ASSESSMENT OF CAREER DEVELOPMENT AND ACADEMIC STAFF MOTIVATION: THE CASE OF SELECTED TVET COLLEGES IN GURAGE ZONE.

By

TARIKU KASSA

SIBATO

A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGEMENT, COLLEGE OF BUSINESS AND ECONOMICS, SCOOL OF GRADUATE STUDIES WOLKITE UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA).

JUNE, 2018

WOLKITE, ETHIOPIA

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WOLKITE UNIVERSITY

ADVISORS' APPROVAL SHEET

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This is to certify that the thesis entitled **"assessment of career development and academic staff motivation'' the case of selected TVET Colleges in Gurage zone".** Submitted in partial fulfillment of for the degree of **Master's** with specialization in Business Administration **(MBA)** the Graduate Program of the **School of** graduate studies, and has been carried out by Tariku Kassa Sibato Id.No GSE/149/08, under my supervision. To the best of my knowledge, is an original work and not submitted earlier for any degree either at this University or any other University.

Therefore I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department.

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We, the undersigned, members of the Board of Examiners of the final open defense by Tariku Kassa Sibato have read and evaluated his/her thesis entitled **"assessment of career development and academic staff motivation'' the case of selected TVET Colleges in Gurage zone"**, and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree of **Master's** in Business Administration **(MBA)**.

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SGS Approval

Final approval and acceptance of the thesis is contingent upon the submission of the final copy of the thesis to the School of Graduate Studies (SGS) through the Department/School Graduate Committee (DGC/SGC) of the candidate's department.

Stamp of SGS **Date: _____**

DECLARATION

I, Tariku Kassa Sibato, declare that this thesis entitled: **"assessment of career development and academic staff motivation'' the case of selected TVET Colleges in Gurage zone"** is outcome of my own effort and study and that all sources of materials used for the study have been duly acknowledged.

To the best of my knowledge, this study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment of the degree of Masters of Business Administration.

By: Tariku Kassa Sibato

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Date _____

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List of Acronyms

TVET	-	Technical and Vocational Education and Training
SNNPR	-	Southern Nation Nationality People Region
MoE	-	Ministry of Education
ICT	-	Information Communication Technology
MBA	-	Masters in Business Administration
BEI	-	Building Electrical Installation
SPSS	-	Statistical package for Social Science
PTC	-	Poly Technic College
CD	-	Career Development
CP	-	Career Planning
LM	-	Level of Motivation
BA	-	Bachelor of art
BSc	-	Bachelor of Science

Abstract

The researcher was initiated to conduct the study on the assessment of career development and academic staff motivation on the case of selected public TVET Colleges in Gurage zone (Wolkite, Butajira, Agena and Arekit) for the assumption to represent all TVET colleges in the zone and the region. These colleges were also selected purposefully based on their establishment years/age. To realize the study successfully, a descriptive survey design was employed in the study and the information was gathered through self-administered questionnaire from a sample of 192 respondents. Respondents were selected by simple random sampling technique. The data collected from the questionnaire were analyzed using software called Statistical Package for Social Science (SPSS), by using statistical tools such as: frequency/percentage, mean, standard deviation, and other appropriate techniques were applied to assess the magnitude and direction of each independent variable. Assessing the levels of career development practice; staffs motivation in general; impact of career development on academic staff's motivation; problems of career development and level of staff motivation with regard to career development practice. The study revealed that, the overall mean score for the career planning practice and career advancement was ***2.7629*** *and* ***2.776*** *respectively; and this implies that, majority of trainers in TVET colleges were highly dissatisfied with both activities. At the same time, level of staff's motivation has grand mean score of* ***3.126*** *which implies that, the majorities of respondent moderately agreed on their motivation level in their present jobs. Many important strategies also suggested for raising academic staff's motivation; these are: appreciate and acknowledge best performers; treat all employees fairly and provide extra financial incentives to trainers for extra-work done are the dominant one. Accordingly, the study provides strategies that can be used to minimize constraints to career advancement after the reform; these are: there should be merit based assignment of deans and other administrative staffs, review and set clear and transparent policies on promotion, training and advancement and avoid unfair/unequal treatment of employees in the college, appreciate and acknowledge for best performers; make academic activities free from politics; develop different types of reward programs and make trainers career path and growth criteria easily achievable.*

Key words: Career development, Career planning, Career advancement and Motivation

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Career development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future (Armstrong, 2009: 262). In today's contemporary world career development and staff motivation are key strategic considerations for all organizations regardless of their size, sector, market or profile.

According to Greenhaus, *et al.* (2010), career development is a continuous process of work life. Career development benefits not only the individual employee, but also the organization. The development of employees for future positions, an organization is assured of a supply of qualified, committed employees to replace the higher-level employ. In addition, a career development practice enables organizations to develop and place employees in positions compatible with their individual career interests, needs, and goals. This promotes employee satisfaction and optimal use of employee abilities. Moreover, career development helps to retain and motivate employees through the career development process; employees are assisted in setting realistic goals and to develop the required skills and abilities for target positions (Hall & Lorgan, 2009).

With improved living standards, workers are no longer satisfied to have just a job and the usual fringe benefits. They want a career that expresses their interests, personality, abilities and that harmonizes with their total life situation. Unfortunately, most employers have failed to recognize this need and the tools and experiences they provide do not enable workers to develop in their career, (Nzuve, 2007). According to Armstrong (2001) career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employee's career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion.

Pareek and Rao (2012) concur and argue that career development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in an organization. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling. Career development covers an employee's working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

The company's most desirable asset is the employees, so it is important to keep them in high spirit. This target can be achieved by motivational programs, which beseech to their sense of team work and individual professional development. With a greater sense of morality, the company should have employees who are more than happy in order to go the extra mile to complete tasks and projects in a timely manner (Ovais & Tuba, 2016).

According to Armstrong (2001) motivation is goal-oriented behavior. Most employees are motivated when their expectations regarding goal attainment can be clearly linked to specific anticipated actions on part of management. Basically, motivation concerns "motives" and "needs"; and Beardwell, Holden and Claydon (2004) point out that motivation is increasingly seen by managers as a mechanism for improved performance through the development of positive attitudes in employees. That is why a lot of attention should be directed to the administration of reward systems and strategies within organizations, which greatly affect employees" "self-esteem" or "self-worth".

Education is the means and end for growth and development of country. Among those educational programs, the technical and vocational training program is the touch stone that is aimed at producing middle level skilled man power, that can play a vital role in creating self-employment and improve their living standards and there by contribute to the growth of national economy at large. Global experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy alone. TVET has to respond to the skills needs of the labor market and create a competent, motivated, adaptable and innovative workforce contributing to poverty reduction and social and economic development

through facilitating demand-driven, high quality technical and vocational education and training ,relevant to all sectors of the economy, at all levels and to all people in need of skills development. To achieve these objectives it is mandatory to apply career development programs in TVET Colleges (MoE National TVET Strategy 2008).

This study seeks to assess career development and academic staff motivation with reference to selected TVET Colleges in Gurage zone.

1.2. Company profile

1.2.1. Background of TVET in Ethiopia

The terms technical and vocational education and training (TVET) is often used to describe as an education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades (World Bank, 2001).

The National TVET Strategy (2008:16) states that "technical and vocational education and training (TVET) programs play the central role by producing skilled labor that can either be employed in different institutions or create their own job."

As MoE (2008), as in many African countries, TVET in Ethiopia suffers from a relatively poor public image. It is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programs that did not allow TVET graduates to successfully compete in the labor market. TVET is generally perceived as a place of last resort for those students who failed to get into higher education. This misconception needs to be rectified. However, since late 1990s, the government has committed itself to overhauling and reforming the basic framework conditions of the TVET system. This measure recognized the fact that while the country was in dire need of crafts persons and technician, training programs lacked relevance to the workplace reality.

The primary goal of TVET in Ethiopia is to create competent and an adaptable workforce. The new TVET system is reorganized according to well-developed worldwide practices. To this end

competences needed in the labor market are identified to be the benchmark of teaching, training and learning. (MoE National TVET Strategy 2008).

Kedir (2007) states, the objective of vocational education therefore, are to satisfy the need for trained manpower for performing practical works in the economy. Trained citizens can alleviate personal and societal problems by taking parts in maculating hand tools and machines using raw materials from the localities for local consumptions. That is why technical and vocational training can be used as a major tool to resolve the problem of unemployment and poverty reduction.

Based on the above mentioned basic ideas, with in SNNPR state there are around 48 Technical and Vocational Education and Training Colleges. Among these, Gurage zone have nine TVET colleges and from these the researcher selected four colleges as a sample.

1.2.2. The Overall Vision and Objectives of TVET strategy

- MoE (2008) stated the overall visions and Objectives new TVET strategy as follows:

Vision:

- Creating competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.

Mission:

- The mission of the sector was to train middle level professionals in formal and non-formal programs based on the labor market demand of the region as well as the country via flexible and outcome based education and training system.

Objectives:

- The overall objective of the National TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people.

1.3. Statement of the problem

The national TVET strategy states that employees have been trained and assigned in appropriate positions based on their capability; but practically there are limitations to move upwards or get promoted. Career development covers an employee's working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

Due to awareness problem most employers have failed to recognize career development and its immediate result i.e., employees motivation. There are limitations to move upwards or get promoted even if the college needs employees who perform their duties well: lack of career advancement after training is a problem. However, how lack of career advancement affects the motivation of employees remains not well understood in the college. In addition, the hindrances to career advancement are not known and the solutions to these hindrances are not known either. If this problem continues and motivation gets seriously affected, the performance of the employees is likely to shrink and this could seriously affect the achievement of the goals and objectives TVET College. (MoE, National TVET Strategy 2008).

To provide quality training and education in the college it is advisable about the application of career development and staff motivation. Practically, tools are not considered as importantly and this problem motivates to conduct this study.

Findings of the study enable policy makers to seriously address the limited career development after extensive experience & training in TVET College. In addition this study derives its significant from its potential contribution at two primary levels: theoretical and practical at the theoretical level, the present study is expected to bridge a gap in the literature for empirical research focusing on career development to contribute to employee's motivation in TVET College. For the practical contributions, this study is expected to provide new solutions and evidence on the usefulness of segmentation techniques for human resource management.

1.4. Objectives of the study

1.4.1. General Objective

The general objective of the study is to assess career development and academic staff motivation the case of TVET College.

1.4.2. Specific Objectives

❖ The study have the following specific objectives:

1. To assess the application of career planning practices in TVET Colleges.
2. To investigate academic staffs motivation in TVET College.
3. To identify the impact of career development on academic staffs motivation.
4. To discuss the constraints of career advancement.
5. To assess the level of staff motivation with regard to career development practice.

1.5. Research questions

Consistent with the objectives of the study, this research find answers to the following research questions at the end of the investigation.

1. To what extent career planning practiced in TVET Colleges?
2. What is the effect of motivation on academic staff's performance?
3. Does career development has effect on academic staffs' motivation?
4. What are the constraints of career advancement in TVET Colleges?
5. What is the level of staff motivation with regard to career development practice?

1.6. Significance of the study

❖ The benefit of this study are described as follows:

This study aims to assess the practices of career development based on academic staff motivation on the case of selected TVET College. Results of this study also important in helping organizations/ TVET Colleges to improve their practices as well as it can provide insight for future planning of career development strategies.

Other organization which may have similar problems would learn from TVET Colleges experience and they would give more attention to their career development and career advancement policies.

It is hoping that the findings of the study enable to create awareness among human resource managers and practitioners as well as policy makers seriously address the limited career development programs and practices and it can motivate other researchers to go into further study on the issue.

1.7. Limitation of the study

The study was only conducted in four selected public TVET colleges which may limit the generalizability of the research findings. Additionally, unwillingness and carelessness of respondents, lack of information and non-returns are the expected limitations for the study. Due to these basic reasons problems the researchers cannot get the perfect results from the findings.

