers.

In addition to this he also stated that one of the key elements in developing a high-performance system understands of the motivational force leading to productivity. Human resources management develops the organization pay system relative to its competitors, determines proper pay difference among employees, and determine whether the raises should based on individual, team or organization performance.

Harvey (2001) also identified approaches to motivation that leads to increased productivities including rewards, compensation, incentives, benefits and various employees' involvement programs.

Attracting employees to an organization, employee's job-performance, retention of employee and job-satisfaction are some of the major out-comes of good human resource management. Furthermore, Harvey (2001) have noted that organization view job-satisfaction as important factor for the employee's development as well as for the organization development, because, job-satisfaction lead to build employees high moral and a good image of the organization, which ultimately result in sound work environment which further result in attracting senior employees, less absenteeism, less quite of staff and other positive.

1.2. Definitions of Terms

At this place, technical terms and phrases with special meaning were given operational definition according to authorities and context used in the study.

Job Satisfaction: is the degree of positive attitude of an employee towards the work roles that he is at present occupying (Banki, 1981).

Attitude: refers to a predisposition that makes the individuals behave in a characteristics way across situations (Harvey, 2001).

Job Dissatisfaction: a person's evaluation of his or her job and work content that employees become dissatisfied with their employment relationships, which motivate them to search for and join another organization with better conditions (Mcshane and Glinow, 2000).

Human Resource: The total Knowledge, ability skills, Talents and aptitudes of organizations work force (Harvey, 2001).

Financial factors: that is salary and fringe benefit (Insurance, medical, further education and training and transport (Kassahun, 1996)

Attitudinal measures (factors): are factors that include recognition, responsibility, freedom to take decision, opportunity to use one's own special skills promotion, working conditions, supervision (immediate supervision and co-workers (psychic climate (Kassahun,1996)

Job: a collection tasks that can be performed by a single employee that contributes to the production of some product or service provided by the organization (Heineman. et.al, 1993).

1.3. Statement of the Problem

In service organization like polytechnic colleges understanding job-satisfaction and dissatisfaction of the trainers should be emphasized since they have direct link with the trainees' satisfaction and colleges' success. In relation to this Coombs (1996) cited in Bonsa stated that Teachers next to students, are the greater and more crucial inputs of an educational system. It is important for the trainers to be satisfied with their profession, the satisfaction makes them devoted and committed to their responsibilities. Aklilu (1996) cited in Bonsa said of the several component make an educational system viable, functional and productive, nothing is as crucial as the provision and the maintenance of the satisfied and qualified cadre of teaching force.

The study sought to investigate trainers' job satisfaction based on Herzberg two factor theories hygiene and motivators. Hygiene factors include such things as company policy, administration, supervision, salary, interpersonal relations, and working conditions. Motivators are represented by opportunities for advancement, achievement, responsibility and recognition (Ghazi, 2004).

Job satisfaction is one of the critical factors that contribute to high performances, high employee morale and commitment, and reduce turnover and absenteeism, especially in institutions like Polytechnic Colleges. As a result, there is a need to provide employees the kinds of the environment where he /she can perform effectively. Several researches have been done locally on employee job satisfaction and work motivation. Among these (Bonsa, 1996) did research on secondary school teachers, a related research were done by Kassahun (1996) on employees of Ethiopian Insurance Corporation. A recent research was made by Kumsa (2001) on job satisfaction of Oromia Medical personnel. But no research has been done on Addis Ababa Government Polytechnic Colleges Trainers regarding their job satisfaction. Addis Ababa Government Polytechnic College Trainers, like other types of organizations, are affected by trainers' absenteeism and turn over.

Thus, the researcher tried to assess the determinants of job-satisfaction of trainers' in Government Polytechnic Colleges in Addis Ababa.

1.4. Basic Questions

This study is an attempt to answer the following basic questions, which are believed to be related to the forgoing points:

1. What is the extent of trainers' satisfaction with organizational administrative policy and management system of the Addis Ababa Government Polytechnic Colleges?
2. What is the level of satisfaction the trainers have regarding salary and fringe benefits provision in Addis Ababa Government Polytechnic Colleges?
3. What is the extent of trainers' dissatisfaction with the physical working condition and interpersonal relationships existing in Addis Ababa Government Polytechnic Colleges?
4. What is the level of job-satisfaction in relation to the responsibility exercised and recognition practiced in Addis Ababa Government Polytechnic Colleges?
5. What is the degree of satisfactions of trainers having in relation to the nature of work in Addis Ababa Government Polytechnic Colleges?

6. To what extent do the employees have satisfaction concerning their achievement level and promotion opportunities in Addis Ababa Government Polytechnic Colleges?

1.5.Objectives of the Study

1.5.1. General Objective

The main objective of this research is to identify determinants of job-satisfaction of trainers' in Government Polytechnic Colleges in Addis Ababa.

1.5.2. Specific Objectives

- 1 To understand the extent of trainers' satisfaction with organizational administrative policy and management system of the Government Polytechnic Colleges in Addis Ababa.
- 2 To identify the level of satisfaction the trainers have regarding salary and fringe benefits provision in Government Polytechnic Colleges in Addis Ababa.
- 3 To assess the extent of trainers' satisfaction with the physical working condition and interpersonal relationships existing in Government Polytechnic Colleges in Addis Ababa.
- 4 To assess the level of job-satisfaction trainers in relation to the responsibility exercised and recognition practiced in Government Polytechnic Colleges in Addis Ababa.
- 5 To examine the degree of satisfactions trainers have in relation to the nature of work in Government Polytechnic Colleges in Addis Ababa.
- 6 To find out the extents of satisfaction trainers have concerning their achievement level and career promotion opportunities in Government Polytechnic Colleges in Addis Ababa.

1.6. Hypothesis

H₁: The better the work itself there will be high achievement.

H₂: The higher the recognition of the trainers there will be more responsibility.

H₃: Relationship between advancement and achievement of trainers is significant.

1.7. Significance of the Study

The main purpose of this study were assessing the job-satisfaction of the trainers in government polytechnic colleges in Addis Ababa and come up with the major factors of job satisfaction or dissatisfaction and recommend some possible solution to overcome these problems. In this regard, the results of this study/research/ were expected to serve the following purposes:

1. Help the Technical Vocational Education and Training policy makers to get the necessary awareness and develop an efficiently and effectively performing organization system.
2. Help the leaders and managers at different levels of the organization to take the appropriate measure to satisfying factors and decreasing the dissatisfying
3. Trainers of the Polytechnic Colleges, benefits more as the result of the necessary action taken by the leaders to reduce the dissatisfaction and raised satisfaction level.
4. The beneficiaries such as the trainers, parents and the community provided better quality training from those trainers at a better satisfaction level.
5. It can also be used as a spring board for those researchers who may intend to make further study on this issue.

1.8. Delimitation of the Study

This study was delimited to three Addis Ababa Governments Polytechnic Colleges out of the five Government Polytechnic Colleges exist in Addis Ababa. This is due to financial and time resources constraints and the situations of the colleges are nearly the same. In addition to this, within the college this study was confined to the job-satisfaction of trainers without considering the administrative staff because in order to make the study manageable, practical and attainable within the given time and available resources.

1.9. Organization of the Study

This study consists of five chapters. The first chapter deals with the introductory part that include background, definition of key terms, statement of the problem, basic questions, objectives, significance of the study and delimitation of the study. Chapter two is committed to the review of the related literature to lay down the theoretical foundation of the study. The research design and methodology under which the method, data sources, sampling techniques; the type of instrument and data analysis techniques used were discussed in chapter three. Chapter four treats the analysis and interpretations of the gathered data. The summary of major findings, conclusions drawn up on the findings and possible recommendation was presented in chapter five. Finally lists of reference materials used in the study, questionnaires and interview guides are attached to the paper.

CHAPTER TWO

Literature Review

This chapter deals with the review of related literature in order to find out what has been studied up to now with regards to the job satisfaction of trainers in Polytechnic College of Addis Ababa. In reviewing the literature, the student researcher has found it necessary to focus on selected topics and subtopics: this section, covers the introduction, the concept and definition of job satisfaction, importance of job satisfaction, the measurements of job satisfaction, determinants of job satisfaction, consequences of job satisfaction, and some theories concerning job satisfaction, empirical evidences and theoretical framework of the research. Each of them is presented below sequentially.

2.1. Concept of Job Satisfaction

Job satisfaction is generally regarded as an employee's way of manner towards his job and his job situation. Spector (1997) in Bhurtun (2009) defines job satisfaction simply as the degree to which people like their jobs. Some people therefore like to work and understand that it plays a central part on their lives while others do so only because they have to. As Maslow (1943) stated in his theory, employees were push to satisfy the employer when their five basic types of needs are fulfilled; they are physiological needs, safety needs, social needs, self esteem and self-actualization. This theory suggests that there is a hierarchy of needs in which one employee needs to find satisfaction in his or her lower need adequately and then stepping to a higher order need. As a result, once the employee has been able to fulfill the need, it is more probable that this particular need will no longer motivate the employee's behavior at his workplace, Stone (1998) in Bhurtun, (2009).

In addition he also proposed Herzberg, et.al (1959) a theory known with the so-called two-factor theory or in other words known as "a two-hierarchy of needs," namely first is motivators or satisfiers are higher needs for achievement or the individual's need for self-actualization in his work. They are the job itself, recognition, achievement, responsibility, and advancement. These then play role to determine either the job satisfaction or job

performance. Afterwards comes hygiene factors are believed to be lower order needs they are: supervision, interpersonal relations, working conditions, status, salary, and advancement. If these factors are well administered by any organization, they can prevent employees' negative attitudes or employees' dissatisfaction. Many experts believe that job satisfaction trends can affect labor market behavior and influence work productivity, work effort, employee absenteeism and staff turnover. Moreover, job satisfaction is considered a strong predictor of overall individual well-being (Diaz-Serrano and Cabral Vieira, 2005) in Kazi (2012), as well as a good predictor of intentions or decisions of employees to leave a job (Gazioglu and Tansel, 2002) in Kazi (2012). Beyond the research literature and studies, job satisfaction is also important in everyday life. It is also indicated by (Spector, 1997) in Kazi (2012), Organizations have significant effects on the people who work for them and some of those effects are reflected in how people feel about their work .This makes job satisfaction an issue of substantial importance for both employers and employees.

As many studies suggest, employers benefit from satisfied employees as they are more likely to profit from lower staff turnover and higher productivity if their employees experience a high level of job satisfaction. However, employees should also be happy in their work, given the amount of time they have to devote to it throughout their working lives (Nguyen, Taylor and Bradley, 2003a) in Kazi (2012).

2.2. Definition of Job-Satisfaction

There is no single definition of job satisfaction. Many researchers define job-satisfaction in different ways. The most commonly used definitions among the researchers are as follows:

In the thirties, Hoppock (1935) define job-satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say; I am satisfied with my job. Locke (1976) defined job-satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job-experiences. On his part Vroom (1992) defined job satisfaction as affective orientations on the part of individuals towards work roles which they are presently occupying.

Similarly, Mcshane (1998) define job-satisfaction as a person's attitude, beliefs, assessed feeling and behavioral intention regarding job and work context. In other words, job-satisfaction is an appraisal of the perceived job characteristics and an employee's emotional experience at work. Satisfied employees have favorable evaluation of their job based on their observation and emotional experiences. Job satisfaction can be defined as psychological state of how an individual feels towards work, in other words, it is people's feelings and attitudes about variety of intrinsic and extrinsic elements towards jobs and the organizations they perform their jobs in. The elements of job satisfaction are related to pay, promotion, benefits, work nature, supervision, and relationship with colleagues (Mosadeghard, 2003) in Stella (2013). Employees' satisfaction is considered as all-around module of an organization's human resource strategies.

According to Simatwa (2011) in Stella (2013), Job satisfaction means a function which is positively related to the degree to which one's personal needs are fulfilled in the job situation. Kuria (2011) in Stella(2013) also argues that employees are the most satisfied and highly productive when their job offers them security from economic strain, recognition of their effort, clean policy of grievances, opportunity to contribute ideas and suggestions, participation in decision making and managing the affairs, clean definitions of duties, responsibilities and opportunities for promotion, fringe benefits, sound payment structure, incentive plans and profit sharing activities, health and safety measures, social security, compensation, communication, communication system and finally, atmosphere of mutual trust respect. Job satisfaction means pleasurable emotional state of feeling that results from performance of work (Simatwa, 2011) in Stella (2013).