1.8. Scope of the study

This study attempt to assess the effect of career development on academic staff's motivation the case of TVET College at Gurage zone only; even the coverage of the study is important in other areas/sectors in the country.

1.9. Organization of the Paper

❖ This research is organized into five chapters:

The first chapter provides a general introduction of the study including background of the study, organizational profile, statement of the problem, objectives of the study, research questions significance of the study, scope and limitation of the study.

Chapter two covers the literature review part of the study, which are relevant to the study. It includes concepts and theoretical framework as well as discussion on the career development, career planning, career advancement, hindrances of career advancement and staff motivation.

Chapter three elaborates the type and design of the research. It also includes research method, sampling technique, data collection method and method of data analysis that are used in the study.

Chapter four discusses in detail the findings of the study on the result of the data collected from respondents is presented, analyzed, interpreted and discussed by using the statistical tools stated in the research methodology part.

Finally, chapter five of the thesis contains summary of results, concluding remarks and recommendations used for the TVET sector.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

This chapter provides an insight to the readers about the theoretical view of the topics under study. In line with the objectives of the study, it covers topics related to career development in general, learning as a lifelong process, career advancement, the relationship between employees' motivation and career advancement, hindrances to career advancement after extensive experience & training. Furthermore, the conceptual framework of this study also presented.

2.2. The Concept of Career and Career development programs

2.2.1. Career

The term 'career' in the context of the workplace can be seen most simply as the sequence of work experiences an employee may have over time. Career can be described as a series of positions occupied by an individual throughout his or her lifespan (Robbins & Coulter, 2002). Career is the constant progress, experience and skill acquisition of a person in a specific work field. Even though career, in the general sense, is defined as the total of the jobs a person undertakes through his or her entire life, it has a meaning beyond and wider than this definition. The career of individuals is not only the jobs they have, but their training for fulfilling the expectation, goal, emotion, and desires related to their job role, and, as a result, progressing in that workplace with the knowledge, skill, quality and desire to work (Yalçın, 1994). Career is individuals' usage of the positions related to their job consecutively during their personal life (Armstrong M, 2009).

Career is the process that is directly related to personal and organizational goals and creates an accumulation of experiences emerging from the tasks, jobs, positions of the person or from the transitions such as promotions, transfers that the person goes through in these positions (Mullins S, 2007). According to this, most of the successes and failures related to the job experiences gained over time constitute the career of the person and at the same time provide the development in the career of the person. All experiences gained during this phase of

development interact with each other. Career generates the qualities of the person and the relationship outside these qualities. It is a process that indicated the relationship between a person's and the organization and rise and falls of this relationship (Işık, 1993).

A detailed study conducted by Edgar Schein emphasizes that certain behavioral pattern, values and attitudes that manage the person's career are developed in his or her early years. These behavioral patterns consist of the combination of needs and instincts, and help the person to choose between a few related careers (Mullins S, 2007). These sets of values consisted of needs and instincts manage, balance and complete a person's work experiences. Therefore, it makes it easier for a person to make a choice about his or her career.

This situation is defined as Career Balances or Career Efforts (Armstrong M, 2009). According to Schein, if individuals integrate their set of personal values such as skill, management skill, autonomy with the environment they work in, they confidently have found the right career. Sometimes the individuals may not know which set of values they belong until they make a decision about their career. In this stage, the past work experience, hobbies, skills, tendencies and personality of the person help them to find their career value (Adıgüzel, 2009).

Another factor that affects career selection is employees' character. Some people may avoid taking responsibilities and not be determined enough. For this kind of people, it is enough to advance to a particular position. However, some people do not get satisfied easily and always want to advance in their career, make large amounts of money, be in the highest position or have a social comfort. Even though there are different theories relating career selection with the person's character, this study uses John Holland's theory of "career choice" that is the most known theory. John Holland's theory of career choice talks about three main principles. These are (Holland, et al., 1967, p. 182):

- People have different choices of professions because of their genetics and particular individual improvement.
- Different professions necessitate different kinds of people.
- People who work in jobs coinciding with their personalities are happier and more successful than the ones work in jobs that are not suitable for them.

2.2.2. Career Development

The concept was first advanced by Frank Parson in 1909s and later Ginsberg et al, (1951), this concept have transformed from the view of career development as a development process by which individuals make occupational choices up to their early adulthood, to being viewed as a lifelong process of occupational decision making process that occurs at different sub-stages of one‘s life (Patton & McMahon, 2006).The term career development had increasingly came at the end of twentieth century, to describe the psychological, sociological, educational, physical, economic and change factors that combine to shape individual career behavior over the life span (Patton & McMahon 2006). According to Blau (1998), it is the evolution or development of a career informed by experience within a specific field of interest, success at each development and educational attainment. Career development includes learning, developing and mentoring employees to ensure that they navigate their career path within an organization, which enhance productivity for an organization.

Field & Thomas (1992) defines Career development as a series of activities or the ongoing process of developing one‘s career. It is a process that entails training new skills, moving to higher job responsibilities; make a career change with the same organization, or starting one‘s own business. Career development is an effective way to foster future leaders within organization with relevant skills and experience that will be required to implement organization strategies.

Career Development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future (Armstrong, 2009: 262). It is a very broad term and this study will limit itself to the definition of career development as the process through which an individual’s moves and experiences through the organization are seen to be rising to higher levels or otherwise, and how he/she interprets those experiences.

According to Armstrong (2001), career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employees‟ career. An employee develops his/her career through a continuous acquisition of managerial or

professional skills and experience which may bring about rewards and promotion. Graham and Bennett (1995) agree with this and contend that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Employees could move from one institution to another not necessarily in the same career, but probably from one field to another or from one level to another.

In today's competitive market, successful businesses regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centered services is rightly ambitious. Armstrong (2001) agrees and points out, that today's dynamic environment requires continuous professional and managerial development.

Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce we need now and for the future. Pareek and Rao (1992) concur and argue that training and development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in business. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling. Career development covers an employee's working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

2.3. Career Planning

Armstrong M, 2009, claims that career planning is a continuous process of self-assessment and goal setting designed by employee and employer in order to work in line with organizational objective. Career planning involves both employee and employer connecting together to identify goals, and also develop strategies required to fulfill identified goal.

Leibowtz (1986) maintains that employees should identify their abilities through programs such as coaching , mentoring and counseling, so that management will decide on what training needs that should be developed, and also determine the task that should be assigned to them. The process help an organization to gain competitive advantage and also ensures skills and abilities are matched with task, thus productivity is enhanced. Organizations that wish to effectively structure it positions with regards define roles and responsibilities, must undertake the process of career planning to ensure effectiveness in output, and also enhance productivity. Career planning is made while taking the person's personality traits, professional interests and other factors mentioned above into consideration. Therefore, goals in business life which is accordance with these factors may be determined.

Career Planning may simply be defined as the personal decision of a working person during his or her career path. According to (Aytaç, 2005 138), it involves the process of achieving one's career goals and the activities placed for obtaining these goals. From a broader perspective, it means the systematic efforts spent by employees to identify the results of the coherence and incoherence between what they want to do and what they have done after evaluating their education in the past, in the present and intended for the future, and also their trainings, personal traits, skills, experiences, choices and expectations (Geylan, et al., 2013, p. 96).

2.3.1. Five Processes of Career Planning

The context in which career decisions are commonly made is dynamic: occupations are changing rapidly, society is becoming increasingly complex and multicultural, and individuals need to plan for diverging rather than converging career paths. Furthermore, in times of social change and economic uncertainty, clients often feel discouraged, despondent, and hopeless about their futures. The increasing complexity of client needs and career counseling interventions has rendered inadequate and simplistic approaches to resolving career issues. Although traditional approaches still may play a role in career planning, additional emphasis must be placed on other issues: how self-concept is implemented (Super, 1990), personal adaptability (Super, 1985), and personal meaning-making (Miller-Tiedeman & Tiedeman, 1990). Career counseling should also help clients achieve independence rather than dependence. Such factors necessitate a different vision of the counseling process.

The Five Processes

The model in this paper describes five processes critical to effective career planning: initiation, exploration, decision-making, preparation, and implementation (Magnusson, 1991, 1992). The processes are cyclical, although a few clients may begin at initiation and proceed sequentially through to implementation.

i. Initiation

Initiation means to set in motion. Clients become discouraged or lose hope and strategies to secure meaningful engagement are necessary. The initiation process addresses three core issues:

1. **Establishing an effective counseling relationship**. Traditional approaches to career counseling often overlook the importance of the therapeutic relationship. However, the establishment of a strong therapeutic alliance can be invaluable in motivating clients to take action.
2. **Determining current motivation for career planning.** This involves a detailed examination of presenting issues, with a particular emphasis on identifying client motivation for change and the context in which that change must occur. With this information, counselors can determine if clients are ready for specific career planning activities or if other interventions are needed.
3. **Building relevance for career planning.** Many clients who enter career counseling are discouraged and see themselves with limited opportunities. Counselors must encourage these clients and foster hope. Typically this is done by identifying issues of meaning for the client and by promoting a sense of the future.

ii. Exploration

Exploration helps clients discover ways to implement aspects of their vision while concomitantly attending to issues of meaning and personal context. This is most effectively done by capitalizing on the renewed sense of energy and hope that arises during initiation. While formal assessment and occupational information sources may be useful, informal strategies tend to produce more meaningful, more accurate, and more enduring results. These include information interviewing, relational networking, job shadowing, and work experience.

iii. Decision-making

Decision-making has one dominant issue: How to select the most appropriate option from the range of alternatives discovered to date. Formal decision-making models and strategies may be useful; however, these strategies by themselves rarely leave clients with a good feeling for the decision. Most clients are more comfortable with decisions which "emerge" as a result of engagement in the career planning process. When initiation and exploration have been thorough, a "right choice" crystallizes for most clients. Formal strategies may then be used to confirm a choice, rather than determine a choice. Uncertainty is a major obstacle to career planning. Most clients need to recognize that a certain amount of ambiguity is associated with any decision. At this stage in the planning process, clients need to rely on their intuition to guide them to tentative choices.

iv. Preparation

Preparation focuses on planning the specific steps required to implement the choices made earlier (including the choice to engage in further exploration). Preparation results in a detailed, concrete plan for goal attainment and involves two key issues:

1. Developing an action plan which may include contracts between client and counselor that specify the next set of steps that will be taken by the client, and how those steps will be evaluated and reported; and time lines, or graphic action plans.
2. Developing prerequisite skills and resources for implementation. These may include: occupational (e.g., job searches); educational (e.g., study skills, applying for admission to educational institutions); personal (e.g., anger management, substance abuse). The means for developing prerequisite skills must be included in the overall action plan. Clients should also identify the resources available and the resources needed for implementation (e.g., obtaining funding for education).

v. Implementation

In implementation, the client carries out the action plan. Two strategies govern implementation:

1. Developing support. Many decisions reached in the safety of the counselor's office are never implemented because of lack of support in the client's environment. Clients must learn both how to identify allies (as well as enemies) and how to nurture facilitative relationships.

2. Developing systems for feedback and reward. Clients also need to develop ways to monitor and reward their progress. Merging the social support and feedback functions helps clients develop independence from counselors.

2.4. Career Advancement

Career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees get to know that each one of them has an equal chance of making it to the top, it becomes easy for them to put in their best. Graham and Bennet (1995) agree and note that the prospect of career advancement might in itself motivate employees to work hard. Baguma and Rwabwera (n.d.) also confirm that employees aspire to progress steadily in organizations for which they work.

Under normal circumstances, career advancement would involve the existence of alternative career paths based on the individual employee‘s and organizational needs. As Capelli and Hamori (2005) point out lack of advancement, for any reason, damages a manager‘s chances of making it to the top.

According to Graham and Bennet (1995) Career advancement is significant to this study and employees involved as it presents them with the opportunity for long term success, higher pay, job security and job satisfaction. A commitment to career advancement will enable steps toward achieving a better motivated workforce and a high performing organization. It also presents employees with opportunities to further their education and undergo training, thus strengthening employees’ skill sets to receive consideration for a promotion and advance their career.

Organizational Career Management has been defined as sequences of formal and less formal activities of an organization related to the career development of its employees (Baruch & Peiperl, 2000, p. 349). Therefore, organizational career management increases both employee effectiveness and organizational effectiveness. Orpen (1994, p. 28), has studied organization career management’s distinct and joint effects on the career success of employees and hypothesized the relationship between individual career management and career effectiveness, and between joint responsibility and career effectiveness. In this study, Orpen (1994, p. 28)

emphasized that organizational career management comprises a variety of policies and practices that purposely built by organizations to develop the career efficiency of their employees.

According to Yalçın (1994), career management is expressed as a part of the career development program of the business, and includes the actions and plans that need to be conducted by the organization career management, involving skill, expectation and interest analysis and it is a process that cannot be done by just the organization or just a person. In this process, human resources play an active role. Management determines career planning program, provides information about the available positions in the organization or the ones to be opened, observes and evaluates the performances of the workers, creates training programs in line with the needs of employees and concordantly, contributes to the development of the workers in workflow. Pearson and Ananthram (2008) state that better outcomes are to be expected by matching individual and institutional needs.

2.5. Hindrances to career development

2.5.1. Organization structure

The organizational structure as noted by Tharenous etal (1994) may indeed play a part in one‘s job situation as far as training and career advancement are concerned. It is argued further that an organization whose hierarchy is dominated by men may impact negatively for career advancement for women managers.

In addition, a rigid structure which provides very few job openings impacts negatively on career advancement after extensive experience & training. Beardwell, Holden and Claydon (2004) observe and rightly so that effective management development should give due consideration to career paths and opportunities for promotion and progression. Today, due to rapid changes in organizations, (as organizations are delayed) there is a great deal of uncertainty and no clearly defined progression paths; promotion is no longer automatic as was the case in the structures and cultures of traditional organizations. This scenario is very real as BBC workers found out in the 1990s due to organizational changes and corporate-belt is tightening‖ in the 1980‘s (Hilton 1991). The issue is explored by Torrington & Hall (1995) who attribute the decreasing opportunities for upward promotion which appeals to most employees, to organizational

delayering; they go further and point out that in the longer term, constant change and reshaping in organizations turn career planning into an exercise in-fortune telling‘(futility).

2.5.2. Individual factors

Torrington and Hall (1995), note that the responsibility for managing a career is with the individual, although the organization may play a key role in facilitating and supporting this. Indeed an employee who pursues training that is inconsistent with the organization‘s set goals and objectives would not advance his/her career. This point is also advanced by Mullins (2005) who argues that for self-development to be supported by management, it has to be relevant to organizational needs and goals. Graham and Bennett (1995) concur and in their discussion of jobs and careers argue that employees should set and aim at specific targets, identify career priorities and consistently monitor their achievements and failures.

2.5.3. Political factors

Organizational politics may prove to be a hindrance to career advancement after the reform in whatever forms it takes (from nepotism, ethnicity, and corruption to favoritism). Nzuve (2007) states in some institutions, managers create coalition’s to assist, block, protect or hinder some employees. On the other hand, some organizations for example may have to be conceptualized in the larger context of national politics. Indeed The Evergreen Business Group (2006) in their discussion on accelerating career success, acknowledge that organization politics can be a real problem that can stretch from victimization, disregard for ethics, talent and manipulation by supervisors. Robbins (2010) points out that, systems that can be manipulated by managers in order to reward and recognize favorite ‘employees demoralize the rest of the staff. Cranfield University‘s School of Management (2006) agree and send a stark warning that organization politics, which concerns motives, power, positions and competition, if not used constructively, can impact negatively on various aspects of the workplace.

2.5.4. Social factors

Taking a break from employment to raise young children halts one‘s career advancement. Branching out in a new field for a more flexible job in which to raise children also puts a stop to one‘s aspirations in an organization which had provided stable employment; this interruption of

one‘s career path way is highlighted by Torrington & Hall (1998). Even issues regarding accommodation of husband/partner‘s career may come into play here. In addition, feelings of inferiority among women and racial minorities, or _social class identity’ as Torrington & Hall (1998) describe it, may limit career choices or even advancement in as much as promotional interviews is concerned.

2.6. Training

Training is considered as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioral changes, and improving the ability of the trainee to perform tasks effectively and efficiently in organizations. Similarly Armstrong, (2009: 575) combines the two concepts of training and development and gives an organization function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organizational objectives through the development of appropriate knowledge, skills and attitude of the employees. Training and development of employees is critical in organizations in this era of competition due to the fact that organizations need to survive, grow and develop. Consequentially, training and development has become an issue of strategic importance (Smit et al., 2007: 375).

According to Ariely (2009), Formal training programs are an effective way of directly transferring the organizational goals and values to a whole group of people simultaneously. Appropriate training can develop managers at all levels including the knowledge and skills required to gain competency in order to manage change in organization in any business environment. Training does bear fruitful results not only to the organization but also to the employees.

Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes. The objective of any organization training program is to train their employees to meet the needs of the optimum profit potential. The purpose of training is to empower employees with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary service to the organization and its customers (Six Sigma Online, 2014),

2.6.1. Relationship between Training and Career advancement

To develop skills required for the different roles an employee takes progresses through the ranks takes time: the progress is facilitated by training and the development of managerial and professional skills. Mullins (2007), points out that training provides more opportunities for career progression because it may boost competence levels of individuals and the organization. Training is therefore seen as vital for career advancement for employees in general and managers in particular. There is no contest about the beneficial relationship between training and career advancement. Career advancement is very important, especially to employees who have been working in the same industry, perhaps even for the same company, for some time. If they were unable to finish their education, this could be the key to further success and progression in their career. They might want to take their education further.

If companies intend to maintain high levels of productivity, they must ensure their employees are properly trained for their tasks. When their employees have the drive and initiative to expand their knowledge, it is a good sign that they will be able to benefit the company further. They might be interested in taking some advancement courses provided by the company. Many businesses will offer to pay for advancement courses so that their employees will perform at a higher standard (Six Sigma Online, 2014). Anything that benefits the company should be looked into. Employees who are interested in advancing their career within a company are always willing to participate in additional training courses.

Training existing employees is a great way for employers to maintain a high job satisfaction rate among the employees and a high production rate from their extensive qualifications. According to Ariely (2009) when employees are satisfied with their job and are aware of the room for advancement, they will try hard to prove themselves so they can take advantage of that opportunity. They will also be less likely to leave the position they have for another company that pays better, has better incentives or lets them work in a manner or schedule they appreciate.

When an employee has trained hard or gone back to college for a higher degree, they feel more pride and satisfaction in the work they do. Managers and supervisors see this confidence. It benefits the company to have knowledgeable and trained experts working in each department.

Career Development and training are two related processes that increase the capacity of employees to contribute to the organization. Training is significant to this study as it can be used to aid in career development which may lead to motivation, the relationship this study intends to prove. inferiority among racial minorities, or social class identity as Mullins,(2007) describe it, may limit career choices or even advancement in as much as promotional interviews are concerned and affect workforce motivation.

2.7. Motivation

Motivation is the internal drive that stations human beings to achieve goals. Motivation is directly linked to an individual's needs. On the surface, needs seem understandable. We all need food, shelter, love, self-esteem, and purpose (Anyim, Chidi, & Badejo, 2012, p. 34). To be motivated means to be moved to do something. A person who feels no drive to act is being characterized as unmotivated. Whereas, someone who is strengthened in doing something is consider as being motivated (Ryan & Deci, 2000, p. 54). Basically, motivation is the force that initiates, guides and maintains goal-oriented actions or behaviors. It is what drives individuals to act, whether to take food in order to reduce hunger or get into a university to earn a degree (Kendra, 2000). According to Greenberg (1999, p. 75) motivation is the process of arousing, directing and maintaining behavior towards particular goals. This act of arousing according to Greenberg is linked to the vigor and readiness to produce. Direction is the vote of behavior and upkeep is the inclination to behave in a certain manner until the desired objectives are met.

Furthermore, Emeruwa, (1998, p. 8) posits that motivation is the act of giving people a reason or incentive to act. That is a feeling of enthusiasm, interest, or commitment that makes an individual or a group of people want to act toward the attainment of set goals and objectives. To corroborate the above definitions of Greenberg and Emeruwa, McClelland (1985, p. 2) contends that, motivation is the extent to which persevering exertion made by an individual is directed toward a goal. Arif, (2003, p. 165) holds the view that; motivation is an extremely complex concept, and motivating teachers and students in an educational organization is critical to the attainment of teaching-learning objectives. Both environmental and personal factors influence motivation in organizations, and needs, goals, attributions, beliefs, expectations, rewards and incentives all affect motivation in one way or the other.

According to Robbins, et al. (2010: 396) future leaders ought to be selected on the basis of their ability to stimulate organizational motivation. It is, therefore, very important, for organizations to take the issue of motivation seriously in administration of reward systems because job satisfaction or lack of it affects productivity and the achievement of organizational goals.

From the above definitions, maybe it can be seen that there are four major revolving aspects involved in the motivation process – effort, persistence, direction and goals.

2.7.1. Factors Influencing Motivation

Motivational strategies are methods that encourage the individual's goal-related behavior (Dornyei, 2001, p. 28). This is because human behavior is very difficult to understand and there are many different ways in promoting it (p. 28). In sum, almost every stimulus a person is open to may possibly affect his/her behavior. Motivational strategies refer to those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect (Dornyei, 2001, p. 28).

There are many factors that will motivate people to work, but they can be broadly divided in two major types or call influential factors of motivation (Anyim et al., 2012, p. 34). These include factors in the external environment; also, known as extrinsic motivation and factors within the individual concern also known as intrinsic motivation (Ryan & Deci, 2000, p. 54). Reeve (2001, p. 95) supported this view that, there are two types of motivation, namely, the extrinsic and the intrinsic motivation. People may be motivated by factors in the external environment such as pay, supervision, benefits, and job perks; such type was named as extrinsic and that in which people are motivated by the love they have for job or task as intrinsic motivation (Reeve, p. 95).

According to Arif (2003, p. 165), both intrinsic and extrinsic motivations are very important in learning. Teachers need to ensure a balance in intrinsic and extrinsic motivation strategies especially when immediate satisfaction is inadequate or little in the learning situation.

2.7.2. The Place of Motivation in Education

Education in its every day sense could mean formal training that is given in schools, colleges, and universities, for the acquisition of the abilities for example, read, write and calculate. According to Denga (2005, p. 2) education is the process by which every society tries to preserve and promote the stored knowledge, skills and attitude in its cultural settings and heritage in order to foster endless wellbeing of mankind and assure its survival against the irregular, at times aggressive and destructive elements and forces of nature. To further substantiate this, Ogbonna (2011, p. 23) sees education as a process of acculturation through which an individual is helped to attain the development of his/her potentialities, and their maximum activation when necessary according to right reason and to achieve his/her perfect self-fulfillment.

The former United Nations Secretary General, Mr Koffi Atta Annan, who wrote that *"education is a human right with immense power to transform*" (UNO, 2005). This signifies that the political, economic and social stability of any society is undoubtedly and directly linked to its educational system. From these, it can be deduced that education is the physical, intellectual, moral, social, and emotional cultivation of the whole person in a formal or informal setting for smooth functioning of the society and the person concerned.

However, the place of motivation in the attainment of the above stated lofty goals of education cannot be overemphasized as they (motivation and education) are inextricable linked to each other. According to Ofoegbu (2004, p. 56), the importance of motivation in educational administration for instance is only beginning to be understood and applied to professionals and other employees within the school system. Ofoegbu (2004, p. 56) concludes that it is vital and essential to recognize the motivational value of intrinsic factors like; wish for achievement or self-fulfillment in order to strike a balance on what has been an over dependent on extrinsic motivators.