In light of these definitions, we can define job satisfaction as the sum total of all negative and positive aspects related to the individuals salary, physical working condition, the authority she/he has and the autonomous usage of this authority, the level of success she/he has maintained and the reward given due to this success, the social status maintained in relation with his/her colleagues and administrators. Individual elements do not result in job satisfaction job satisfaction can only be mentioned if all these elements exists in a place in harmony.

2.3. Importance of Job Satisfaction

Spector (1997) in Creamer et.al (2000) presented three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to treat their employees honorably and with respect. Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction. Job satisfaction can be expressed through positive behaviors and job dissatisfaction through negative behaviors. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement.

Spector (1997) in Creamer et.al (2000) believed that each one of the reasons is validation enough of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction. Spector, of course, is only one of many researchers who addressed the importance of job satisfaction. His reasons appear to be representative of many views on the importance of the concept in other major works (i.e., Bruce & Blackburn, 1992; Cranny et al., 1992; Gruneberg, 1976; Hopkins, 1983) dealing with job satisfaction.

2.4.The Measurements of Job Satisfaction

The usual method of assessing job satisfaction is through a questionnaire. Sometimes, more often in practice than in research, employees are interviewed about their satisfaction on their job (Lussier, 1990). Moreover, according to Dewyer; Jex; & Glick, et.al, as cited by Spector (1996), few cases can be found in which job satisfaction was assessed by asking supervisors where it has been possible to estimate another person's satisfaction by asking observers. Some of the most commonly used techniques for measuring job satisfaction according to Aziri, (2011) are MSQ and JDI.

The Minnesota Satisfaction Questionnaire is a paper-pencil type of a questionnaire and can be implemented both individually and in group, but it does not take sex differences into consideration. This questionnaire has one short form and two long forms that date from 1967 and 1977. In fact 20 work features in five levels are measured with this questionnaire. Responding to this questionnaire usually takes between 15-20 minutes. The 1967 version of the Minnesota Satisfaction Questionnaire uses not satisfied, somewhat satisfied, Satisfied, Very satisfied and Extremely satisfied response categories.

The 1977 version of the Minnesota Satisfaction Questionnaire uses Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied and Very dissatisfied.

If compared it's obvious that in a way the 1977 version of this questionnaire is more balanced compared to the 1967 version. This questionnaire includes aspects of job: Co-workers, Achievement, Activity, Advancement, Authority, Company Policies, Compensation, Moral Values, Creativity, Independence, Security, Social Service, Social Status, Recognition, Responsibility, Supervision-Human Relations, Supervision - Technical, Variety, and Working Conditions.

The Job Description Index is one of the most widely used techniques for measuring job satisfaction. It is a simple and easily applicable method. The measurement of strength and weakness within each factor are a sign as in which field improvement and changes are necessary. This questionnaire allows acquisition of information on all major aspects of work and takes sex differences into consideration. This questionnaire was first introduced in 1969 and it measures five major job satisfactions aspects with a total of over 70 potential job descriptions.

The factors considered by the job description index are The nature of work, Compensation and benefits, Attitudes toward supervisors, Relations with co-workers and Opportunities for promotion.

Descriptors on each of the five factors can be evaluated with three potential options by the employees: Which means that the description is relevant, the description is not relevant and that means the employee does not have an opinion.

One of the oldest approaches to measure job satisfaction is the degree of facial expressions presented by Kunin, in Aziri (2011). Perhaps this is the simplest form of job satisfaction measurement. In fact according to this approach several facial expressions are presented to the employee and he should put a check underneath the expression that describes his feeling and opinion the best.

2.5. Determinants of Job Satisfaction / Causes of Job Satisfaction/

Many researchers believe that there are a number of factors that influence the job-satisfaction of many people or contribute to job satisfaction for many people. Many scholars believe that within any organization among the elements of organizational climate that one can influences directly are:

2.5.1. Pay/Salary

According to Luthans (1992), pay/salary is the amount of financial remuneration that is received and the degree to which this is viewed as equitable with the other organization. Wages/salary is significant in job-satisfaction. Money not only helps people attain their basic needs but it is instrumental in providing upper level need satisfaction. Employees often see pay as a reflection of how management views their contribution to the organization. Similarly, Seyfarth (2005) cited in Admasu (2007) describes that money and praise are powerful motivators and though most people say that money is not the most important motivator for them. Salary increment or expansion of fringe benefit is nevertheless welcomed by almost everyone.

Money is valued not only for what it will buy but also as a symbol of success and approval. Similarly, Molineux (2007) cited in Admasu (2007) stated, people obviously need an adequate income if there are to be satisfied with their job. Money not only enables them to support their families but it is also a sign of recognition and worth. It is usually level of pay that account for job-satisfaction, but relative levels. People judge how well or poorly they are paid by comparison with their peers, if they paid poorly compared to their colleagues, they will probably be dissatisfied with their income no matter what it is Molineux (2007) cited in Admasu (2007). In addition this, Mathis and

Jackson (2005) cited in Admasu noted that pay and benefit must be competitive which means they must be “close” to what others employers are providing and what individuals believed to be consistent with their capabilities, experience and performance.

Finally, according to Greenberg (1996) stated job-satisfaction can be enhanced by paying people fairly. People who believed that their organizations’ pay systems are inherently unfair tend to be dissatisfied with their jobs. Pay fairness is applied to salary, hourly pay and fringe benefits. When people are given the opportunities to select the fringe benefits, they most desire their job-satisfaction tends to rise. This idea is consistent with value theory.

After all, given the opportunity receive the fringe benefits they most desire, employees may have little or no discrepancies between those they want and those they actually have.

2.5.2. Supervision

According to Luthans (1992), supervision is another moderately important source of job-satisfaction. There are two dimensions of supervisory style that affect job-satisfaction. One is employee-centeredness. This is measured by the degree to which supervisor takes a personal interest in the employee’s welfare. It is commonly manifested in ways such as checking to see how well the subordinate is doing , providing advice and assistance to the individual, and communicating with the worker on personal as well as an official level. American employees generally complain that their supervisor do not do every good-job on these dimensions. For example a recently large survey found that less than half of the respondents felt their bosses provided them regular feedback or tried to solve their problems.

The second dimensions participation or influence, as illustrated by managers who allow their people to participate in decision that affect their own jobs. In most case, this approach leads to higher job-satisfaction. For example, a comprehensive meta-analysis concluded that participation does have a positive effect on job satisfaction.

A participative climate created by the supervisions has a more substantial effect on workers’ satisfaction than does participation in a specific decision. Similarly, Molineux

(2007) cited in Admassu (2007) states that, no one like to work for a boss who is incompetent. The best supervisions are those who know what they are doing and are committed to getting a job done and are friendly and pleasant to work with employees. On their part, Bruce, et.al (1992) has explained that one of the most important to foster job satisfaction among employees is good managerial relation. Those managers/supervisors is who act to maintain good relations with their employees exhibit the following behaviors, help with job-related problems, awareness of employee difficulties, good communication and regular feed-back about performance so that employees always know where they stand.

For Robinson (2002), employee satisfaction is increased when the immediate supervisions understand and friendly offers praise for good performance listen to employees opinions, and shows a person interest in them. One of the most underlining generalizations offered by Robinson was the more considerate, supportive, or employee oriented, the supervisor is, the greater his/her subordinates will strive to do their job well employee oriented. Employee oriented supervisions tend to get better productivity, motivation and worker satisfaction. On the other hand, poor relationships like intensive, incompetent and unerring managers /supervisors were reported to have the most negative effect on employee satisfaction. This includes, according to Carell, et.al (1992), unfair or biased treatment by supervisors/managers, failure of supervisors/managers to listen and respond to employees' problems or concerns and problems with management communication credibility.

Finally, according to Greenberg (1996) stated that the best ways of enhancing job-satisfaction is by improving the quality of supervision. Specifically, satisfaction tends to be highest among those who believe that their supervisions are competent, treat them with respect, and have their best interest in mind. Similarly, job-satisfaction is enhanced when employees believe that they have open lines of communication with their supervisors.

2.5.3. Working Condition

Good working condition is one of the determinants of job-satisfaction that enhance job-satisfaction. In connection with this, according to Greenberg (1996), creating pleasant working condition may be quite helpful in getting people to avoid being dissatisfied with their jobs. Specially, research has shown that dissatisfactions greater under conditions that are highly over crowded, dark, noisy, have extreme temperature, and poor air quality. These factors associated with the conditions under which work-performed, but not directly linked to the work itself contribute much to the level of job-satisfaction encountered.

According to Mathis and Jackson (2005) cited in Admasu (2007) individuals spent much of their time at work when they expect to work with modern equipment and technology, and have good working conditions, space lighting, temperature, noise, layout and other physical and environmental factors affecting retention of employees. According to Bruce et.al (1992), people want to be comfortable and safe while they work. Appropriate lighting, temperature, and noise level are several aspects that keep people from being uncomfortable, and therefore, from experiencing dissatisfaction. People want the tangible items that they need to work to perform their job well in an office environment, example for tangibles are computers, copiers, fax machines and phones. Furthermore, people prefer cleanliness to dirt and living close to their jobs over living far away.

2.5.4. The Nature of Work

According to Mengistu (2005) Pointed out authorities in the field of human resource management believe that the most important factor of job satisfaction is the kind of work employees perform, especially when it is challenging or interesting. People tend to be more satisfied with their job when they are challenged by what they do Robbins (2009), Mitchell and Larson (1987)cited in Admasu(2007), Harvey(2001) stated a number of factors positively related to job satisfaction under job challenges may include such things as variety on the job, creativity, and difficulty of goals.

2.5.5. Co-worker Relation

According to Mengistu (2005), job satisfaction is significantly affected by the quality of the relationship of employees with coworkers in the work environment who might act as role models. For example, Carell, et.al (1992) concludes that the quality of relationship with in the work group is very important to employees, especially to the extent that the individual is accepted as part of the working units and the friendliness and support of his/her fellows employees.

Similarly Green (2000) cited in Admasu (2007) pointed out that many individuals' social need could be satisfied through their favorable interaction with coworkers and managers at work. Sympathetic and helpful co works can increase employees' job satisfaction. On the other hand, according to Molineux (2007) cited in Admasu one of the non-economic benefits of work was the opportunity to meet and work with other people with similar interest and background. In General, the better people related with others at work, the more satisfied they would be with their jobs.

2.5.6. Promotional Opportunities

There is substantial evidence that promotional opportunities do affect job satisfaction. Employees' desire for promotion is strong for different reasons. Lock, as cited by Feldman & Arnold (1983), stated that the roots of desire for promotion include the desire for higher earnings, the desire for social status, the desire for psychological growth (made possible by greater responsibility), and the desire for justice (if one feels he or she has earned the promotion). As stated by Lussier (1990), most of the employees working in a given organization want to be promoted to higher level jobs. If there is no room for growth and promotion, these employees may not be satisfied by their work.

Whether an employee is directly concerned with his promotion or not, he shows interest in what is happening in his organization as far as promotion is concerned. Regarding this, Murthy (1996) noted that promotion made on favoritism, political and other pressure, makes employees to distrust the organization and to be dissatisfied.

On the contrary, an open promotion policy removes much doubt and misconception from the minds of employees. Moreover, a sound and fair promotion policy is a powerful management tool not only to keep the existing employees happy but also to attract new employees.

2.6. Consequences of Job Satisfaction and Dissatisfaction

Individuals are usually drawn to situations that are rewarding, while they tend to withdraw from situations that are unrewarding or painful. This principle of reward and punishment appears to underlie much of the evidence on the relationship between job satisfaction and employee behavior (Vecchio 2003). There are a number of organizationally relevant behaviors, which are thought to be the results of job satisfaction and job dissatisfaction. But, the three behaviors that have been prominent in the literature are: job performance, employee turnover, and employee absence (Spector, 1996). Each of them will be discussed below.

2.6.1. Job Satisfaction and Absenteeism

Over the years it has been stated that employees with low job satisfaction are absent more often than employees with high job satisfaction (Kalleberg, 1974). Many studies support this conclusion, but not strongly. All that can be said with certainty is that job satisfaction tends to be associated with less absenteeism, especially when employees have some control over absences, that is, when they are not really sick or injured (Organ & Bateman, 1991; Miner, 1992). Kochler & Mathieu, as cited by Spector (1996), put the reason why the relationship between job satisfaction and absenteeism is very low. There are several possible reasons for being absent from work; it includes employee's illness, family member illness (especially children), personal business, fatigue, as well as just not feeling like going to work. Whereas some of these reasons might be associated with job satisfaction, others probably are not. Thus, overall absence is not likely to have a strong relationship with job satisfaction. If reasons for absence are considered, however, the correlation between job satisfaction and absenteeism might be stronger (Kochler & Mathieu as cited by Spector (1996)).