Primarily, motivation comes from the willingness to learn or acquire new knowledge geared towards the construction of an authentic product for an appropriate audience, thus protecting the audience from being disappointed. Motivation is not the same for every individual. This is due to the differences in needs, goals and personalities. For instance, different teachers and students are motivated differently at different times and in different courses of instruction. Schunk (2002, p.

172) posits that; good teachers are sensitive to students' motivational needs and so try to create a climate that supports the development of the learning community.

Furthermore, Crowl (1997, p. 245) argues that teachers perform vital role in motivating learners. Teacher motivation according to Crowl, is made up of two beliefs; firstly in their own teaching ability and secondly on their belief in the students' learning ability. Crowl (1997, p. 245) posits that, the ability of the teacher to believe in the effectiveness of her teaching skills is known as teacher efficacy. This efficacy is reflected in the teacher's great personal effort in building a rousing learning environment.

Motivation is therefore an important factor in education especially in the administration of school staff and the teaching and learning process. It implies the stimulation and sustenance of interest in education. This means that interest is an underlying factor in education, as no education can take place without the interest of stakeholders especially staff and students. Thus, motivation plays a pivotal role in learning. Like Bhatia (1977, p. 124) puts it; no real education can takes place without motivation, as it brings especially the teachers and learners to a proper frame of mind for teaching and learning, concentrating their attention and energies on the tasks or knowledge to be dished out or acquired.

2.7.3. Relationship between career advancement and motivation

Armstrong M, (2009), emphasize that employers should always encourage staff to re-skill as a means of benefiting the organization. These scholars equate any reduction regarding learning and development to commercial suicide and they contend that organizations that actively encourage learning become more competitive (and profitable) to cope with today's increasingly demanding and selective customers.

The opportunity for advancement, as any employee or manager knows, is a great way to motivate employees. Firms do not simply hand out promotions to any employees doing good, or even outstanding, work, however: they are constrained by their organizational structure, the

makeup of their existing employees, and company policies limiting the number or timing of promotions.

“A firm‘s organizational chart is going to impact workers’ career paths through the personnel policies it enables the firm to put in place,” says Jin Li, an assistant professor of strategy at the Kellogg School. And while the chance of promotion is a boon for employees and an incentive to keep them loyal to an employer, he says, a lack of opportunity will drive talented workers elsewhere.

How can companies keep employees motivated even when there are not plentiful promotions to hand out? Li teamed up with Michael Powell, also an assistant professor of strategy at the Kellogg School, and Rongzhu Ke, at the Chinese University of Hong Kong, and built a mathematical model to investigate how companies can best use promotion policies, given their organizational constraints.

The model was based on previous research that emphasized that workers may be motivated by the fear of losing high-paying jobs. But the researchers observed that firms’ personnel policies are richer than their wage policies alone. So, they asked, how can firms work around their promotion constraints by manipulating salaries or other perks, like stock options, to keep workers motivated if opportunities for promotions are scarce?.

Promotions are the most motivating when the next step upward is never too far out of reach. How can flat organizations with very few opportunities for promotions between a team‘s entry-level and top jobs keep employees engaged and working hard? Li and Powell‘s (2015) model has a few implications for such companies. The first is that growth can provide new opportunities—think of early employees at a start-up, who start out in junior roles and are soon running their own teams. “Firms that are expanding are going to find it easier to use career-based incentives,” Powell says. “When the firm‘s growth starts to level off, you have to adjust expectations, because you have significantly less flexibility,”.

Firms that are not growing may have to compensate for the lack of advancement opportunities in other ways. “In order to motivate workers, you might want to give stock options or award bonuses more,” Li says. Checks and balances within a flat organization, and long-term incentives like stock options, can help ensure that employees are making choices to benefit the company in the long run and not simply creating a short-term improvement to earn a bonus.

It is also important for every company to remember that promotions do not happen in isolation: they are tied in with a firm‘s policies, salaries, and org chart. Additionally, it is important to keep opportunities for individual workers in mind when making offers and structuring teams.

“If you‘re going to promise people that if they work for you for three years they‘re going to get promoted, you need to make sure that you need people at higher-level positions three years from now,” Powell says. When you‘re managing your workforce, you need to manage the careers of the workers themselves.

2.8. Empirical Reviews

Table 2.1 Previous Research Findings

S. No	Authors	Area/Topic	Independent Variables	Dependent Variables	Major findings
1	Navern Pillay(2014),	The relationship between career development & Staff motivation	career development	Staff motivation	▪ development had a highly positive correlation on motivation. ▪ Career advancement had a highly positive effect on motivation. The results indicated and quite rightly so that the mere thought or prospect of promotion can motivate employees to work hard. ▪ Lack of career advancement affects motivation and performance.
2	ODUMA, Caroline (2014), Irene M. Kakui (2016),	Influence of career development on employee performance	career development	employee performance	▪ Training had a positive influence on employee performance. ▪ Job orientation had a positive influence on employee performance. ▪ Career advancement had a positive impact on employee performance. ▪ Mentoring had a positive impact on employee performance. ▪ Job training affects the employees' performance at NCPB to a great extent. ▪ Career mentoring affected employee performance by: counseling and supports learners and helped them to develop their own approach and solutions to problems.

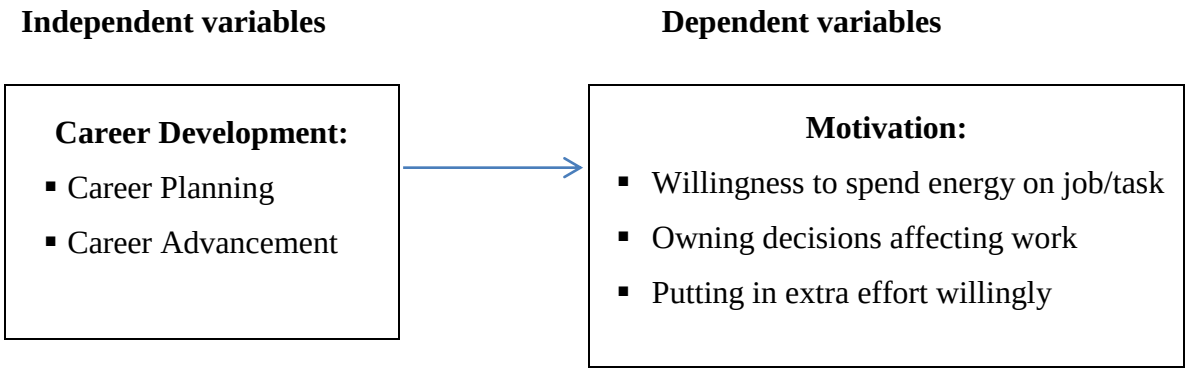
3	Çiğdem Kaya (2014),	The Role of Career Development Programs in Organizations and Organizational Commitment on Job Satisfaction of Employees	Career Development	• Organizational Commitment • Job Satisfactions	▪ Career development programs & organizational commitment have a partial effect on employee's job satisfaction. ▪ Career development programs in organizations do not affect the level of employee's job satisfaction, it is believed that the implementation of career development programs will help employees to be aware of themselves and what they actually want.
4	Peter J. Anthony, and Jeffrey Weide (2015)	Motivation and Career-Development Training Programs:	Motivation	Career-Development Training Programs	▪ Workers on every level understand the importance of training in regard to productivity of an organization. ▪ Not only does the workplace productivity decline from the changes in a training program, but employee motivation is altered as well.

2.9. Conceptual Framework

Career development is supposed to lead to motivation. In some instances, Career development does not lead to staff motivation due to hindrances which can be political, individual, organizational, social to mention but a few.

In TVET colleges career development seems not to always lead to career advancement, promotion, higher salary, & higher allowances and this is the focus of the study. Improved performance should result into career advancement in the form of for example, promotion, higher salaries and higher allowances. However, there are hindrances to career development, which may be due to individual limitations, organizational weaknesses or political pressure and influence. On the other hand, career development should motivate employees and induces them to willingly spend energy on the job or task, to own decisions affecting their work and to willingly put in extra time and effort on the job.

Figure 2.1 Conceptual frameworks for the study



Source: Own survey

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1. Introduction

The objective of this research is to assess the effect of career development on academic staff motivation in Gurage zone TVET Colleges. To this end, this chapter aims to give an overview of the research methodology that will help to investigate the problem. Thus, , the chapter covers the research design, data type and sources, area of study, population of the study, sampling procedure, sample size, data collection methods and instruments, procedure for data collection and data analysis; it ends with ethical issues and anticipated problems and solutions.

3.2. Research Design

The research method adopted in any research study to an extent is dependent on the nature and objectives of the study. Hence, on the basis of this argument it was assumed that the problems were approached by using descriptive research design method. Descriptive method helps to have general understanding of the problem by studying the current status, nature of the prevailing conditions and trends through relevant and precise information.

The study adopt a descriptive research design since the study intended to gather quantitative and qualitative data that describes the assessment of career development practices and academic staffs motivation in Gurage zone TVET Colleges. Hence, the research approach that applied for this study on descriptive type of research design which aims at obtaining information from a representative selected population and from the same; the researcher is able to generalize the findings to a larger population.

3.3. Data Type and Source

❖ Both types of primary and secondary data have been employed in the study:

In order to get a relatively comprehensive understanding of the problem and propose viable solutions primary data is helpful. Hence, the researcher distributed questionnaire for data collection from randomly selected respondents. The questionnaire is adopted and customized for career development and its effect on staff motivation.

Secondary data was collected from publications including previous studies, books, journals, TVET policies and strategies, rules and regulations and various materials that had relevance to this study.

3.4. Study Area

In Gurage zone there are nine public TVET colleges. Namely: Butajira TVET college, Wolkite PTC, Agena TVET college, Arekit TVET college, Buee TVET college, Mehal-Amba TVET college, Gunchre TVET college, Hawariat TVET college and Koshe TVET college. Among these colleges, four colleges (Wolkite, Butajira, Agena and Arekit) were selected on the assumption to represent all TVET colleges in Gurage zone and these colleges were also selected purposefully based on their establishment years (age).

3.5. Population of the study

Table 3.1 Distribution of Sample Respondents

No.	Name of Selected TVET College	No of trainers within the College			No. of Sample Trainers			Sample (%)
		M	F	T	M	F	T	
1	Wolkite PTC	146	55	201	86	18	104	54
2	Butajira TVET college	80	12	92	39	9	48	25
3	Agena TVET college	27	5	32	11	6	17	8.5
4	Arekit TVET college	39	7	46	19	4	23	12.5
Total		**292**	**79**	**371**	**155**	**37**	**192**	**100**

In Gurage zone, there are a total of 528 TVET colleges' trainers; out of these 157 trainers based at the other five unselected colleges, but for this study trainers based in from the selected four colleges i.e., 371 were taken as target population. Therefore, the target populations for the study are academic staffs who are working in the four selected TVET colleges.

The distribution of sample respondents reported by the above table indicates that, the majority of 104 (54%) of respondents were from Wolkite Poly Technic College, 48 (25%) from Butajira TVET college, 17 (8.5%) and 23 (12.5%) were from Agena TVET college and Arekit TVET college respectively.

3.6. Sampling Procedure

A sample is a part of the total population. It can be an individual element or a group of elements selected from the population. Although it is a subset, it is representative of the population and suitable for research in terms of cost, convenience, and time. Sampling is the act, process, or technique of selecting a representative part of a population for the purpose of determining the characteristics of the whole population (Thompson, 2012: 2).The study adopted simple random sampling because of more homogeneity is observed.

3.7. Sample Size

In order to determine the sample size of the population the researcher used Yamane (1967) formula. This formula is reliable to 95% and less than 5% deviation factor.

$$n = \frac{N}{1 + N * (e)^2}$$

Where; n=is the required sample size

N= is the target population size

e= deviation of sampling/error limit (5%)

n=371/ [1+371(0.05)2] = 192

Therefore, the sample size is **192**.