Absenteeism is employee temporarily stay away from work. It is unauthorized leave from work studies of absenteeism have often found that less satisfied employees are more likely to miss work here it is important to distinguish between avoidable (voluntary) absenteeism and unavoidable (involuntary) absenteeism for example is due to illness or family emergency and is largely unrelated to levels of job satisfaction Vecchio(2003). A satisfied worker has a positive attitude towards his work and will try to avoid being absent from work Robbins and Sangh (2006). This does not mean the workers who are highly satisfied with their job would almost never be absent.

2.6.2. Employee Turnover and Job Satisfaction

Turn over occur when the employees leave the organization permanently. From several studies it has been observed that the more people dislike their jobs, the more likely they opt to quit the job (Muchinsky, 1990, Vecchio 2003). A study done by Hulin, as cited by Organ & Bateman (1990), indicated that the mean job satisfaction score for those who eventually did quit the job was significantly lower than for those who stayed in the organization.

The specific influence of dissatisfaction on the decision to quite may be only moderate however because of a variety of other factors are also involved. Perhaps of great influences are the availabilities of alternative employment opportunities (Robbins and Singh 2006). Research indicates that an important moderator of the satisfaction turnover relationship is the employee's level of performance, specifically, level of satisfaction is less important in predicting turnover for superior performers. This is due to efforts that the organization makes to retain these people. According to some researchers (Crampton & Wayner; Hulin, Roznowski, &Haychiya), cited by Spector (1996), most studies on the relationship between employees turnover and job satisfaction explained that the two variables are positively related.

The researchers first assessed job satisfaction in a sample of employees and then waiting for some periods of time to see who quit the job. The results of these studies led them to conclude that dissatisfaction is a factor that leads employees to quit their jobs.

2.6.3. Job Satisfaction and Job Performance

The satisfaction-performance relationship is not very strong and certainly not consistent across different samples of jobs (Muchinsky, 1990). Organ & Bateman (1990) indicated that when average work situation were considered, the relationship of job satisfaction to performance would be positively correlated. However, the relationship is not very strong, and there are numerous exceptions to the relationship. For example, some people are very satisfied with their jobs, yet are low performance; some others are dissatisfied with their jobs but are high performance. Nevertheless, the overall positive association between job satisfaction and performance is expected to exist.

Although it is clear that performance and job satisfaction are related, there are two opposite explanation. First, satisfaction might lead to performance. That is, people who like their jobs work harder and therefore perform better. Second, performance might lead to satisfaction. People who perform well are likely to be benefited from that Performance and those benefits could enhance satisfaction Spector (1996). It is not clear whether performance causes job satisfaction or job satisfaction causes performance (Organ & Bateman, 1990). Supporting this (Petty, Mc Gee, & Cavender, as cited by Bootzin, 1991) concluded that the relationship between job satisfaction and performance to be cyclic, but the cycle probably begins with performance. Once the individual worker perceives that they are doing a good job, they become more satisfied, and their satisfaction may further enhance their performance. Two possible models were illustrated by Spector (1996) as to how job performance relates to job satisfaction. In the first model, job satisfaction leads to increase effort on the job, which leads to job performance. In the second model, job performance leads to rewards, then it leads to job satisfaction.

There are several studies that support either proposal but most evidence favors the second model (Muchinsky 1990, Bootzin et al., 1991, Spector, 1996). Yet, Miner (1992) noted that when performance and satisfaction are positively related, it is often difficult to discern whether job satisfaction causes better performance or performance causes job satisfaction. In this regard, Miner stated: People may feel happy because they are doing well at work or unhappy because they are performing poorly. Conversely, satisfied

employees who are free of stress may therefore be more productive, and certainly dissatisfied workers may take their displeasure out on the company and produce less. The arrow can point in either direction, or both at the same time (that is, satisfaction causes good performance and the latter in turn adds to the feelings of satisfaction (Miner, 1992).

2.6.4. Tardiness

It is generally, believed that chronic tardiness tends to reflect employee dissatisfaction. Of course, it cannot be assumed that chronic tardiness is invariably due to dissatisfaction, because intervening factors such as car parking or preparing a large family for school each morning, often play role. Nonetheless, certain forms of employee tardiness such as that caused by lingering in the park lot or rest room may be attributed to such attitudinal factors as dissatisfaction, low job involvement, or low professional commitment. (Veechio 2003)

2.6.5. Union Activity

Increased interest in union activity has long been accepted as a consequence of employee dissatisfactions.

2.6.6. Hostile Actions

There is a good reason to believe that extremely dissatisfied employees sometimes engage in hostiles actions directed against their employer or coworkers.

Hostile actions include sabotaging machinery or production employee the vandalizing company property unfairly criticizing the employer to customers or the public and physical violence directed at co worker and superior (Ibid).

2.7. Theories of Job-Satisfactions


2.7.1.Hertzberg's Motivation-Hygiene Theory/ Two Factor Theory

Content theory of motivation, attempt to explain and describe factors within the person that energize, direct, sustain and stop behavior. Hertzberg's motivators- hygiene theory is

one of the content theories. The study of job-satisfaction becomes more sophisticated with the introduction of Herzberg motivation-hygiene theory (Herzberg, 1966, Herzberg, Mousner, and Synderman, 1959 cited by Green, 2000). Herzberg's two-factor theory identified work itself as the main source of job-satisfaction. To Herzberg, the concept of job-satisfaction has two dimension namely, intrinsic (motivators/ satisfiers and extrinsic hygiene/ dissatisfies/ maintenance factors. Factors that are related to job content (the work itself) are motivators and job-context are dissatisfies/ hygiene factors/.

Job-satisfaction was more frequently associated with the achievement, recognition, characteristics of the work, responsibility, and advancement. These factors were all related to out-come associated with the content of the task being performed. Herzberg labeled these factors as motivators cause a person to move from the state of no satisfaction-to-satisfaction. Motivators create satisfaction by fulfilling individual's needs and personal growth.

Herzberg job-satisfaction factors

No satisfaction  Satisfaction	
Job that do not offer recognition	Job offering recognition
Job that do not offer simulating work	Job offering simulating work
Job that do not offer responsibility	Job offering responsibility
Job that do not offer achievement	Job offering achievement
Job that do not offer advancement	Job offering advancement

Source: Organizational Behavior (Kreitner, R. (1991).

Therefore, Herzberg's theory predicts managers can motivate individuals by incorporating motivators into an individual's (Kreitner, Robert1991). Herzberg found job-satisfaction (hygiene factors) cannot motivate employees but can minimize their dissatisfaction, if handled properly. Herzberg associated job-dissatisfaction primarily with factors in the work context or environment. Specially, with company policy and administration, technical supervision, salary, interpersonal relations with one's supervisors, and working conditions were mostly frequently mentioned by employees expressing by job-dissatisfaction. According to Herzberg's interpretation, an individual will experiences about hygiene factors.

Hygiene Job-dissatisfaction factors

Hygiene Factors		
Dissatisfaction		➔ No dissatisfaction
1	Job with poor company policy and administration	Job with good company policies and administration
2	Jobs with poor technical supervision	Jobs with good technical supervision
3	Jobs with poor salary	Jobs with good salary
4	Jobs with poor working condition	Jobs with good working condition
5	Jobs with poor interpersonal relationship	Jobs with good interpersonal relationship

Source: Organizational Behavior (Kreitner, R. (1991).

Zero Mid-point:-means Herzberg's does not place dissatisfaction and satisfaction on opposite ends of a single unbroken continuum. He believed that there is a zero midpoint between satisfaction and dissatisfaction. Consider an organization member who has good supervision, pay and working condition but tedious and unchallenging tasks with little chance of growth and advancement would at zero mid-point. The person would have no dissatisfaction because of good hygiene factors and no satisfaction because of lack of motivators (Kreitner, Robert, 1991).

2.7.2. Alderfer's ERG Theory

Alderfer revised Maslow's theory to align work with more empirical research (Robbins et al., 2003). Alderfer's theory is referred to as ERG theory and is based on the following three needs; existence, relatedness and growth. Existence is involved with providing individuals with their basic existence requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep good interpersonal relationships, which Maslow labeled social and esteem needs. Growth needs are an intrinsic desire for personal development based on the self-actualization needs of Maslow.

The ERG theory pivots around the axial point that more than one need is in operation at the same time. When the aspiration to satisfy a higher need is subdued, the desire to satisfy a lower order level need increases. Alderfer (1972) mentions two forms of

movement which will become important to a person. The first one is referred to as satisfaction-progression. The second movement is the frustration-regression, which provides additional insight about motivation and human behavior. According to Alderfer (1972), when a person's needs are frustrated at higher level, it leads to movement down the hierarchy.

2.7.3. Maslow's Need Hierarchy Theory

In his theory of motivation, Maslow (1954) as quoted in Lam and Tang, classifies the desires or needs of human beings into physiological, safety, belongingness, esteem, and self-realization needs in ascending order of importance. Examples of physiological needs are salary, housing, food and clothing. Examples of safety needs are safe working environment, freedom from pain and threat, and job security. Belongingness needs include affection from friends and family, and the feeling of belonging to a group. Esteem needs are the desire for respect and recognition that satisfy one's ego. Self-realization or self-actualization needs are individual's personal sense of achievement and feeling of self-fulfillment.

Maslow asserts that the low-level need must be satisfied before attempting to reach the need of the next higher level; and that once a need is satisfied; it is no longer a motivator of behavior with the exception of esteem and self-realization needs. (Ibid). Maslow (1943) broadly discussed the physiological, safety, belongingness, esteem, and self-realization needs and it is briefly revised as follows:

2.7.3.1. Physiological Needs

A human who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else. If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background.

It is then fair to characterize the whole organism by saying simply that it is hungry, for consciousness is almost completely preempted by hunger. All capacities are put into the service of hunger satisfaction, and the organization of these capacities is almost entirely determined by the one purpose of satisfying hunger.

2.7.3.2.The Safety Needs

If the physiological needs are relatively well gratified, there then emerges as new set of needs, which is roughly categorized as the safety needs. All that has been said of the physiological needs is equally true, although in lesser degree, of these desires. The organism may equally well be wholly dominated by them. They may serve as the almost exclusive organizers of behavior, recruiting all the capacities of the organization in their service, and is then fairly describe the whole organism as a safety seeking mechanism. Again, as in the hungry man, it is found that the dominating goal is a strong determinant not only of his current world-outlook and philosophy but also of his philosophy of the future. Practically everything looks less important than safety.

2.7.3.3.The Love Needs

If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love.

2.7.3.4. The Esteem Needs

These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Secondly it is the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or

appreciation. Satisfaction of the self-esteem need leads to feelings of self confidence, worth, strength, capability and adequacy of being useful and necessary in the world.

2.7.3.5. Self- actualization.

Even if all these needs are satisfied, people may still often expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be. This need is called self actualization. It refers to the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming.

The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions.