By using the above formula, 192 respondents were selected from the total of 371 populations and these 192 respondents were selected in each TVET colleges on proportion basis. Therefore, the sample size selected here is considered as representative of the target population and also large enough to allow for precision, confidence and generalizability of the research findings.

3.8. Data Collection Procedure

Prior to conducting the study permission was obtained from each TVET colleges. After permission was granted, the questionnaires which have six parts – introduction, personal information, career planning, career advancement, motivation and strategies to remove or minimize hindrances to career development was distributed to the respondents. The purpose of

the study, cooperation from respondents, ethical issues (confidentiality and participation on voluntary basis was also included in the introduction part of the questionnaire.

3.9. Data Analysis Tools and Techniques

The researcher used both descriptive and inferential statistical tools for data analysis. The data analysis is supported by using software called Statistical Package for Social Science (SPSS), version 16. The SPSS statistical package used to analyze the data that were gathered using questionnaire quantitatively. The data collected was checked and edited for clarity, legibility, relevance and adequacy. This involved checking for non-response and acceptance or rejection of answers, which had been pre-coded by the researcher (textual responses were allocated numerical codes or values e.g. 1, 2, 3, 4 or 5, according to the scale or range).

To confirm the collinear problem of constructs the study used frequency/percentage, mean, standard deviation, and other appropriate techniques were applied to assess the magnitude and direction of each independent variable, and measure the effect of mediating variable between many descriptor variables and one measured variable as per the demands of the research problem.

3.10. Ethical Issues

Ethical issues in this research concerned, among other things, maintaining confidentiality about the information gathered from respondents, using secured data for academic purposes only and ensuring that the respondent's personalities were not exploited.

3.11. Reliability and Validity

Reliability refers to the consistency or dependability of a measurement technique, and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions. If the measurement is reliable, then there is less chance that the obtained score is due to random factors and measurement error (Marczyk, Dematteo & Festinger: 2005).

The internal consistencies of items were measured using Cronbach's alpha technique. According to Raigama (2010), Cronbach Alpha is a measure for the internal consistencies of the items that together cover the specific factor.

Table 3.2 Reliability Statistics

Cronbach's Alpha	No.of Items
0.7625	7

Source: Developed for this research

Cronbach's alpha reliability result of this study was **0.7625**. Using rule of thumb of George and Mallery (2003), the Cronbach's alpha value of the study is within acceptable level.

Table 3.3 Summary of Measures

Variables	No. of Items	Cronbach's Alpha Result
Career Planning (CP)	8	0.729
Career Advancement (CA)	7	0.693
Motivation	8	0.785
Strategies to minimize/remove hindrances to career development	2	0.843
Total	**25**	**0.7625**

Source: Developed for this research

According to Kothari (2004) Validity indicates the degree to which an instrument measures what it is supposed to measure. It is the extent to which differences found with a measuring instrument reflects true differences among those being tested. To assure validity, questionnaires were designed on the basis of previous studies' questionnaires and review of related literatures. Furthermore, this study deduce hypothesis from a theory that is relevant to the concept.

CHAPTER 4

4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

In order to meet the purpose of the study this chapter presents the data analysis part of the study. And the chapter analyses the empirical data in an attempt to identify the relationship between career development and staff motivation to examine the effect that career development has on academic staff's motivation. The interpretation, discussion and assessment of the data were carried out in relation to the objectives of the study and in comparison with the cited literature review. To present the findings, the researcher has used tables and figures. Quotations from primary data have also been used to present a richer perspective to the findings. In this chapter, findings from self-administered questionnaires are combined with detailed analysis.

All statistics were calculated using the Statistical Package for Social Sciences (SPSS). Furthermore, SPSS is used to study the frequency and the relationship among different variables which include descriptive statistics of variables and correlation results for dependent and independent variables.

4.1.1. Response Rate

A total of 192 questionnaires were distributed to the selected 4 (four) TVET college trainers in Gurage zone. And the researcher had collected back 165 questionnaires. Therefore, the analysis and interpretation to follow is made based on these questionnaires and as a result the response rate was 85.94%.

The study achieved a response rate of 85.94% with 192 respondents reached out of the 371 total populations. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. The study therefore attained an excellent response rate as presented in table 4.1.

Table 4.1 Response rate of questionnaires

Questionnaires	Frequency	Percent (%)
Returned	165	86
Unreturned	27	14
Distributed	**192**	**100**

Source: Developed for this research

4.2. Analysis of Questionnaire

The responses to the questionnaire are quantified and presented in number and percentage forms. In addition, tables and graphs are used for presentation followed by narrative to interpret & elaborate figures and relationships.

4.3 Demographic information

The study set out to cover 192 respondents through self-administered questionnaires. The researcher received responses from 165 respondents through self-administered questionnaires. Gender/sex, age, marital status, level of educational qualification, occupational area you are specialized, length of service and details regarding respondent's demographic characteristic was presented and analyzed in tables.

Demographic information is important to the study as it provides data regarding research participants and is necessary for the determination of whether the individuals in the study are a representative sample of the target population for generalization purposes.

Table 4.2 Demographic characteristics of respondents.

S. No	Items	Frequency	Percent (%)
1	**Sex/Gender of Respondents** a. Male b. Female	134 31	81.2 18.8
	Total	**165**	**100**

2	**Age of Respondents**		
	a. 18-30 Years	124	75.2
	b. 31-40 Years	35	21.2
	c. 41-50 Years	3	1.8
	d. 51-60 Years	3	1.8
	Total	**165**	**100**
3	**Marital status of respondents**		
	a. Single	98	59.4
	b. Married	66	40.0
	c. Divorced	1	0.60
	Total	**165**	**100**
4	**Level of educational qualification**		
	a. C- level or diploma graduates,	95	57.6
	b. B- level/BA/BSc holders	62	37.6
	c. A- level/Masters and above	8	4.8
	Total	**165**	**100**
5	**Field of Specialization**		
	□ Building Construction	40	24.2
	□ Automotive technology	19	11.5
	□ Electrical elec. technology	22	13.3
	□ Furniture making technology	14	8.5
	□ Building elec. Installation (BEI)	8	4.8
	□ Metal Manufacturing technology	9	5.5
	□ Surveying technology	11	6.7
	□ Drafting technology	3	1.8
	□ ICT	20	12.1
	□ Garment and textile technology	14	8.5
	□ Sanitary Installation Works	5	3.0
	Total	**165**	**100**

6	**Years of work experience in the college**		
	a. 0-2 years	44	26.7
	b. 3-5 years	63	38.2
	c. 6-10 years	41	24.8
	d. above 10 years	17	10.3
	Total	**165**	**100**

Source: Survey Result (2018)

As shown from the table item number 1 sex distribution of the sample, majority of respondents 81.2% were found to be male and the remaining 18.80% of the respondents were female. This implies that the proportion of male trainer is much larger than that of female employees in the sampled four TVET colleges.

As far as age of respondents the findings from the table above indicates that, majority of respondents were 18-30 years old which covers 75.20% of TVET college trainers. The age category 31- 40 years old constitutes 21.2% and 1.8% of respondents were found between the age category of 41-50 years old and at the same time 1.8% of respondents were in the age category of 51-60 years old. From this, it can be understood that, majority of 124 respondents (75.20%) belong to the age range between 18-30 years; followed by the age range 31-40 years old constituting about 35 (21.20%). So the finding indicates that, TVET colleges have group of professionals trainers belong to the most active and energetic age group and it may help the sectors to achieve its goals.

With regard to respondents marital status, 98 (59.40%) are single, 66 (40%) of respondents are married and the only 1 (0.6%) respondents were divorced. Research conducted on this area consistently indicates that married employees are more satisfied with their jobs than are their unmarried coworkers (Austrom et. al. 1988; Federico et. al. 1976; Garrison and Muchinsky 1977; Watson 1981). The reason may be marriage imposes increased responsibilities that may make a steady job more valuable and important.

Item number 4 of the table further indicates educational level of respondents. From the table, 95 (57.6%) of the respondents were C-level or diploma graduates, 62 (37.60%) were B-level/BA/BSc holders and 8 (4.80%) of the respondents were A- level/Masters and above

graduate. The finding indicates that, majority of the academic staffs in TVET colleges are C-level graduates or diploma holders.

The field of study of the respondents is also depicted in the above table. Accordingly, 11 Occupational areas of specialization were involved in the given responses. Among all Building Construction alone encompasses majority of respondents 40 (24.20%) and Electrical. Elec. technology, ICT, Automotive technology, Furniture making technology, Garment and textile technology, Surveying technology, Metal Manufacturing technology & BEI 22 (13.30%), 20 (12.10%), 19 (11.5%), 14 (8.5%), 14 (8.5%), 9 (5.50%) and 8 (4.80%) of respondents respectively. Insignificant levels were been recorded in the fields of Sanitary Installation and Drafting technology and they covers 3% and 1.80% respectively.

Thus, the analysis indicates that the majority of TVET Colleges have providing training on construction sector and since construction is getting a big market share in the country as compared to the other occupations.

With regard to respondents work experience illustrated by the above table clearly show that, majority of respondents, 63 (38%) of trainers have 3-5 years' of work experience, 44 (27%) of respondents was from 0-2 years' work experiences, 41 (25%) of the respondents had 6-10 years' work experience and the remaining 17 (10%) of respondents had work experience of 10 years and above. To draw a conclusion from the analysis of respondents work experience around 121 (73%) of trainers have work experience from 3 to 10 years and above years work experiences.

4.4 Descriptive Analysis

In this section, the collected data was entered and analyzed using SPSS. The mean value of each motivation factor with respect to respondents' category is analyzed and presented. So, the objective of the study was to investigate the effect of career development on academic staff's motivation in Gurage zone TVET colleges. The career development practices are grouped in to two including; career planning and career advancement.

The researcher takes continuum of agree to strongly agree; as researchers Naven Pillay (2015), conducted research in the area of career development and its effect on employees motivation,

Responses were given on a five-point likert scale, where 1 - strongly disagree; 2 - disagree; 3 - neutral; 4 - agree; 5 - strongly agree. For analysis purpose the score of ≤ 1.49 will be interpreted to as strongly disagree, while a score of $1.5 \leq 2.49$ is regarded disagree, $2.5 \leq 3.49$ is interpreted as Neutral, the score of $3.5 \leq 4.49$ is regarded as agree, and the finally, ≥ 4.5 will be regarded as strongly agree.

4.4.1. Career Planning

According to Edgar Schein (Manolescu, 2003) career planning is a continuous process of discovery in which an individual slow develops his own occupational concept as a result of skills or abilities, needs, motivations and aspirations of his own value system. Accordingly, the respondents were asked to indicate the level of agreement to which career planning influences the academic staff's motivation TVET colleges. Table 4.5 presents respondents result of career planning practices with mean and standard deviation values for each variable.

Table 4.3 Response on career planning practices

Variables	N	Minimum	Maximum	Mean	Std. Deviation
have you set your own career goals	165	1.00	5.00	2.6424	1.16321
There is assistance from college deans	165	1.00	5.00	2.2667	.93139
There are fellow trainers in the college	165	1.00	5.00	3.2545	1.01606
Your occupational training program provides essential skills required for self-development	165	1.00	5.00	3.5212	1.03351
There are career positions that align around a common career theme	165	1.00	5.00	2.2242	1.07834
There is room for individual assessments of abilities, interests, career needs, and goals	165	1.00	5.00	3.0970	1.08327
There are organizational assessments of employee abilities and potential	165	1.00	5.00	2.8788	1.08081
There is clear communication of information	165	1.00	5.00	2.2182	1.01856
Average				**2.7629**	**1.0506**

Source: Survey Result (2018)

Table 4.3 reveals that the list of items comprising practices of career planning, the mean score for the item; occupational training program provides essential skills required for self-development scored the highest with a mean score of 3.52 and standard deviation of 1.03 it implies that, respondents agreed on the variables. While moderate for other variables i.e., there are fellow trainers in the college to help when called upon/ volunteer to help with career challenges and the item; there is room for individual assessments of abilities, interests, career needs, and goals score with mean 3.25 and standard deviation of 1.016 and mean 3.097 and

standard deviation of 1.083 respectively. The other items indicate that majority of respondents' didn't agree and it gives less mean scoring variables such as: respondents didn't accepted that communication of information establishing career options and opportunities are clearly defined (2.218); lack of career positions that are aligned around a common career theme (2.224); there is also lack of assistance from the college deans and management bodies to help match trainers goals to what is available in the college (2.267); majority of trainers doesn't have clearly established own career goals (2.64); furthermore, respondents didn't agree that the TVET colleges undertaking a wide-ranging assessments of the academic staffs abilities and potential (2.88) on a five-point Likert Scale.