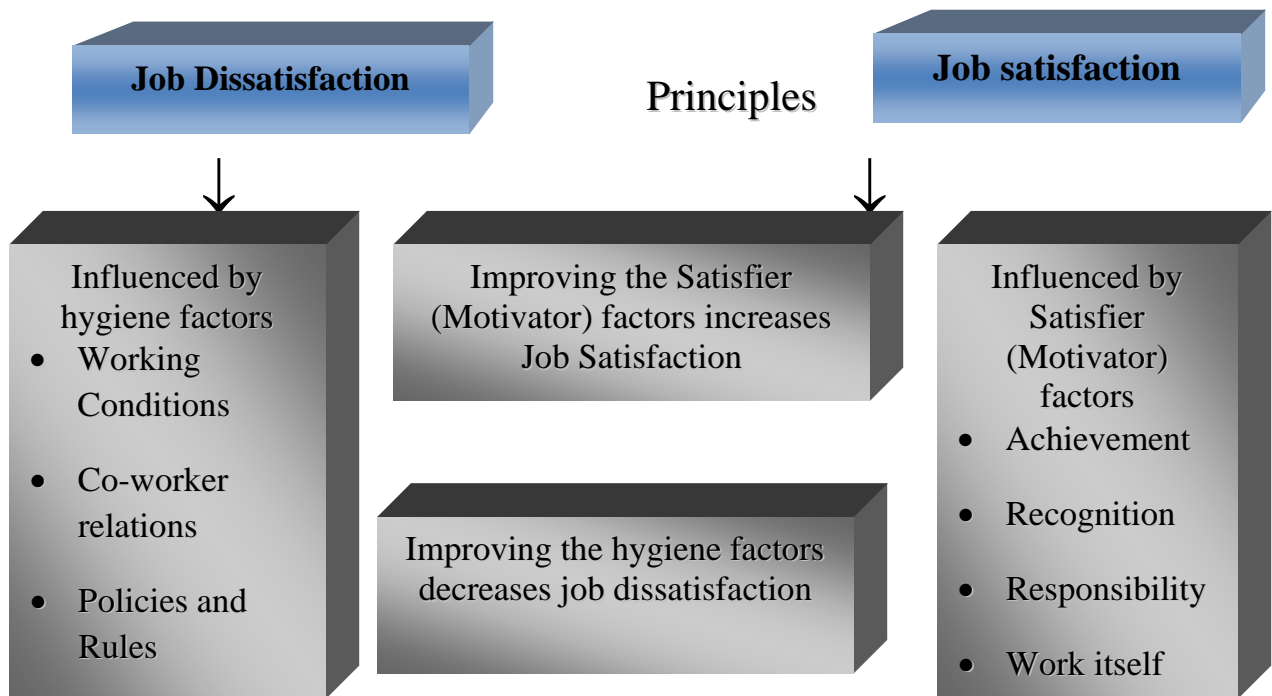
2.8. Empirical Evidences

Tasnim (2006) undertook a research on Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh. The study explained that the male and female teachers are dissatisfied because of poor salary structure. The researcher interviewed 57 teachers and they all (100%) are highly dissatisfied with low salary. The researcher got the same response in urban and rural school. Another finding was both male and female teacher with high educational background are dissatisfied with this profession. Regarding to the working environment the female teachers are more dissatisfied than their male counterparts. There are two type of working environment one is physical and other is social environment. Female teachers are sometimes not getting the separate toilet they have to share with head teacher which causes a big dissatisfaction to them, in village most of the teachers come to the school by walking 3\4 kilometer every day. It is not so easy for female teacher. Because of masculine culture sometimes male colleague show dominating attitude which also causes to dissatisfaction to the female teachers. Even they

have to take care of their family members and side by side show better performance in schools. Such pressure also impacts on working environment as well as on job satisfaction. Another one is everyone expects recognition of one's job. But it is found that some head teachers are hardly done this job. They like to remain in apex position in the organization. Even they never consult with others. Because of such power distance both male and female teachers are dissatisfied. A male head teacher can hardly read the emotion of a female teacher. On the other hand, a male head teacher cannot overcome his masculine attitudes. Both this together cause the female teachers dissatisfied with the supervision of the head teacher. Last finding of this study was that because of masculine culture the male teachers undermine the female teacher. The researcher has no specific data through questioner but he got this information from informal discussion. It is noticed that masculine attitudes of the male colleagues and head teachers creates dissatisfaction to the female teachers. The male teachers sometimes undermine the female teacher that female teachers are not capable to do any official job. In urban school it is not so high but in rural school very hardly male teachers recognized the female teachers' contribution.

Karimi (2012) also made a research on Factors Affecting Job Satisfaction of Faculty Members of Bu-Ali Sina University, Hamedan. Faculties in university Bu-Ali Sina were generally satisfied with their jobs. However, male faculty members were less satisfied than female male faculty in the study. The study also showed the factor "work itself" was the most motivating aspect for faculty in the study. The least motivating aspect of faculty member's jobs was the "working conditions." The findings imply that faculty was most satisfied with the *content* of their job and least satisfied with the *context* in which their job was performed. All of the job motivator and hygiene characteristics were moderately or substantially related to overall job satisfaction. The finding also from the multiple regression analysis revealed that the factors work itself and advancement explained the variability among faculty member's overall job satisfaction scores which implies, that to elevate the collective overall level of job satisfaction among faculty members, college administrators must focus on improving the work itself and advancement aspects of a faculty member's job.

2.9. Theoretical Framework of the Research



Adapted from Herzberg's Two-Factors Theory

(<http://www.oeconsulting.com.sg>)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the thesis deals with the methodology used in the study, which includes the methods of the research, source of the data, sampling technique, data gathering instruments, procedure of data collection, and method of data analysis.

3.1. Method of Research

According to Bowerman and O'Connell (2003), the research method employed is determined by the research topic. As mentioned earlier, the major purpose of this study was to assess the determinants of job-satisfaction of trainers' in Addis Ababa government Polytechnic colleges. Hence, descriptive survey and correlation method were conducted in this study with the assumption that it could help the researcher to reveal the trainers' of job-satisfaction in Addis Ababa government polytechnic colleges. The descriptive method was appropriate because it helps in obtaining information about existing status of job-satisfaction. It also helps to reflect the condition of the prevailing job-satisfaction. A descriptive study describes and interprets what exists. It is concerned with conditions or realities that exist, opinions that are held, process that are going on, effect that are evident or trends that are developing. It is primarily concerned with the present, although it often considers also past events and influences as they related to current conditions (Best and Kahn, 1999).

3.2. Sources of the Data

The data was gathered both from primary and secondary sources. Accordingly, the primary data was collected from polytechnic college deans, human resources department heads and trainers from selected colleges on the bases of the interview and questionnaire forwarded. Secondary data were obtained from TVET policies, proclamations and strategies, and books.

3.3. Sampling Technique and Sample Size

As said by Bowerman and O'Connell (2003), if information contained in the sample is required to be accurately mirror of the population under study, the sample should be

selected randomly. The respondent trainers from the three government polytechnic colleges were selected by simple random sampling because Simple random sampling was used to be sure that every units were constituted in the samples. The three government polytechnic colleges were Addis Ababa Tegbaried polytechnic college, Misrak polytechnic college and Entoto polytechnic colleges which were selected on the basis of purposive sampling. The reason for purposive sampling was the respondents were easily accessible, their availability, as well as its being of less time consuming and inexpensive to gather the research information

Furthermore, the deans, vice-deans and the human resources heads from the selected colleges were considered as a source of data for the study by using purposive sampling, since the information obtained from them is very essential. Concerning respondent population, out of the total 612 Academic staff 233 trainers were selected from each of the three colleges and nine leaders were included in the study. Therefore, the sample size of respondents who were reply to the research study is assumed to be reasonable and representative. According to Yamane, (1967) sample size could be calculated as follows

$$n = \frac{N}{1 + N(e)^2}, \text{ where } n \text{ is the sample size, } N \text{ is the population size, and } e \text{ is the level of precision}$$

When this formula is applied we get

$$n = \frac{612}{1 + 612(.05)^2} = 242$$

3.4. Data Gathering Instruments

The data were collected by using of the following instruments:

3.4.1. Questionnaire

The data were collected mainly using closed ended questionnaire which were followed by a few open-ended items to provide trainers opportunity to write additional comments of their feelings about their job. The questionnaire was developed based on Herzberg's two-factor theory. The satisfaction is measured using job satisfaction facets to see which a factor is influencing. This method involves identification of key elements in a job and asking employees feeling based on each factors. Respondent's rate their feelings of each

between five to one that corresponds to their answer from strongly agree to strongly disagree (on a five point scale)

- (5) Strongly agree,
- (4) Agree,
- (3) Indifferent
- (2) Disagree, and
- (1) Strongly disagree

3.4.2. Structured Interview

Structured interview questions were also used to gather additional information from deans, outcome-based process owners and human resource department heads in relation to the problem under study.

3.5. Validity and Reliability Issues

In the study the researcher tried to assure validity. The first thing that was done the researcher adopted the questionnaire from other studies and modified it according to the researcher's variables. In addition, pilot test was undertaken at Nifas silk College was not included in the study.

With regard to reliability the researcher used Cronbach Alpha which is an internal consistency test that measures the degree to which the items or measurements consistently measures the underlying construct.

3.6. Procedure of Data Collection

The following procedures were taken in to consideration to deal with the study of job-satisfaction of trainers in Addis Ababa polytechnic colleges. First, relevant literatures were assessed to get associate with the issue under consideration. Second, relevant statistical data were secured. Third, the research proposal was developed and the basic questions were prepared. Fourth, data gathering tools were designed based on review of related literature and basic questions.

Pilot Test

Before the distribution of questionnaires to the sample population of the study, a pilot test was conducted in Nifas Silk polytechnic college, which was not included in the final study. This help the researcher to get feed-back as to get feed-back as to whether it was

constructed properly especially in detecting some redundant, ambiguous and unclear items of the questionnaire. Finally, after improving the questionnaire based on the feedback from pilot test, the instruments were administered, collected and analyzed.

3.7. Method of Data Analysis

In view of the descriptive nature of the study, the raw data collected through questionnaires were carefully tallied, tabulated and organized. The items were classified in to different tables according to the nature of issues raised in questionnaires. Each of the issues were analyzed and interpreted. SPSS version 20 software was employed to analyze the data. In addition to this, the information obtained through interview was also presented through narrative description to complete the data obtained by means of questionnaire.

3.8. Ethical Considerations

Before the data collection, the ethical issues were taken in to consideration when the study is conducted. Appropriate communication was under taken with the staff of the colleges. Moreover, a formal letter was obtained from Addis Ababa University School of Commerce to inform them about the study. During data collection respondents were informed the objective of the research. Anyone who was not interested to involve was cancelled from the study. For the purpose of respondents' security their names were not written on the questionnaire.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis and interpretation of the data gathered from three government polytechnic colleges of Addis Ababa. The data obtained through questionnaires, and interviews were analyzed and interpreted. Consequently based on the responses obtained from the sample respondents and conducted interview with the concerned bodies the analysis and interpretations of the data were presented. In addition to this, in order to treat the basic questions and to show their contribution for the job-satisfaction of trainers, Frederick Herzberg's two factors theory model was used because it was believed that this model clearly delineates the satisfying and dissatisfying elements clearly. Moreover, in order to answer the basic questions, the data collected from the respondents through questionnaires were organized in tabular form and interpreted using percentage, mean score; cross tabulation and chi-square were used.

In addition to the trainers, three deans, three out- come based training process owners and three human resource department heads of these colleges were interviewed.

4.1. Demographic Characteristics of The Respondents

Table 4.1:- The Characteristics of the Respondents

	Category	Frequency	Percent	Cumulative Percent
Gender	Male	172	71.1	71.1
	Female	70	28.9	100.0
	Total	242	100.0	
Marital status	Married	115	47.5	47.5
	Unmarried	122	50.4	97.9
	Divorced	5	2.1	100.0
	Total	242	100.0	
Age	Below 21	5	2.1	2.1
	21-29	156	64.5	66.5
	30-38	50	20.7	87.2
	39 & above	31	12.8	100.0
	Total	242	100.0	
Educational level	Diploma	110	45.5	45.5
	Degree	100	41.3	86.8
	Master	32	13.2	100.0
	Total	242	100.0	
Employment status	Permanent	241	99.6	99.6
	Contractual	1	.4	100.0
	Total	242	100.0	
Current salary	1001-2000	152	62.8	62.8
	2001-3000	68	28.1	90.9
	3001& above	22	9.1	100.0
	Total	242	100.0	
Experience	Below 3	5	2.1	2.1
	3-5	135	55.8	57.9
	6-10	92	38.0	95.9
	11& above	10	4.1	100.0
	Total	242	100.0	

As shown in Table 1, in the age category below 21 ages were 2.1%, 21-29 ages were 64.5%, those whose age between 30-38 were 20.7%, and those who were 39 and above were 12.8%. This indicates that the majority of respondents were between 21 and 29 years and this show that there is a focus on young trainers. With respect to gender, the greater majority of the respondents were male 71.1% while the remaining 28.9% were females. This may result in male dominates in responses than the females. With respect to their level of qualification, 41.3% of the respondents were first degree holders where as 13.2% of them had masters degree and 45.5% were diploma holders. This shows diploma holders are more dominant in providing the training in polytechnic colleges. Therefore, this requirement has been maintained and this might decrease the shortage of trainers in

the TVET system. Considering marital status, the majority 50.4% of the respondents were unmarried, followed by 47.5% were married, and 2.1% of them were divorced. From the data one can conclude that the majority of the respondents have not established their own family.

Concerning the year of experience the findings shows that 2.1 % of the trainers have served below 3 years and 55.8% of them have served from 3-5 years and 38% have served from 6-10 and finally 4.1% have served 11 years and above. This implies that the majority of the trainers have less experience. Regarding the current salary 62.8% of the trainers earn between 1001-2000 birr as monthly salaries, 28.1% of the trainers earn between 2001-3000 birr monthly salary and 9.1% of them earn above 3000 birr of monthly salary. Form this majority of the trainers earn between 1001 up to 2000 birr of monthly salary.

4.2. Data Analysis Pertinent to the Study

This part deals with the analyses and interpretation of the determinants of job satisfactions

4.2.1. Working Conditions

Table 4.2:- The View of Trainers on Working Environment.

The statements	SA		A		ID		DA		SDA		Means
	F	%	F	%	F	%	F	%	F	%	
I have the materials and equipment that I need in order to do my work right	15	6.2	34	14.5	11	4.5	157	64.9	25	10.3	2.41
A useful physical facilities/working facilities/ are available adequately	10	4.1	30	12.4	15	6.2	152	62.8	35	14.5	2.29
The Working place is clean, attractive and healthy environmental condition.	10	4.1	29	12.0	25	10.3	138	57.0	40	16.5	2.30
Average percentage and mean		4.87		12.67		7.00		61.57		13.77	2.33

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

As indicated in Table 2, the data shows that 13.77% of the average respondents were strongly disagree with the availability of sufficient materials, working facilities and clean, attractive and healthy environmental condition. 61.57% of the average respondents were disagree with the supply and availability of materials, and equipment, working facilities and clean, attractive and healthy environmental condition for training. On the other hand 4.87% of the respondents were strongly agree with the supply and availability of materials and equipment, working facilities and clean, attractive and healthy environmental condition and 12.67% were agreed that they receive the raw material and equipment they want. The findings revealed that 75.34% of the average respondents were not satisfied with the working condition they were working with, 7% of the average respondents were indifferent with the working conditions.

On the other hand 17.54% of the average respondents were satisfied with working condition in which they are working, and good for them to achieve organization goal.

In addition to this, the average mean of the respondents were less than 3.00. From the above data one can see the majority of the respondents 75.34% were dissatisfied with the supply, purchasing and availability of raw material, equipment and machines need to conducted practical training as well as to carry out the training according to the occupational standard. Supporting this idea, the interview conducted with the colleges' leaders also shows the absences of the material and equipment to provide practical trainings. Hence, the above mentioned fact leads trainers to be dissatisfied with their work condition. This implies that it is very difficult for the trainers to provide practical training according to occupational standard and achieve the organizational goals. Therefore, the trainers' of the colleges were dissatisfied with the working environment of the colleges. Thus moral and engagement suffer in a difficult setting, and trainers are left feeling depleted and discouraged as a result their productivity will be affected.

4.2.2. Supervision

Table 4.3:-Responses Regarding Supervision

The statement	SA		A		IND		DA		SDA		Means
	F	%	F	%	F	%	F	%	F	%	
I believe that my supervisor has good Competence in decision making.	12	5.0	20	8.3	25	10.3	155	64.0	30	12.4	2.29
The degree of respect and fair treatment that you have received from your immediate boss is good.	8	3.3	25	10.3	14	5.8	143	59.1	52	21.5	2.15
Trainers are not forced to do things that do not go against their moral values	20	8.3	142	58.7	20	8.3	30	12.4	30	12.4	3.38
Trainers receive adequate support from their supervisor	8	3.3	25	10.3	20	8.8	109	45.0	80	33.1	2.06
Average percentage and mean		4.98		21.9		8.3		45.13		19.85	2.47

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Table 3, depicts that 76.4%, 80.6%, 24.8% and 78.1% were disagreed with the supervisor competence in decision making, degree of respect and fair treatment received from immediate boss, not forced to do things that don't go against their conscience and adequate supports received from the supervisors respectively.

With the supervisor competence in decision making, 5%strongly agreed, 8.3% agreed, 10.3% indifferent 64% disagreed and 12.4% were strongly disagreed. Concerning the degree respect and fair treatment received from immediate boss 3.3% were strongly agreed, 10.3% agreed, 5.8% indifferent, 59.1% disagreed, and 21.5% strongly disagreed. Regarding trainers not forced to do things that don't go against their moral values 8.3% strongly agree, 58.7% agreed, 8.3% indifferent, 12.4% disagreed, and 12.4% strongly disagreed. Finally, concerning receiving adequate support from the supervisor 3.3% strongly agree, 10.3% agreed, 8.8% indifferent, 45% disagreed, and 33.1% strongly disagreed. In this case the majority, 64.98% of the average respondents were dissatisfied

for the supervision practiced in their colleges and the average mean distribution also less than 3.00.

Hence the trainers of the TVET colleges were dissatisfied with supervision practiced in their colleges and this result in each and every trainer was working in fragmented direction. This implies deans, department heads are not cooperative, they do not provide advice for work improvement; tasks and responsibilities are allocated unfairly.

4.2.3. Promotion Opportunity

Table 4.4:-Responses Regarding Promotion Opportunity

The statement	SA		A		IND		DA		SDA		Means
	F	%	F	%	F	%	F	%	F	%	
The type of work I perform provides me with opportunity for personal growth and development	90	37.2	102	42.1	5	2.1	30	12.4	15	6.2	3.92
There is a good chance for promotion and scholarship on this profession.	30	12.4	15	6.2	26	10.7	161	66.5	10	4.1	2.56
There is an opportunity for further education and personal growth	25	10.3	40	16.5	20	8.3	137	56.6	20	8.3	2.64
Average percentage and mean		19.97		21.60		7.03		45.17		6.20	3.04

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Table 4, conveys that 79.3% of the respondents were in the range of agreement in opportunity for personal growth and development, 70.6% of is the chance for promotion and scholarship opportunity in their profession and 64.9% opportunity for further education and personal growth were in the range of disagree. 18.6%, 70.6%, 64.9% of the respondents were in the range of disagreement for the same factor. Whereas 2.1%, 10.7% and 8.3% of the respondents were indifferent. Hence, it can be concluded that the highest proportions of the respondents were dissatisfied with the opportunity that their job provided them for the advancement. Therefore, the trainers have not the opportunity to upgrade their skill and qualification to provide quality training and produce well-equipped trainees to meet the colleges' goal.

4.2.4. The Nature of the Work (Professions)

Table 4.5:-The Nature of the Work

The statement	SA		A		IND		DA		SDA		Means
	F	%	F	%	F	%	F	%	F	%	
I am satisfied with the type of job I perform since it is a challenging work	50	20.7	154	63.6	17	7.0	16	6.6	5	2.1	3.94
Training provides an opportunity to use a variety of skills	90	37.2	111	45.9	19	7.9	15	6.2	7	2.9	4.08
Training is very interesting work.	112	46.3	120	49.6	2	0.8	4	1.7	4	1.7	4.37
Training encourages me to be creative.	121	50.0	110	45.5	3	1.2	5	2.1	3	1.2	4.41
Average percentage and means		38.55		51.15		4.23		4.15		1.98	4.20

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Table 5, reveals that 63.6% of the trainers showed their agreement on their engagement in performing a challenging work. Further, about 20.7% even strongly agreed on their work being challenging, 7% of the respondents were indifferent on this matter, 6.6%, and 2.1% were disagreed and strongly disagreed respectively.

Regarding the opportunity to use a variety of skills, 37.2% of the respondents were strongly agreed, 45.9% of them were agreed, 7.9% of them were responded as indifferent, but 6.2% of the respondents were disagree, and 2.9% strongly disagrees. For the statement the training is very interesting work, 46.3% of the respondents strongly agreed, 49.6% of them agreed, .8% were indifferent, 1.7% disagreed, and 1.7% strongly disagreed. Concerning the training encourages me to be creative, 50% strongly agreed, 45.5% agreed, 1.2% were indifferent, 1.2% strongly disagreed and 2.1% of the respondents were disagreed .From the above findings the majority 89.7% of the trainers were satisfied with the nature of work(their professions) and the average mean is greater than 3.00. This shows that the training provide meaningful work to trainers and initiates

them to achieve the objective of TVET colleges i.e. producing quality trainees and to bring technological transfer.

4.2.5. Achievement

Table 4.6:- Responses Regarding Achievement level.

The statement	SA		A		IND		DA		SDA		Mean
	F	%	F	%	F	%	F	%	F	%	
I am satisfied with the type of work I perform since it provides me with opportunity for achievement	40	16.5	160	66.1	10	4.1	17	7.0	15	6.2	3.80
I have the opportunity to utilize my skills , abilities and talents	62	25.6	142	58.7	20	8.3	15	6.2	3	1.2	4.01
I get the feeling of accomplishment from the job and I am not working for the sake of working.	55	22.7	149	61.6	17	7.0	15	6.2	6	2.5	3.96
Average percentage and mean		21.60		62.13		6.47		6.47		3.30	3.92

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

According to Table 6, 16.5%, 22.6% and 22.7% strongly agree with the opportunity for achievement, opportunity to utilize the skills, abilities and talents and feeling of accomplishment from the job, respectively.

In addition to this, 66.1%, 58.7%, and 61.6% were agree for the same factors, Whereas 4.1%, 8.3%, and 7.0% of the respondents were indifferent with the opportunity for achievement, to utilize the skills, abilities and talents and feeling of accomplishment from the job respectively. On the other hand 7%, 6.2%, and 6.2% of the respondents were disagree with the opportunity for achievement, opportunity to utilize the skills, abilities and talents and feeling of accomplishment from the job, respectively and 6.2%, 1.2%, and 2.5% of the respondents strongly disagree with the opportunity for achievement, opportunity to utilize the skills, abilities and talents and feeling of accomplishment from the job, respectively. The findings suggest that most of the trainers were satisfied with opportunity for achievement.

About 62.13% of the average respondents agreed, while 21.6% of the average respondents even strongly agreed that their job provides them with the achievement level, whereas 6.47% of the trainers were indifferent, but 6.47% and 3.3% of the average respondents disagreed and strongly disagreed on this aspect. Moreover, the average mean of the distribution of responses was found to be 3.92, which was closer to 'agree', indicating that frequency of responses concentrated around agreement on satisfaction with the achievement level.

4.2.6. Recognition

Table 4.7 The Responses Regarding the Recognition Program.

The statement	SA		A		IND		DA		SDA		mean
	F	%	F	%	F	%	F	%	F	%	
I get appraise for doing a good Job from my supervisor	5	2.1	9	3.7	10	4.1	180	74.4	38	15.7	2.02
There is a formal recognition program	3	1.2	21	8.7	10	4.1	179	74.0	29	12.0	2.13
My accomplishments recognized by the people I work with.	3	1.2	15	6.2	2	0.8	177	73.1	45	18.6	1.98
Average percentage and mean		1.50		6.20		3.00		73.83		15.43	2.04

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

From the table one can see that 90.1% of the respondents support the idea that they do not have any appraisal in their work, 5.8% of the respondents feel that they have appraisal for doing a good work, where as 4.1% of the respondents were indifferent of appraisal for doing a good work. Regarding formal recognition program, 86% of the respondents included in the study said that there is no formal recognition program in the college, 4.1% of the respondents were indifferent of this idea and the rest of the respondents 9.9% conform that there is a formal recognition program. About the recognition by the coworkers majority of the trainers were not satisfied 73.1% have disagreed, while 18.6% strongly disagreed about the recognition by their coworkers, .8% were indifferent, and

the rest of the trainers were agreed about the recognition by coworkers (6.2% agreed and 1.2% strongly agreed).

The results of the findings revealed that the extent of supervisors' appraisal for doing good job, the existence of a formal recognition program and the recognition of accomplishment by the coworkers the majority (89.26%) of the respondent were more dissatisfied and the average mean of the respondents also 2.04 which is closer to "disagree".

4.2.7. Organizational Administrative Policy

Table 4.8:- Organizational Administrative Policy.