Leiboitz, Farren and Kaye (1991, p - 4) states, career planning as "a process by which individuals determine their sills, interests and values; consider which options fit them; and set goals and establish plans for achieving their goals". Under this study, the overall mean score for the career planning practice was **2.7629** this implies that, the majority of trainers/respondent of TVET colleges was highly dissatisfied with the overall activities of career planning and affecting their motivations not to exert their maximum extra effort in their day to day operational activities.

4.4.2 Career advancement

Career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity. Graham and Bennet (1995) agree and note that the prospect of career advancement might in itself motivate employees to work hard. Baguma and Rwabwera (n.d.) also confirm that employees aspire to progress steadily in organizations for which they work. Hence, items related to career advancement were placed for the respondents and the analysis is shown in the table below:

Table 4.4 Response on career development

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Generally, staff trusts the Colleges senior management.	165	1.00	4.00	2.0667	.96987
I feel my College values me more as its employee.	165	1.00	5.00	3.1030	1.03961
TVET Colleges provides opportunities to grow and learn.	165	1.00	5.00	3.2909	1.13706
Currently, there are promotional opportunities at TVET Colleges.	165	1.00	5.00	3.0545	1.02561
The Colleges has supported my career advancement.	165	1.00	5.00	3.0364	1.04701
In TVET Colleges there is recognition for skills and accomplishments.	165	1.00	5.00	1.8970	1.00380
The chances of securing a job change in another division or department in TVET Colleges are feasible.	165	1.00	5.00	2.9818	1.09585
Average				**2.7760**	**1.0455**

Source: Survey Result (2018)

Table 4.4 reveals the arithmetic mean of the signs of career advancement considered in this study. Items they indicate moderate level mean value: the colleges provides opportunities to grow and learn for trainers with a mean score of 3.291 and standard deviation of 1.137; trainers are not as such feeling that the colleges values them more as its employee with a mean score of 3.103 and standard deviation of 1.04; there is no very good promotional opportunities at TVET

colleges with a mean score of 3.055 and standard deviation of 1.026 and also; average of respondents believed that TVET colleges are not supporting their career advancement well with a mean score of 3.036 and standard deviation of 1.047. The finding also shows that less mean scoring variables such as: respondents' didn't agree the colleges doesn't provide recognitions for respondent's skills and accomplishments (1.897); majority of respondents didn't agree that staff trusts TVET College deans and senior management (2.067); besides, there is lack of chances of securing a job change in another division or department in the colleges are feasible (2.9818) on a five-point Likert Scale.

Graham and Bennet (1995) agree and note that the viewpoint of career advancement might in itself motivate employees to work hard. But, the overall mean score for career advancement shows that **2.776** this implies that, the majority of trainers/respondent of TVET Colleges was dissatisfied with the overall activities of career advancement and affecting their motivations and they might not to exert their maximum effort in their day to tasks/ activities.

4.5 Motivation

4.5.1 Level of motivation as reported by the main sample

Motivation means something that arouses action or activity. It is one of the most important principles or challenges those managers and supervisors are facing today. According to Ovais & Tuba (2016), Motivation is the internal strength of accomplishment for career development what an individual expect desirously without ignorance of group of people who are related. Accordingly, items related to level of motivation were placed for the respondents and the analysis is shown in below. It had a response format ranging from strongly disagree scores as 1 to strongly agree scored as 5. Table 4.7 below present's respondent's level of motivation in Gurage zone TVET colleges with mean and standard deviation values for each variable.

Table 4.5 Level of motivation among respondents (main sample)

Variables	N	Min.	Max.	Mean	Std. Deviation
Motivating trainers in the college helps the implementation of organizational goals.	165	1.00	5.00	3.5091	1.02182
Your College uses motivation to acknowledge the academic staffs who performs better	165	1.00	5.00	2.2667	1.15892
Training and development is the type of motivation implemented in your organization.	165	1.00	5.00	3.2606	.98709
I feel a sense of personal satisfaction when I do the job well.	165	1.00	5.00	3.5333	1.09061
My opinion of myself goes down when I do this job badly.	165	1.00	5.00	3.2606	1.01751
I take pride in doing my job as well as I can.	165	1.00	5.00	3.3818	1.00288
I like to look back on the day‘s work with a sense of a job well done.	165	1.00	5.00	3.4182	.95683
I try to think of ways of doing my job effectively.	165	1.00	5.00	2.3758	1.19118
Average				**3.1260**	**1.05335**

Source: Survey Result (2018)

The results shown in the table drawn above indicate that respondents were agreeing that, feeling a sense of personal satisfaction when they do the job well with a mean score of 3.533 and standard deviation of 1.091 and Motivating academic staffs in the college can helps the implementation of the overall organizational goals with a mean score of 3.509 and standard deviation of 1.022. Items they indicate moderate level mean value are: A majority of respondents also moderately agree

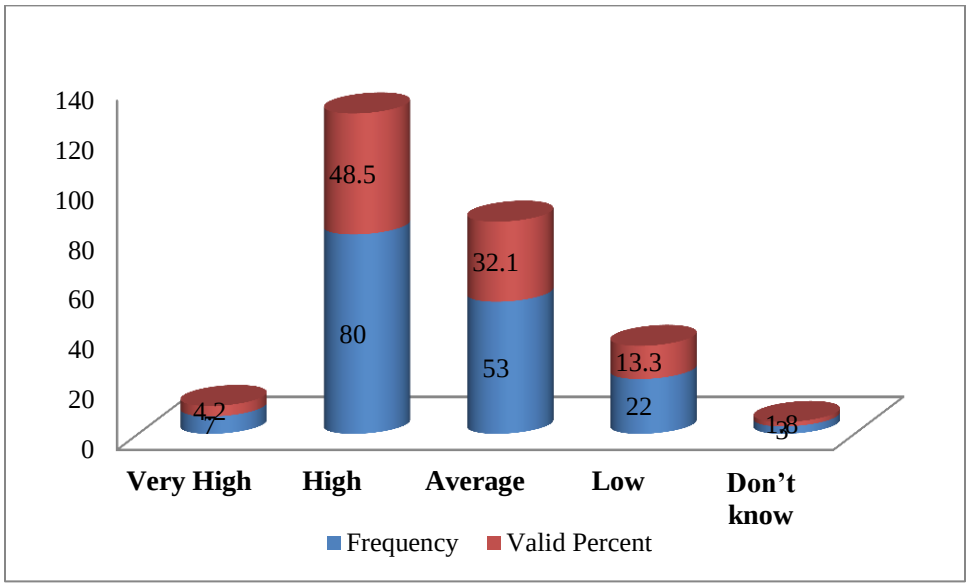
that trainers are looking back on the day‘s work with a sense of a job well done (3.42); respondents also do not entirely agree that employees took pride in doing their job as well as they can (3.382); most respondents moderately agreed that training and development is the type of motivation implemented in their respective colleges (3.261) and also; most respondents opinion goes down when they do their job badly (3.261). Under less mean scoring variables category most respondents were dissatisfied on practices of motivation to acknowledge academic staffs that perform better in the college with a mean score of 2.67 and standard deviation of 1.16 and respondents were not eager to think of ways of doing their job effectively with a mean score of 2.376 and standard deviation of 1.191 on a five-point Likert Scale.

Under this study, the overall mean score for level of motivation was **3.126** this implies that, the majorities of respondent moderately agree and were not highly motivated in their present jobs. Due to these basic reasons TVET colleges cannot achieve their overall organizational goals as desired. So, the results showed that there is a high significant relationship between motivation and/or job satisfaction and chances of promotion. These findings are supported by Graham and Bennet (1995) who pointed out that the mere prospect of career advancement can by itself be a motivating factor for employees to work hard. As Armstrong (2001) stated, motivation is goal directed behavior.

4.5.1. Rating the level of motivation of employees after training

Responses were given on scale of 1= don’t know‟ to 5 = Very High” continuum; as previously Naven Pillay (2015) conducted research in the area of career development and its effect on employees motivation, The Chart shown below indicates responses rating motivation from a scale of 1= don’t know‟ to 5 = Very High”.

Figure 4.1 Rating trainer's level of motivation after training



Source: Survey Result (2018)

The above chart show that, majority of respondents 80 (48.50%) rated the level of motivation of academic staffs after training was high followed by 53 (32.10%) rated average and 22 (13.3%) of respondents were rated low level of motivation after training. And less numbers of respondents 4.2% rated very high and only 1.8% stated they did not know about the level of motivation after training.

Based on the above findings majority of respondents rated the level of motivation after training was high. Indeed, under normal circumstances, training facilitates progress. Mullins (2005) also confirms that training may be able to boost the level of competence of trained employees and the organization; and that training provides the possibility of salary increase and promotion.

4.5.3. Strategies that the Colleges employ to raise academic staff's motivation

Under this section respondents were able to identify possible strategies that could be used to raise academic staff's motivation in TVET colleges. The respondents reported in what strategies could raise academic staff's motivation. See table 4.6 for the results:

Table 4.6 Participants' perceptions of strategies to raise academic staff's motivation

Strategies to raise academic staffs motivation	Frequency	Percentage (%)
Appreciate and acknowledge for best performers	46	24.73
The college should believe in fair play on all matters	31	16.67
College deans provide extra financial incentives to trainers for extra-work done	27	14.53
Minimize work overload	21	11.30
College deans be an innovative person and also encourage academic staffs to be innovative	15	8.07
Make trainers career path and growth criteria easily achievable	13	7
Invite trainers in critical decision making processes in the college	9	4.8
No response	24	12.90
Total	**186**	**100**

Source: Survey Result (2018)

As can be seen from the above table, the majority of respondents 46 (24.73%) stated that, it was important to appreciate and acknowledge for best performers to raise academic staff's motivation in TVET colleges; followed by the college should develop strategies on believe in fair play on all matters 31 (16.67%) and 27 (14.53%) of respondents responses expresses college deans provide extra financial incentives to trainers for extra-work done to raise academic staff's motivation. Minimize work overload 21 (11.30%) and also, 15 (8.07%) of respondents suggest that, to encourage academic staffs college deans be an innovative person. Other strategies identified included that, 13 (7%) and 9 (4.8%) of respondents stated that, the colleges should make trainers career path and growth criteria easily achievable and invite trainers in critical decision making processes in the college. 24 (12.90%) of respondents doesn't provide any response regarding strategies to raise academic staff's motivation.

The majority of respondents in the main sample reported that, appreciate and acknowledge best performers; treat all employees fairly and provide extra financial incentives to trainers for extra-

work done are very important strategies to raise academic staff's motivation in TVET colleges. Johnson (1986, p. 60) who argued that while the power of money and material rewards as motivating influences could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes and job satisfaction.

4.6. Hindrances to Career Advancement

This section focuses on strategies to remove or minimize hindrances to career advancement and the factors that hinder an academic staffs of TVET colleges from being promoted after training were also assessed.

Table 4.7 Strategies to remove or minimize hindrances to career advancement after training for the main sample

Chances	Frequency	Percent (%)
Strongly disagree	24	14.5
Dis agree	38	23.0
Neutral	35	21.2
Agree	61	37.0
Strongly Agree	7	4.2
Total	**165**	**100**

Source: Survey Result (2018)

Respondents were asked to identify if there were strategies that could be used to remove or minimize hindrances to career advancement after the sector reform. The data obtained was analyzed using percentages as illustrated in table.

The result from the above table shows that, 37% of respondents agreed and 4.2% were strongly agree which indicated that majority of respondents were agree on there was strategies to remove or minimize hindrances to career advancement after training; whereas, 23% disagree and 14.5% of respondents were strongly dis agree i.e., there is no strategies to remove or minimize hindrances to career advancement. The rest 21.2 % of respondents were neutral. These results

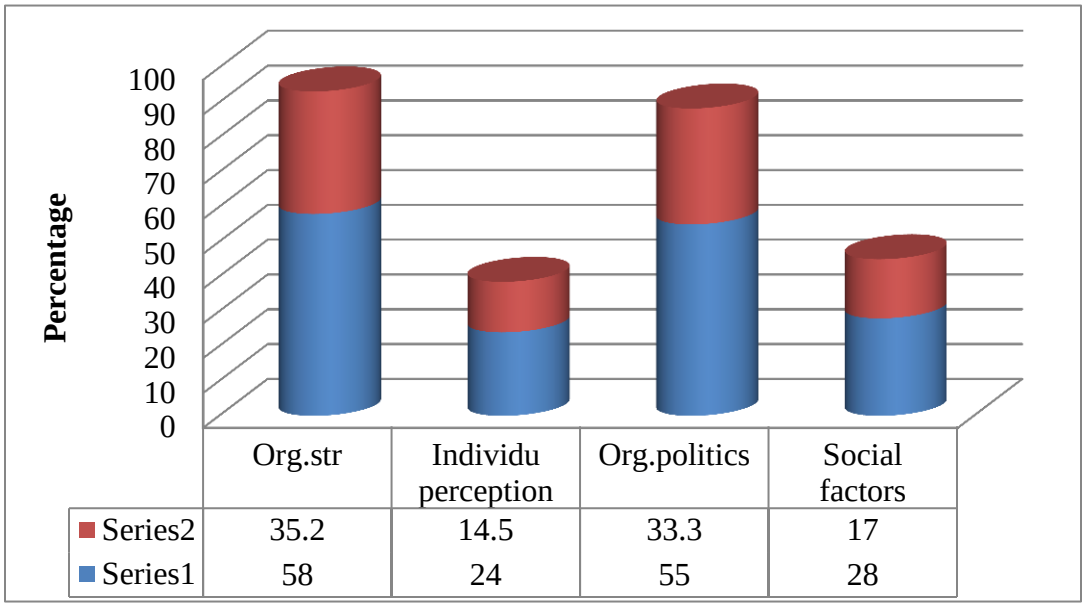
prove that the academic staffs was divided, some are apathetic, and others see room for change or are motivated to change

4.6.1. The most influential factors among the main constraints on career advancement

Career development is supposed to lead to motivation. In some instances, Career development does not lead to staff motivation due to hindrances which can be political, individual, organizational, and social factors.

The Chart shown below indicates respondent's responses on the most influential factors among the main constraints that contribute to lack of career advancement in TVET Colleges.

Figure 4.2 The most influential factors among the main constraints on career advancement



	Org.str	Individu perception	Org.politics	Social factors
Series2	35.2	14.5	33.3	17
Series1	58	24	55	28

Source: Survey Result (2018)

The above chart show that the majority of respondents 58 (35.20%) and 55 (33.30%) were rated organizational structure and organizational politics are the most influential factors among the main constraints that contribute to lack of career advancement in TVET Colleges respectively. And, 28 (17%) and 24 (14.5%) of respondents were states that, social (gender, racial, religious,…) and individual/employees perception constraints are the most influential factors not to organize career advancement in TVET Colleges respectively.

4.6.2. Hindrances to career advancement after the reform of the Sector

Factors that hinder academic staff's from being promoted in TVET colleges after the reform were assessed. Results regarding hindrances to career advancement as reported are given in the table below.

Table 4.8 Participants' perceptions of the hindrances to career advancement

Hindrances	Frequency	Percentage (%)
Unfair/unequal treatment of staffs	28	17
Lack of leadership ability	23	13.92
Unattainable criteria on trainers career path and growth	16	9.6
Placement of deans and other administrative staffs were out of their specialty	14	8.5
Practices of poor reward system	12	7.3
Absence of team work and/or separation of staffs	12	7.3
Measurement of employees performance based of non-job related criteria's (1-5 organization, political view, ...)	12	7.3
Lack of adequate planning by management	11	6.67
Work overload	7	4.22
Inactive teachers association	3	1.82
Inadequate succession planning	2	1.21
Inadequate formal training	1	0.61
Policy and strategy dynamicity	1	0.61
No response	23	13.94
Total	**165**	**100**

Source: Survey Result (2018)

From the findings above, majority of respondents 28 (17%) responses that unfair/unequal treatment of staffs was the leading hindrance to career advancement followed by lack of leadership ability 23 (13.92%) and 16 (9.6%) of respondents reported that unattainable criteria on trainers career path and growth was also hindrance to career advancement of trainers. 14 (8.5%) the assignment of college deans and other administrative staffs were out of their specialty. Themes regarding Practices of poor reward systems; instead of creating team work sprit in the college they separate

of staffs and measurement of employees performance was based of non-job related criteria's (1-5 organization, political view, ...) each received 12 (7.3%) of responses. Other hindrances identified included lack of adequate planning by management, work overload, inactive teachers association and inadequate succession planning in TVET colleges have responses of 11 (6.67%),7 (4.22%), 3 (1.82%) and 2 (1.21%) respectively. Inadequate formal training and policy and strategy dynamicity of the sector has 1 (0.6%) response each.

The majority of respondents stated that the assignment of deans and other administrative staffs were out of their specialty due to this basic reasons they were faced a lot of leadership ability deficiencies. At the same time they can't treat staffs of the college fairly and equally. Armstrong (2001) argues that the dynamism in today's environment calls for continuous development of professional and managerial abilities. This should, however, be consistent with organizational goals and objectives.

Unachievable criteria on trainers career path and growth practice procedures were also reported by respondents in the main sample as a constraint to the career advancement. Under normal circumstances an eligible trainers would qualify for promotion after two years; although in exceptional circumstances, enhanced promotions may be facilitated. Beardwell, Holden and Claydon (2004) argue that for the management development to be effective, focus should be directed to career paths and openings for promotion and progression.

4.6.3. Possible strategies that can be used to remove or minimize hindrances or constraints to career advancement (main sample)

Under this section respondents were able to identify possible strategies that could be used to remove or minimize hindrance or constraints to career advancement after training. The respondents reported how hindrances could be minimized or removed. See table 4.11 for the results:

Table 4.9 Participants' possible strategies that can be used to remove or minimize hindrances or constraints to career advancement after training at TVET colleges.

Possible Strategies to improve career advancement after the reform	Frequency	Percentage (%)
Make merit based assignment of deans and other supportive staffs (don't make political view as a criteria)	31	18.80
Review and set clear and transparent policies on promotion, training and advancement	19	11.50
Avoid unfair/unequal treatment of employees	18	10.91
Make academic activities free from politics	17	10.30
Appreciate and acknowledge for best performers	15	9.10
Existing staff should be promoted before recruiting external employees	10	6.06
Develop team sprit to get real performance of trainers	6	3.63
Remove unnecessary meeting and reports specially 1-5 organization	5	3.02
Develop reward programs to motivate employees	5	3.02
Make trainers career path and growth criteria easily achievable	5	3.02
The center of employees performance appraisal should be based on job related criteria's only	4	2.42
Minimize work overload	2	1.21
Make teachers association active and responsible	1	0.61
No response	27	16.40
Total	**165**	**100**

Source: Survey Result (2018)

As can be seen from the above table, the majority of respondents 31 (18.80%) stated that there should be merit based assignment of deans and other administrative staffs followed by review and set clear and transparent policies on promotion, training and advancement 19 (11.50%) and avoid unfair/unequal treatment of employees 18 (10.91%) in the College; and also, to minimize

hindrances 17 (10.30%) of respondents responses were make academic activities free from politics. In addition, respondents were suggested other strategies to minimize hindrances. Like: appreciate and acknowledge for best performers; existing staff should be promoted before recruiting external employees and develop team sprit to get real performance of trainers; have responses of 15 (9.10%), 10 (6.06%) and 6 (3.63%) of respondents respectively. Themes regarding remove unnecessary meeting and reports especially 1-5 organization; develop reward programs to motivate employees and make trainers career path and growth criteria easily achievable; each received 5 (3.02%) of responses. Other hindrance minimizer strategies identified included that, the center of employees performance appraisal should be based on job related criteria's only 4 (2.42%); minimize work overload 2 (1.21%) and only 1 (0.61%) respondent respond that make teachers association active and responsible to minimize the possible hindrances of career advancement after training.

The majority of respondents in the main sample reported that strategies existed that can minimize constraints to career advancement after the reform in TVET colleges. This is supported by Mullins (2005) who confirms that there are various schemes or systems through which the process of career advancement can go forward.

However, it was stated by the minority that there were no strategies that can minimize constraints to career development after the reform. Mullins (2005) points out that when an employee believes that promotion is based on age and length of service, he or she becomes de-motivated. As a result, there may be no motivation for high performance achievement.

Furthermore, respondents stated that that there should be merit based assignment of deans and other administrative staffs, review and set clear and transparent policies on promotion, training and advancement and avoid unfair/unequal treatment of employees in the College was a strategy that can be used to minimize constraints to career advancement after the reform. Another strategy was appreciate and acknowledge for best performers; make academic activities free from politics; develop reward programs to motivate employees and make trainers career path and growth criteria easily achievable. Mullins (2005) was unfazed by that argument and pointed out that opportunities for career growth should be widened to ensure fairness and equality in the treatment of all staff. He called for putting in place a reward system based on ability.

CHAPTER 5

5. CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

The focus of this study was to assess career development practices and an academic staff's motivation in TVET College with regard to barriers of career development and its effect of on employee motivation. This purpose was transformed into specific objectives which were: to assess career advancement after training, to identify constraints to career advancement, to assess the level of motivation among trained personnel, to establish strategies to minimize constraints to career advancement and to assess the effect of career advancement on motivation. This has been done as presented in chapter four of this study. In this chapter, the study concludes the assessment with a summary of the main findings after which conclusions are drawn and recommendations made.

5.2. Summary of Findings

In order to measure career development and academic staff motivation in TVET program, the study considered four determinants namely: career planning, career advancement, motivation and strategies to minimize/remove hindrances to career development. A sample size was selected using simple random sampling technique. As a result 192 respondents were selected to distribute questionnaire. From the distributed 165 were returned, on the response rate of 85.94%; which was acceptable for data analysis and discussion of the study. The gathered data was analyzed by descriptive analysis using descriptive and inferential statistics.

In the descriptive analysis most of the respondents are male (81.2%), 75.20% were belong to the age range between 18-30 years, with regard to marital status (59.40%) are single, 57.6% were C-level or diploma graduates, 73% of trainers have work experiences from 3 to 10 years and above and among all ten areas of specialization building construction alone encompasses majority of respondents 40 (24.20%).

The overall mean score for the career planning practice and career advancement was **2.7629** and **2.776** respectively; and this implies that, majority of trainers in TVET colleges were highly dissatisfied with both activities. The level of staff's motivation has grand mean score of **3.126** which implies that, majorities of respondent were moderately agree on their motivation level in their present jobs.

Many important strategies also suggested for raising academic staff's motivation in TVET colleges. The majority of respondents in the main sample reported that; appreciate and acknowledge best performers; treat all employees fairly and provide extra financial incentives to trainers for extra-work done are the dominant one.