The statement	SA		A		IND		DA		SDA		Me an
	F	%	F	%	F	%	F	%	F	%	X
My perception to policy align with services and infrastructure	7	2.9	22	9.1	30	12.4	135	55.8	48	19.8	2.19
My perception to policy related to fringe benefit, promotion, demotion and other disciplinary measures are interesting.	13	5.4	17	7.0	15	6.2	139	57.4	58	24.0	2.12
I am satisfied with the completeness of the policy regarding all matters pertaining to trainers	8	3.3	24	9.9	3	1.2	142	58.7	65	26.9	2.04
Average percentage and mean		3.87		8.67		6.60		57.30		23.57	2.12

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Table 8, indicates the respondents' perception regarding policy align with infrastructure and service. It shows that 19.8% are strongly disagreed, 55.8% are disagreed, 12.4% are indifferent and 2.9% were strongly agreed and 9.1% disagreed. The rating of response regarding the perception of policy related to fringe benefits, promotion, demotion, and other disciplinary measure showed that 5.4% are strongly agreed, 7% were agreed, 6.2% rated as indifferent, 57.4% are disagreed, 24% strongly disagree.

For the completeness of the policy regarding all matters pertaining to trainers, 3.3% of the respondents were rated as strongly agreed, 9.9% were rated as agreed, 1.2% rated as indifferent, 58.7% as disagreed, 26.9% as strongly agreed. The majority of the respondents were dissatisfied with the organizational administrative policy. 80.87% of the average respondents were in the range of dissatisfaction, 6.6% were indifferent and the rest of the respondents (12.54%) were in the range of satisfaction. In connection to this the interview with the leaders of TVET shows the unclarity of the TVET policy in supporting the above suggestion.

Thus, this results in trainers display below the average belief in the colleges goal and values, express below the average willingness to exert considerable effort on the behave of the colleges and low desire to maintain membership of the colleges.

4.2.8. Salary /Payment

Table 4.9:- Salary /Payment.

The statement	SA		A		IND		DA		SDA		Mean
	F	%	F	%	F	%	F	%	F	%	
I am satisfied with the salary	1	0.4	10	4.1	2	0.8	129	53.3	100	41.3	1.69
My income is proportional to the amount of work I do in the organization	1	0.4	8	3.3	2	0.8	135	55.8	96	39.7	1.69
I am fairly compensated.	2	0.8	8	3.3	20	8.3	160	66.1	52	21.5	1.96
Average percentage and mean		0.53		3.57		3.30		58.40		34.17	1.78

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

As can be seen in Table 9, the majority of the trainers responded that they are dissatisfied with salary paid, comparability of salary paid with the amount of work they do, and fair compensation 58.4% of the average respondents were dissatisfied and 34.17% were strongly dissatisfied, 3.3% were indifferent, 3.57% are agreed and .53% were strongly agreed. From this 92.57% of the respondents are in the range of dissatisfaction and the average mean of the respondents were also 1.78 which is in the range of dissatisfaction. Therefore the trainers of the colleges were dissatisfied with the salary. Providing

adequate salary to the workers is one of the means to retain competent trainers and attracting well qualified trainers. Whereas lack of providing the adequate salary that other organizations provide, result in loss of competent trainers and difficult to obtain well qualified trainers from the market. Hence, this may increase the trainers' turnover of the colleges i.e. some of the trainers embark on the second jobs, mostly to the detriment of the colleges and the trainees and other trainers may search for alternative propositions and change to completely new jobs for the sake of better incomes.

4.2.9. Interpersonal Relationship

Table 4.10:- Interpersonal Relationship.

The statement	SA		A		IND		DA		SDA		Mean
	F	%	F	%	F	%	F	%	F	%	
The team spirit in my work environment is interesting	30	12.4	50	20.7	20	8.3	110	45.5	32	13.2	2.74
I feel my coworkers are competent	25	10.3	47	19.4	30	12.4	100	41.3	40	16.5	2.66
I am satisfied with the relationship with coworkers in the work place	35	14.5	57	23.6	19	7.9	111	45.9	20	8.3	2.90
I am satisfied with the relationship(s) with my supervisor(s)	3	1.2	7	2.9	31	12.8	119	49.2	82	33.9	1.88
Average percentage and mean		9.60		16.65		10.35		45.47		17.98	2.55

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Regarding interpersonal relationship, Table 10, shows that 26.25% of the average respondents fall in the range of agreement, 10.35% of the average respondents were indifference and 63.45% which is the majority of the average respondents were in the range of disagreement. Regarding the team spirit of the working environment, 12.4% of the respondents were strongly agreed, 20.7% of them agreed.

On the other hand 45.5% of the respondents were disagreed and 13.2% of them strongly disagreed, whereas 8.3% were responded indifferently. Regarding coworkers competence, 19.4% of the respondents were agreed 10.3% of them were strongly agreed, but 41.3% of the respondents were disagreed and 16.5% of them strongly disagreed and 12.4% were indifferent. Concerning coworker's relationship in the work place, 14.5% of

the respondents were responded strongly agreed, 23.6% of them agreed, 45.9% were responded as disagreed, 8.3% strongly disagreed and 7.9% were indifferent.

Regarding the relationship with the supervisors, 1.2% strongly agreed, 2.9% agreed 12.8% are indifferent, 49.2% disagreed, and 33.9% strongly disagreed. Then from the findings we conclude that majority of the trainers have rated in the range of disagreement for interpersonal relationships because the average responses for these factors were 63.45% and the average mean is also 2.55. This result in decreasing of job satisfaction, job involvement and lack of team spirit among the trainers. If the relationships are smooth and trainers feel positive about their relationship with others they may feel that they have got acceptance and wanted by the college. Otherwise the reverse will happen. Thus, they may not like to work in the organization for long time and could be less productive.

4.2.10. Fringe Benefits

Table 4. 11:- Responses Regarding Fringe Benefits.

The statement	SA		A		IND		DA		SDA		Mean
	F	%	F	%	F	%	F	%	F	%	
The management of the college cares for employees welfare	10	4.1	16	6.6	22	9.1	127	52.8	67	27.7	2.07
I am satisfied with the fringe benefits like medical expense, education fee coverage, transportation expenses etc ...	1	0.4	5	2.1	10	4.1	117	48.3	109	45.0	1.64
I am satisfied with the benefits offered to me through this job.	3	1.2	11	4.5	16	6.6	127	52.5	85	35.1	1.84
I am satisfied with the incentive system of the college	5	2.1	5	2.1	11	4.5	125	51.7	96	39.7	1.75
Average percentage and mean		1.95		3.83		6.07		51.32		36.88	1.83

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Most of the employees of the colleges were dissatisfied with the level of fringe benefits they got. About 51.32% of the average respondents were disagreed with the fringe benefits available in their workplace and 36.88% even strongly disagreed on the

availability of fringe benefits in the colleges. This constitutes 88.2% were dissatisfied with this aspect. While 6.07% of the respondents were indifferent with only 5.78% were agreed with the availability of fringe benefits in the colleges. As can be seen in the Table, the average mean of the distribution of responses was found to be 1.83, which was closer to the value of ‘disagree’. In this regard, it is clear that the trainers of the colleges were dissatisfied with the fringe benefits available in the college. In addition to this the interview conducted with the leaders were also support this idea. Providing different fringe benefits to the workers is one of the means to retain competent trainers and attracting well qualified trainers. However lack of providing the different types fringe benefits result in less commitment of the trainers and high turnover of trainers.

4.2.11. The Satisfaction Level on Communication Facet

Table 4. 12:- The Satisfaction Level on Communication Facet

The statement	SA		A		IND		DA		SDA		Mean
	F	%	F	%	F	%	F	%	F	%	
Communication seem good with in this college	10	4.1	16	6.6	23	9.5	147	60.7	46	19.0	2.16
I often well informed about what is going on within the college	8	3.3	17	7.0	21	8.7	150	62.0	46	19.0	2.14
The goals of this organization are clear to me	12	5.0	11	4.5	22	9.1	161	66.5	36	14.9	2.18
Average percentage and mean		4.13		6.03		9.10		63.07		17.63	2.16

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Regarding the level of communication the result shows that there is no much satisfaction with this facet. Only 10.7%, 10.3%, 9.5% of the respondents responded in the range of satisfaction in communication seem good with in this college, often well informed about what is going on within the college and the clarity of the organization goals respectively. On the other hand, 79.9%, 81% and 81.4% of the respondents were responded in the range of dissatisfaction for the same factors mentioned above. Meanwhile, 9.5%, 8.7%, 9.1% of the respondents were indifferent. In addition to this, the average mean of the respondents were 2.16 which mean closer to “disagree”. The trainers have the right to

know the rules and regulation of the college pertaining to their profession. Wherever lack of transparency prevails it is frustrating to trainers.

4.2.12.Responsibility

Table 4.13:-Satisfaction of Trainers with the Responsibility.

The statement	SA		A		IND		DA		SDA		Mean
	F	%	F	%	F	%	F	%	F	%	
The job provides me strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work.	5	2.1	25	10.3	20	8.3	170	70.2	22	9.1	2.26
I have a freedom to use my own judgment to provide training	53	21.9	150	62.0	10	4.1	16	6.6	13	5.4	3.88
I have sufficient freedom and authority to carry out my training	50	20.7	147	60.7	16	6.6	15	6.2	14	5.8	3.84
Average percentage and mean		14.90		44.33		6.33		27.67		6.77	3.33

Strongly agree (SA) =5, agree (A) =4, indifferent (ID) =3, disagree (DA) =2, strongly disagree (SDA) =1

Table 13, indicate that 14.9% of the average respondents were strongly agreed to the responsibility exercised and 44.33% of them were responded as agreed for the same factors, on the other hand, 6.77% of the average respondents were strongly disagreed and 27.67% of them were disagreed for the responsibility exercised in the college whereas 6.33% of the respondents were indifferent for the same factors. In addition to this the average mean of the respondents were 3.33, which means almost closer to “agree” This implies that 59.23% of the respondents were satisfied with the responsibility they have in the college, but 34.44% of the respondents were dissatisfied with the responsibility they have in the college and 6.33% of them were indifferent. In addition to this the average mean of the respondents were 3.33 which mean almost closer to “agree” Thus, the

trainers of government TVET colleges in Addis Ababa have sufficient freedom and authority to exercise their talent, skills, creativity and ability.

4.3. The Overall Satisfaction of Current Work

Table 4.14. The Overall Satisfaction of Current work

Category	Frequency	Percent	
Highly Dissatisfied	123	50.8	50.8
Dissatisfied	74	30.6	81.4
Indifferent	25	10.3	91.7
Satisfied	12	5.0	96.7
Highly satisfied	8	3.3	100
Total	242	100.0	

Table 14, shows that, 30.6% of the respondents were dissatisfied and 50.8% of the respondents were highly dissatisfied for the overall satisfaction of current work. On the other hand 5% of them were satisfied and 3.3% of them rated as highly satisfied. On the other hand, 10.3% of the respondents were indifferent for the Overall Satisfaction of current work. It can be deduced that, 81.4% of the respondents were in the range of dissatisfaction, and 8.3% of them were in the range of satisfaction. This indicates that majority of the respondents were dissatisfied with their Current work

4.4. Relationships of Personnel Characteristics and overall Job Satisfaction

The correlation analysis shows that there is positive relationship between the level of qualification, marital status, age, gender and overall level of job satisfaction. The correlation also shows that there is negative relationship between year of experience and the overall level of job satisfaction. As the level qualification of the respondent increases the level of satisfaction also increases. The analysis also shown male trainers were more satisfied than female trainers, married respondents also more satisfied than unmarried and high experienced trainers were less satisfied than less experienced trainers.

4.4.1. Gender and Overall Level of Satisfaction

Table 4.15:- Gender and Overall Level of Satisfaction Cross Tabulation

		Overall level of satisfaction about the current work									
		highly satisfied	satisfied	Indifferent	Dissatisfied	highly dissatisfied	Total	df	χ^2	p-value	r
Gender	Male	96	47	21	7	1	172	4	21.298	.000	.198
	Percentage	55.8	27.3	12.2	4.1	0.6					
	Female	27	27	4	5	7	70				
	Percentage	38.6	38.6	5.7	7.1	10.0					
Total		123	74	21	12	8	242				

df=degree of freedom, χ^2 =chi-square value, p-value=significant difference, significance alpha(α)=0.05 r=Pearson's correlation

The correlation shows that there is positive relationship between the gender and overall level of job satisfaction. Table 15, Cross tabulation reveals that female were more dissatisfied than male respondents. About 7.1% of the female respondents were dissatisfied as compared to 4.1% of male respondents and 83.1% of male respondents were satisfied as compared to 77.2 % of female respondents. The chi-square test results were($\chi^2=21.298$, $p=.000$) shows that at (α) =0.05 level of significance, indicate that there is association between gender and the overall level of job satisfaction.

4.4.2. Age and Overall Levels of job Satisfaction

Table 4.16:- Age and Overall Levels of Satisfaction Cross Tabulation.

		Overall level of satisfaction about the current work									
Age		Strongly agree	Agree	Indifferent	Disagree	Strongly disagree	Total	df	χ^2	p-value	r
	>=20	2	2	1	0	0	5	12	11.409	.494	.017
Percentage	40.0	40.0	20.0	0.0	0.0						
21-29	82	43	20	7	4	156					
Percentage	52.6	27.6	12.8	4.5	2.6						
30-38	26	14	3	4	3	50					
Percentage	52.0	28.0	6.0	8.0	6.0						
39 & above	13	15	1	1	1	31					
Percentage	41.9	48.4	3.2	3.2	3.2						
Total	123	74	21	12	8	242					

df=degree of freedom, χ^2 =chi-square value, p-value=significant difference, significance alpha(α)=0.05 r=Pearson's correlation

The correlation result show there is positive relationship between age and the overall satisfaction($r=.017$). The job dissatisfaction of trainers looks like this 0%, 7%, 14%,6.4% as the age of the respondents were increase from the range of ≤ 20 to 39 and above their satisfaction also 80%, 80.2%, 80% and 90.3% as the age of the respondents increase from the range of ≤ 20 to 39 and above. The chi-square test results were($\chi^2=11.409$, $p=.494$) shows that at $\alpha =0.05$ level of significance, indicate that there is no statistically significant association between variables.

4.4.3. Qualification and Overall Level of Satisfaction

Tables 4. 17:- Qualification and Overall Level of Satisfaction Cross Tabulation

		Overall level of satisfaction about the current work									
Qualification level		Strongly agree	Agree	Indifferent	Disagree	Strongly disagree	Total	df	χ^2	p-value	r
	Diploma	73	11	20	4	2	110	8	68.513	.000	.149
	Percentage	66.4	10.0	18.2	3.6	1.8					
	First degree	35	56	1	4	4	100				
	Percentage	35.0	56.0	1.0	4.0	4.0					
	Masters	15	7	4	4	2	32				
	Percentage	46.9	21.9	12.5	12.5	6.2					
Total	123	74	21	12	8	242					

df=degree of freedom, χ^2 =chi-square value, p-value=significant difference, significance alpha(α)=0.05 r=Pearson's correlation

The relationship between qualification and overall satisfaction is positive($r = .149$).

Table 17, cross tabulation indicates as qualification increases from “diploma to masters” level the satisfaction level of the trainers also decreases from 76.4% to 68.8% and dissatisfaction level also increases from 5.4% to 18.7%. . The chi-square test results were($\chi^2=68.513$, $p=.000$) shows that at $\alpha =0.05$ level of significance, indicate that there is association between level of qualifications and the overall job satisfaction of the trainers.

4.4.4. Marital Status and Overall level of Satisfaction

Table 4.18:- Marital Status and Overall level of Satisfaction about the current work cross Tabulation

		Overall level of satisfaction about the current work										
Marital status		Strongly agree	Agree	Indifferent	Disagree	Strongly disagree	Total	df	χ^2	p-value	r	
	Married	71	16	19	5	4	115	8	34.367	.000	.032	
	Percentage	61.7	13.9	16.5	4.3	3.5						
	Unmarried	49	56	6	7	4	122					
	Percentage	40.2	45.9	4.9	5.7	3.3						
	Divorced	3	2	0	0	0	5					
	Percentage	60.0	40.0	0.0	0.0	0.0						
Total	123	74	21	12	8	242						

df=degree of freedom, χ^2 =chi-square value, p-value=significant difference, significance α =0.05 r=Pearson's correlation

Table 18, cross tabulation reveals that there is positive relationship between marital status and overall job satisfaction($r=.032$). The relationship between marital status and overall satisfaction shows that, married were satisfied 75.6% unmarried 86.1% and divorced 100%.The relation with dissatisfaction is that unmarried were more dissatisfied than married with 9%, and 7.8% rated as dissatisfied, respectively.

The chi-square test results were($\chi^2=34.367$, $p=.000$) shows that at $\alpha =0.05$ level of significance, indicate that there is association between married and unmarried trainers on the overall level of job satisfaction. Hence, the marital status has impact on trainers overall job satisfaction in government polytechnic colleges in Addis Ababa.

4.4.5. Year of Experience and Overall level of Satisfaction

Table 4.19:-Year of Experience and Overall level of Satisfaction about the Current Work Tabulation

		Overall level of satisfaction about the current work									
Year of experience		Strongly agree	Agree	Indifferent	Disagree	Strongly disagree	Total	df	χ^2	p-value	r
	<=2	2	2	1	0	0	5	12	47.760	.000	-.124
	Percentage	40.0	40.0	20.0	0.0	0.0					
	3-5	52	61	9	7	6	135				
	percentage	38.5	45.2	6.7	5.2	4.4					
	6-10	61	11	14	5	1	92				
	Percentage	66.3	12.0	15.2	5.4	1.1					
	11 & above	8	0	1	0	1	10				
	percentage	80.0	0.0	10.0	0.0	10.0					
Total	123	74	21	12	8	242					

df=degree of freedom, χ^2 =chi-square value, p-value=significant difference, significance alpha(α)=0.05 r=Pearson's correlation

There is negative relationship between overall levels of satisfaction and the service length of the trainers($r=-.124$). Table 19, cross tabulation reveals that 9.6% experienced trainers of 3-5 year were dissatisfied, 6.5% experienced trainers of 6-10 year were also dissatisfied. Trainers which were 80%, 83.7% and 75.3% of experienced trainers 0-2 year, 3-5 year and 6-10 were highly satisfied with their current work respectively. The chi-square test results were($\chi^2=47.760$, $p=.000$) shows that at $\alpha =0.05$ level of significance, indicate that there is association between the variables.

4.4.6. Current Salary and Overall level of Satisfaction

Table 4.20:-Current salary and Overall level of Satisfaction about the Current Work Tabulation

		Overall level of satisfaction about the current work									
Current salary		Strongly agree	Agree	Indifferent	Disagree	Strongly disagree	Total	df	X ²	p-value	r
	1001-2000	66	59	15	11	1	152	8	47.095	.000	.025
	Percentage	43.4	38.8	9.9	7.2	0.7					
	2001-3000	49	6	9	1	3	68				
	Percentage	72.1	8.8	13.2	1.5	4.4					
	>=3001	8	9	1	0	4	22				
	Percentage	36.4	40.9	4.5	0.0	18.2					
Total	123	74	21	12	8	242					

df=degree of freedom, x²=chi-square value, p-value=significant difference, significance alpha(α)=0.05 r=Pearson's correlation

The above table reveals that since the value of the correlation coefficient (r=.025) is positive, there is positive weak relationship between overall levels of satisfaction and the current salary of the trainers. The chi-square test results were(x²=47.095, p=.000) shows that at α =0.05 level of significance, indicate that there is association between the two variables.

4.5. Karl Pearson Correlations

Table 4.21: Pearson Correlation

	Physical	Supervision	Advancement	Achievement	Work itself	Responsibility	Recognition	Interpersonal relationship	Organizational administration	Salary	Benefit	Communication
Overall Sat.	.120	.026	.014	-.081	.048	-.054	-.002	.164*	.028	-.075	-.021	.004
Physical		.806*	.002	-.396**	-.322**	-.146*	.228**	.504**	.778**	.334**	.641**	.608**
Supervision			.009	-.279**	-.254**	-.071	.358**	.310**	.801**	.489**	.601**	.627**
Advancement				.609**	.351**	.261**	.262**	.320**	-.003	-.052	.283**	.089
Achievement					.706**	.428**	.159*	-.094	-.238**	-.115	-.091	-.259**
Work itself						.543**	.100	-.029	-.209**	-.081	-.255**	-.213**
Responsibility							.416**	.147*	.038	.142*	-.002	.132*
Recognition								.285**	.377**	.384**	.314**	.427**
Interpersonal									.411**	-.111	.454**	.501**
Organizational										.470**	.653**	.640**
Administration												
Salary											.482**	.341**
Benefit												.672**
Communication												

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

From the table it can be shown that 49.84%,37.09%,29.49% the variability of achievement is explained by the variability of work itself , the variability of ,advancement is explained by the variability of achievement and also the variability of work itself is explained by the variability of responsibility respectively. Pearson correlation table shows that there is statistically strong positive correlation between the variables. So our hypothesis about these variables comes true

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study, draws the conclusions, and provides recommendations.

5.1. Summary of Findings

Applying the above statistical methods, the data were analyzed and the following results were obtained.

1. The data revealed that the greater majority of the current trainers were not satisfied with their jobs due to insufficient satisfying elements, these are working conditions; supervision practiced organizational and administrative policy, the communication system within the colleges, recognition of good performance, payments and fringe benefit practiced in the colleges.
2. The other positive feature that was exhibited by the trainers of Addis Ababa government polytechnic colleges were positive satisfaction with their work itself, responsibility, achievement, promotion opportunity except scholarship and further education, and the result of the study also shows that there was lack of good-coworker relationship in the college.
3. The relationship between age and gender with the overall level of job satisfaction were found to be positive relationship. Chi-square indicates that there is association between gender and the overall level of job satisfaction but not age.
4. The cross tabulation analysis shows that males were more satisfied than females and unmarried trainers were also more satisfied than married trainers. In addition to this the chi square shows association between variables but the relationship between age and overall level of satisfaction is uneven.
5. The chi-square result shows that there is statistical significant difference between gender, different level of qualification and marital status of trainers on the overall level of job-satisfaction. On the other hand there is no statistical significant difference between ages and experiences of the trainers on the overall level of job-satisfaction

6. There is negative relationship between overall levels of satisfaction and the service length of the trainers($r=-.124$). The chi-square test result also indicates that there is association between the variables. Moreover, There is positive relationship between overall levels of satisfaction and the current salary of the trainers($r=.025$). The chi-square test result indicates that there is association between the variables. Pearson correlation table shows that there is statistically strong positive correlation between the variables.

5.2. Conclusions

Based on the findings and the analysis, the following major conclusions are drawn:

- 1 The finding of the study indicates that trainers were dissatisfied with existing supervision style being carried out in the college. As the study indicates, in the present day the supervision and the technical support provided in government polytechnic colleges in Addis Ababa' were very low due to poor technical competence of supervisors and some other reasons. That is, manager's awareness of trainers difficulties, helping them with their job related problems, encouraging them towards some innovative works, and involvement or encouraging them to have input into decisions that affect them were missing to a large extent so that trainers end-up with low satisfaction and high dissatisfaction towards their job and polytechnic colleges as well.
- 2 The study revealed that the majorities (75.34%) of the average respondents were dissatisfied with the working environments due the inadequate provision of working equipments, materials and facilities. The college deans also expressed the shortage of training material in the colleges were demotivated the trainers and it hinders the colleges from achieving their objectives. It has been observed that in the government polytechnic colleges in Addis Ababa lack these important facilities and training materials to carry out quality of training.
- 3 The study indicate that, the greater majorities (89.26%) of the trainers were also not satisfied with their job due to poor recognition of good performance, absence of

recognition program practices and their performance were not recognized by their co-workers and supervisor.

- 4 The study suggested that, the majority (92.57%) of the trainers perceived that their payment was not adequate in relation to the jobs they were performing in the colleges and in comparison with other people paid in other sectors

In addition to this, almost all in all trainers also were dissatisfied with the fringe benefit practiced in the colleges. The polytechnic College leaders who were interviewed also state that the main things for trainers leave the colleges were there is lack enough fringe benefits for trainers.

- 5 The result of the study showed that the communication system within the colleges were found inadequate and the existing suggestion schemes lacked sufficient management support publicity to encourage the generation of helpful ideas due to this, it was no seen as fair and useful for both the trainers as well as the colleges.
- 6 The data revealed that the greater majority of the current trainers were not satisfied with their jobs due to insufficient satisfying element, which is organizational and administrative policy of the colleges. In connection to this the interview that conducted with the polytechnic colleges leaders also proves these things. The policy of TVET is not clear and it does not go with the standard of colleges. Thus, under such conditions some negative out-come for instance trainers low morale, low internal work motivation and lack of interest or identification with the organization are predictable and natural unless corrective measures are taken properly.
- 7 The majority of the respondents of the study indicate that they had opportunities to use the abilities, creativity and had sufficient freedom and authorities to carry out their work. This shows that trainers were largely not engaged with boredom and bring satisfaction of trainers as well as increase the efficiency of the colleges.
- 8 The other positive feature that was exhibited by the trainers of Addis Ababa government polytechnic colleges were positive satisfaction with their work itself, responsibility and achievement.

- 9 Finally, the relationship between age and gender with the overall level of job satisfaction were found to be positive relationship. Chi-square indicates that there is association between gender and the overall level of job satisfaction but not age. On the other hand the rest of the demographic factors i.e. Qualification level, marital status and current salary have positive relationship with overall level of job satisfaction.
- 10 The cross tabulation analysis shows males were more satisfied than females; unmarried trainers were also more satisfied than married trainers. Uneven relationship between age and overall level of satisfaction.
- 11 The chi-square test shows that there is statistical significant difference between gender, different level of qualification, marital status of trainers and current salary on the overall level of job-satisfaction. On the other hand there is no statistical significant between ages and overall level of job-satisfaction. Experience and the overall of job satisfactions are negatively correlated. In addition, Pearson correlation table shows that there is statistically strong positive correlation between the variables.

5.3. Recommendations

Based on the findings and conclusion drawn above, the following recommendations are made which are necessary for betterment of the working condition of government polytechnic colleges in Addis Ababa.

- Regarding a better recognition practices, developing a consistent program to identify hard working trainers in all the departments once a year based on the performance appraisal conducted and applies a reward types which seems appropriate to the level of performance observed among the following possible list of the rewards: Praising in public, offer letter of appreciation, give scholarship opportunity, provide financial and material rewards, giving certificate by the .management for their best performance, promotion to better responsibility level. The management of the colleges should be informed the importance's of giving recognition for the trainers

- The polytechnic colleges and the pertinent body give attention to revising and improving the salary structure (scale) of the government polytechnic colleges in Addis Ababa from time to time depending on the situation so that qualified professions can be attracted and those in the job can be retained.
- In order to, improve the supervisors skill and ability; Addis Ababa TVET agency have to work on the ways through which supervisors can possess the necessary leadership quality so as to discharge the responsibilities and plays a paramount role in developing and transforming the polytechnic college. Leaders need to know what motivates as well as what demotivated their trainers.
- Addis Ababa TVET agency should have to conduct a continuous in-service training programs, workshops, and seminars for those at a supervisor's position to fill the current gap concerning the ways of supervising trainers and polytechnic colleges. The supervisors should conduct supportive supervision.
- In order to attain the objective of polytechnic colleges, the polytechnic colleges should be furnished with the necessary and adequate equipments, machines and tools. It has been observed that the government polytechnic colleges lack these important facilities and training materials. To ameliorate this problems, the administrators of the colleges should show more concern and convince the pertinent government body for sufficient budget allocation and purchase or search for donation from different sources if this is solved the job satisfaction of the trainers might be maintained.
- The management of the polytechnic colleges and the concerned body should give due consideration to trainer fringe benefit and provide sufficient fringe benefit like medical expense coverage, medical insurance, transportation allowance and sufficient house allows.
- Regarding the organizational and administrative policy the trainers and the Ministry of education have to have discussion on implementation of a new policy. Through this discussion the existing policy might be amended and could be set convenient policy which match with interest of the trainers and the country situation. Effective communication also a significant factor in this domain for the trainers to have a clear policy, and trainers would be more satisfied if they are

included in the TVET policy making decision. The implementation of new special working policy should be discussed with the trainers

- In order to develop effective communication both the colleges' deans and TVET agency should follow participative management principle and improvement concerning the communication and the relationship between trainers and top level management officers should be done.
- To make the trainers more productive and let them to reflect the true image of polytechnic College, understanding the trainers' attitude towards their job and job-reflecting factors is very important. Beyond understanding these attitudinal elements, making correction for those elements that create negative impact on trainers' satisfaction and the colleges is necessary to realize the vision of the colleges.
- Understanding attitudinal condition of the trainers of the colleges should not be one time activity and should be tested periodically. This enables the colleges to test the effect of motivation factors in the work place and to check whether there are any dissatisfaction conditions exist in the work place. Factors that are creating higher satisfaction for the trainers should be kept to continue so that trainers contribute for the quality of training.

5.4 Limitation of the Study

There were external (Uncontrollable) variables that deter the smooth implementation of the thesis. For instance, the lack of cooperation of the respondents and their commitment to complete filling the questionnaires, lack of interviewees' cooperation to devote their time to provide the researcher with the relevant information had seriously limited the outcome of the research. In addition to this, Job satisfaction is unobservable and behavioral variables and it was difficult to tangibly measure exact level of satisfaction of trainers. Thus, the measurement may not be exactly as that of measuring tangible items. It completely depends on the way data is gathered and feeling of the respondents, which is unobservable. But if structured questionnaire is used, respondents can respond freely about their feelings.

Moreover the other major limitations that was faced by the researcher is the time limitation due to regular office work and many other assignments as he is full time worker during the course of the study.

5.5 Future Research Direction

The study basically assessed the determinants of job of satisfaction of trainers government polytechnic colleges of Addis Ababa but a comparative study of private and government polytechnic colleges of trainers' job satisfaction should be conducted to determine if one group is more or less satisfied than the other. Moreover studies might be done on satisfaction to investigate more predictors to job satisfaction.

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Appendices
Appendix-A
ADDIS BABA UNIVERSITY
SCHOOL OF COMMERCE GRADUATE STUDIES
Department of Business Administration and Information Science
Questionnaire to be filled by Trainers /Instructors

General Direction

The main purpose of this questionnaire is to collect data for a research work entitled “determinants of Job-satisfaction of Trainers working in Addis Ababa Government polytechnic colleges. The information obtained will help to recommend possible solutions for the observed problems. To obtain reliable and valid information for the research, your open and real response is highly appreciated. ***THERE ARE NO RIGHT OR WRONG ANSWERS*** and what is required is to show the level of your personal opinion to each item.

The questionnaire has two parts: Part one is about your personal information, part two is about overall job satisfaction. Each part has its own instruction. Please read each item carefully and give your response to each item. If you overlook any item without giving response, it will invalidate the study. So, please check that you have given your response to all items.

Directions for filling out the questionnaire

- In parts where written responses are required, please **provide your written response briefly** in the blank space provided.
- Where the questions require ranking (from strongly agree to strongly disagree). Please rank the choices by **putting a tick mark “√”**
- To help the researcher treat your responses confidentially and objectively, please **do not write your name on the questionnaire.**

Thank you in Advance for your cooperation

PART ONE

Please put a tick mark “✓” in front of the following items indicate your choice for those items that have alternative responses.

1. The name of the college now you are working in-----

2. Title of your job _____

3. Sex: 1. Male 2. Female

4. Marital Status: 1. Married 2. Unmarried 3. Divorced

5. Age: 1. <=20 2. 21-29
 3. 30-38 4. 39 and above

6. Your Educational Level

1. Diploma graduate 2. First degree holder

3. MA or MSc 4. PhD

Others specify _____

7. Employment status: Permanent Contractual

8. Current salary

1. Up to 1000 birr

2. 1001-2000 birr

3. 2001-3000 birr

4. 3001 and above

9. How many years you have served in Polytechnic College?

1. <=2 2. 3-5

3. 6-10 4. 11 and above

PART TWO

1. Please put a tick mark “✓” in front of the following items in order to rate your level of satisfaction and dissatisfaction on each line of the factors listed under the prevailing working condition of your college.

Please fill of the questions using the following five point scale of numerical code of rating:

5=strongly agree

4=agree

3=indifferent

2=disagree

1=strongly disagree

No	My feeling towards overall aspects of my job can be expressed by the following statements	Strongly Agree(5)	Agree(4)	Indifferent (3)	Disagree(2)	Strongly Disagree(1)
1	Working conditions (physical Facilities)					
1.1	I have the materials and equipment that I need in order to do my work right					
1.2	physical facilities /working facilities/ are available adequately					
1.3	I am encouraged to work because of Working conditions such as cleanliness of the work place, healthy environmental condition, enough tools and supplies. These things encourage me to work.					
2	Supervision					
2.1	The supervisor of the college has good Competence in decision making.					
2.2	The degree of respect and fair treatment that you have received from your immediate boss is good.					
2.3	Trainers are not forced to do things that don't go against my moral values.					
2.4	Trainers receive adequate support from their supervisors.					
3	Advancement					
3.1	The type of work I perform provides me with opportunity for personal growth and					

	development					
3.2	There is a good chance for promotion and scholarship for the trainers.					
3.3	There is an opportunity for further education and personal growth					
4	Achievement					
4.1	I am satisfied with the type of work I perform since it provides me with opportunity for achievement					
4.2	I have the opportunity to utilize my skills , abilities and talents					
4.3	I get the feeling of accomplishment from the job and I am not working for the sake of working.					
5	Work itself					
5.1	I am satisfied with the type of job I perform since it is a challenging work					
5.2	Training provides an opportunity to use a variety of skills					
5.3	Training is very interesting work.					
5.4	Training encourages me to be creative.					
6	Responsibility					
6.1	The job provides me strong feeling of responsibility since, I am positively influencing other people's lives (students or colleagues) through my work.					
6.2	I have a freedom to use my own judgment to provide training					
6.3	I have sufficient freedom and authority to carry out my training					
7	Recognition					
7.1	I get appraise for doing a good Job from my supervisor					
7.2	There is a formal recognition program					
7.3	My accomplishments recognized by the people I work with.					
8	Interpersonal relationship					
8.1	The team spirit in my work environment is interesting					
8.2	I feel my coworkers are competent					
8.3	I am satisfied with the relationship with coworkers in the work place					
8.4	I am satisfied with the relationship(s) with my supervisor(s)					

9	Organizational administrative Policy					
9.1	My perception to policy align with services and infrastructure					
9.2	My perception to policy related to fringe benefit, promotion, demotion and other disciplinary measures are interesting.					
9.3	I am satisfied with the completeness of the policy regarding all matters pertaining to trainers					
10	Salary/pay					
10.1	I am satisfied with the salary					
10.2	My income is proportional to the amount of work I do in the organization					
10.3	I am fairly compensated.					
12	Benefit					
11.1	The management of the college cares for employees welfare					
11.2	I am satisfied with the fringe benefits like medical expense, education fee coverage, transportation expenses etc					
11.3	I am satisfied with the benefits offered to me through this job.					
11.4	I am satisfied with the incentive system of the college					
13	Communication					
13.1	Communication seem good with in this college					
13.2	I often well informed about what is going on within the college					
13.3	The goals of this organization are clear to me					

1, which of the following scales express your level of job satisfaction in a best manner?

- 1. Highly satisfied
- 2. Satisfied
- 3. Indifferent
- 4. Dissatisfied
- 5. Highly dissatisfied

Please state the reasons why you get the above factors as satisfying

Please state the reasons why you get the above factors dissatisfying

Appendix-B

SCHOOL OF COMMERCE GRADUATE STUDIES ADDIS ABABA UNIVERSITY

Department of Business Administration and Information Science Interview prepared for Deans, Out-come based Training Process Owners and Human Resource Administration of the Polytechnic Colleges.

Purpose: This interview is prepared for managers of the colleges to find out the job satisfaction of their trainers. The result of this interview will be used to supplement the data gathered from the questionnaire in the analysis.

1. Do you think trainers of the college properly know the vision, mission, goals and values of the college and strive to achieve them effectively?
2. Do you think trainers are willing to exert high levels of efforts on behalf of the organization?
3. Are they willing to engage on extracurricular activities that are important for the development of the college by spending extra time?
 - _ Are they willing to be department head?
 - _ Are they willing to coordinate students affair?
 - _ Are they willing to consult students?
 - _ Are they willing to prepare workshop?
4. What has been the extent of trainers unscheduled absentees in your organization during this year/don't include annual leaves, public holidays and day off)
 - What has been the reason for their absenteeism?
5. What has been the extent of trainers' lateness in your organization during the following months?
 - What has been the reason for lateness of trainers?
6. What can you suggest me as to trainers' job-satisfaction in your organization?
 - What measures do you suggest to improve the trainers job-satisfaction in your organization?