Regarding hindrances to career advancement; majority of respondents were reported mainly on the assignment of deans and other administrative staffs were out of their specialty due to this basic reasons they faced a lot of leadership ability problems. At the same time they can't treat staffs of the college fairly/equally and set unachievable criteria on trainer's career path and growth practice. Consequently, majority of respondents were given strategies that can be used to minimize constraints to career advancement after the reform; these are: there should be merit based assignment of deans and other administrative staffs, review and set clear and transparent policies on promotion, training and advancement and avoid unfair/unequal treatment of employees in the college, appreciate and acknowledge for best performers; make academic activities free from politics; develop different types of reward programs and make trainers career path and growth criteria easily achievable.

5.3. Conclusion

Based on the findings of the study related demographic data and research variable analysis, the following conclusion is drawn:

In most TVET colleges like as Gurage zone, the vision, mission and objectives set could be attained with full participation of employees. According to the findings of the study, above 80% of TVET college trainer positions are occupied by male trainers; more than half of the trainers were single, three forth of trainers are also age range between 18-30 years and young; it indicates that, TVET colleges have group of professionals trainers belong to the most active and energetic age group and it may help the sectors to achieve their goals easily. With regard to level of education most of trainers were C- level or diploma graduates and around three forth of trainers have adequate service years of experience. Among all ten (10) fields of specialization with in TVET colleges; building construction alone encompasses most of training providers of the colleges; because the sector of construction got a big market share in the country as compared to the other occupations.

After summarizing the findings related to research variable analysis the researcher conclude as follows:

Leiboitz, Farren and Kaye (1991, p - 4) states career planning as "a process by which individuals determine their sills, interests and values; consider which options fit them; and set goals and establish plans for achieving their goals". From list of variables comprising practices of career planning, respondents' disagree and it gives less mean scoring variables such as: communication of information establishing career options and opportunities are not clearly defined (2.218); lack of career positions(2.224); have also lack of assistance from the college deans and management bodies to help match trainers goals to what is available in the college (2.267); trainers in the college also doesn't have clearly established own career goals (2.642); furthermore, TVET colleges are not undertaken assessments of the academic staffs abilities and potential(2.879).

Respondents agreed only on one variable on occupational training program can provides essential skills required for self-development and scored the highest with a mean score of **3.52.** Under this study, the overall mean score for the career planning practice was **2.7629** this implies

that, the majority of trainers in TVET colleges were not satisfied with the overall activities of career planning and affecting their motivations not to exert their maximum extra effort in their day to day operational activities.

Career advancement is normally based on merit. When employees know that each and every one of they them, at his or her level, has an equal opportunity of rising to the top, they will put in their best performance.

From list of variables embracing practices of career advancement; findings the researcher shows that less mean scoring variables such as: the colleges doesn't provide recognitions for trainer's skills and accomplishments (1.897). This finding pointed to a lack of equality in career advancement opportunities. And staffs do not trust TVET college deans and senior management (2.067); besides, there is lack of chances of securing a job change in another division or department in the colleges (2.981). These dissatisfactions of respondents could and may indeed affect the motivation and performance of the staff.

Respondents moderately agreed on some variable like: promotional opportunities to grow and learn for trainers; respondents believed that TVET colleges are not supporting their career advancement and trainers are not as such feeling that the college values them more as its employee. This state of affairs showed that not all staffs benefit from promotion after the reform.

It was revealed through the study that the majority of respondents in the main sample reported low chances of securing a job change in another division or department. The minority reported their chances as medium and as non-existent. This implied that there was some lack of opportunity to take on higher status and responsibilities in TVET College. It was not easy to move from one division or department to another.

On the other hand, another group among the minority reported as high their chances of securing a job change in another division or department. This showed that some employees were somehow provided with opportunity to move (laterally or vertically) within the college.

Graham and Bennet (1995) agree and note that the viewpoint of career advancement might in itself motivate employees to work hard. But, the overall mean score for career advancement shows that **2.776** this implies that, the majority of trainers in TVET colleges were dissatisfied with the overall activities of career advancement and affecting their motivations and performance of trainers.

The level of staff's motivation has grand mean score of **3.126** which implies that, the majorities of respondent was moderately agree on their motivation level of their present jobs. Due to these basic reasons TVET colleges cannot achieve their overall organizational goals as desired. So, the results showed that there is a high significant relationship between motivation and/or job satisfaction and chances of promotion.

Under less mean scoring variables category most respondents were dissatisfied on practices of motivation to acknowledge academic staffs they perform better in the college and respondents were not eager to think of ways of doing their job effectively. The findings from the study led the researcher to conclude that significant numbers of respondents were not highly motivated after training. These findings are supported by Graham and Bennet (1995) who pointed out that the mere view of career advancement can by itself be a motivating factor for employees to work hard.

Many important strategies also suggested for raising academic staff's motivation in TVET colleges. The majority of respondents in the main sample reported that; appreciate and acknowledge best performers; treat all employees fairly and provide extra financial incentives to trainers for extra-work done are the dominant one.

The majority of the main sample reported that organizational structure and organizational politics are the most influential factors among the main constraints that contribute to lack of career advancement in TVET Colleges.

The study also led to concluded that other constraints included majority of respondents were reported mainly on the assignment of deans and other administrative staffs were out of their specialty due to this basic reasons they faced a lot of leadership ability problems. At the same

time they can't treat staffs of the college fairly/equally and set unachievable criteria on trainer's career path and growth practice.

Consequently, majority of respondents were suggested strategies that can be used to minimize constraints to career advancement after the reform; these are: there should be merit based assignment of deans and other administrative staffs, review and set clear and transparent policies on promotion, training and advancement and avoid unfair/unequal treatment of employees in the college, appreciate and acknowledge for best performers; make academic activities free from politics; develop different types of reward programs and make trainers career path and growth criteria easily achievable.

Generally, the main objective of the study was to assess the effect of career development on staff motivation with in TVET colleges. Findings and discussions represented in this study revealed that implementation and practices of career development had an effect on employee's level of motivation. Research should be carried out among other TVET colleges in Ethiopia, to assess and evaluate how issues of career advancement are handled in and how they affect staff motivation. In overall, the research study was achieved its aims of investigating the effect of career development on academic staff motivation with reference to Gurage zone TVET Colleges.

5.4. Recommendations

Taking into account results of the study and, recommend the following points in relationship between career development and staff motivation within TVET colleges in Gurage zone.

- The study recommends that the communication of information establishing career options and opportunities should be clearly defined. It can improve the trainers ability of developing clearly established own career goals.
- College deans and management bodies assist trainers to help match their career goals with what is available in the college. Furthermore, assistance of employees from their managers in any way can enhance commitment and motivation of employees.
- TVET College should put in place clear and transparent policies on training, promotion and advancement. Competition for promotion should be free and fair. Promotion should indicate real achievement.
- TVET college staffs develop the culture of trusts of college deans and administrative staffs. It is very important to improve the relationship between academic staffs and management sections of the colleges.
- The study recommends that TVET colleges should treat all staffs of the college fairly/equally regardless of any ground. The college also, acknowledges employees they perform better; provide recognitions for their better skills and accomplishments and approve equality in career advancement opportunities. It can motivate employees and enhance their performance. Graham and Bennet (1995) argued that, career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity.
- The study recommends that trained employees with a track record of good performance should be motivated through various enhanced systems of rewards. And, various new reward systems should be explored in order to motivate trained staff e.g. higher levels of satisfaction, raised salaries, higher responsibilities.
- Lack of career path and growth was exercised in colleges. This is not good for employee performance and morale. Trained employees good performance should be rewarded. Alternative career paths should be investigated. Possible avenues through which job enlargement can be done should be explored.

- The study recommends different important strategies to raise/maximize academic staff's motivation in TVET colleges. ; these are:
  - ✓ Appreciate and acknowledge for best performers;
  - ✓ The college should believe in fair play on all matters;
  - ✓ The colleges should provide extra financial incentives to trainers for extra-work done;
  - ✓ Minimize work overload;
  - ✓ To motivate staffs college deans be an innovative person and it can also, encourage academic staffs to be innovative;
  - ✓ Make trainers career path and growth criteria be easily achievable;
  - ✓ College deans should invite trainers in critical decision making processes to develop self-belongingness and commitment.
- The study recommend minimization of the most influential factors of constraints that contribute to lack of career advancement in TVET Colleges; especially on organizational structure and organizational politics.
- The study also recommend different important strategies that can be used to minimize constraints to career advancement after the reform; these are:
  - ✓ Review and set clear and transparent policies on promotion, training and advancement and avoid unfair/unequal treatment of employees in the college,
  - ✓ Develop different types of reward programs and make trainers career path and growth criteria easily achievable;
  - ✓ Existing staff should be promoted before recruiting external employees;
  - ✓ Develop team sprit to get real performance of trainers;
  - ✓ There should be merit based assignment of deans and other administrative staffs (don't make individual political views as criteria of assignment);

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APPENDIX-I

Reliability Statistics

Cronbach's Alpha	No.of Items
0.7625	7

APPENDIX-II

Item-Total Statistics for CP

Variables	N	Minimum	Maximum	Mean	Std. Deviation
have you set your own career goals	165	1.00	5.00	2.6424	1.16321
There is assistance from college deans	165	1.00	5.00	2.2667	.93139
There are fellow trainers in the college	165	1.00	5.00	3.2545	1.01606
Your occupational training program provides essential skills required for self-development	165	1.00	5.00	3.5212	1.03351
There are career positions that align around a common career theme	165	1.00	5.00	2.2242	1.07834
There is room for individual assessments of abilities, interests, career needs, and goals	165	1.00	5.00	3.0970	1.08327
There are organizational assessments of employee abilities and potential	165	1.00	5.00	2.8788	1.08081
There is clear communication of information	165	1.00	5.00	2.2182	1.01856
Average				**2.7629**	**1.0506**

APPENDIX-III

Item-Total Statistics for CD

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Generally, staff trusts the Colleges senior management.	165	1.00	4.00	2.0667	.96987
I feel my College values me more as its employee.	165	1.00	5.00	3.1030	1.03961
TVET Colleges provides opportunities to grow and learn.	165	1.00	5.00	3.2909	1.13706
Currently, there are promotional opportunities at TVET Colleges.	165	1.00	5.00	3.0545	1.02561
The Colleges has supported my career advancement.	165	1.00	5.00	3.0364	1.04701
In TVET Colleges there is recognition for skills and accomplishments.	165	1.00	5.00	1.8970	1.00380
The chances of securing a job change in another division or department in TVET Colleges are feasible.	165	1.00	5.00	2.9818	1.09585
Average				**2.7760**	**1.0455**

APPENDIX-IV

Item-Total Statistics for LM

Variables	N	Min.	Max.	Mean	Std. Deviation
Motivating trainers in the college helps the implementation of organizational goals.	165	1.00	5.00	3.5091	1.02182
Your College uses motivation to acknowledge the academic staffs who performs better	165	1.00	5.00	2.2667	1.15892
Training and development is the type of motivation implemented in your organization.	165	1.00	5.00	3.2606	.98709
I feel a sense of personal satisfaction when I do the job well.	165	1.00	5.00	3.5333	1.09061
My opinion of myself goes down when I do this job badly.	165	1.00	5.00	3.2606	1.01751
I take pride in doing my job as well as I can.	165	1.00	5.00	3.3818	1.00288
I like to look back on the day‘s work with a sense of a job well done.	165	1.00	5.00	3.4182	.95683
I try to think of ways of doing my job effectively.	165	1.00	5.00	2.3758	1.19118
Average				**3.1260**	**1.05335**

APPENIX-V

WOLKITE UNIVERSITY

COLLAGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

MBA PROGRAM

Questionnaire for the targeted respondents

Part one: Introduction

Dear respondent, I am a Master's student in Business Administration in Wolkite University College of business and economics. Currently, I am conducting research on career development and staff motivation. This questionnaire is designed to collect relevant information on **'an assessment of career development on academic staff motivation the case of TVET College at Gurage zone.** Therefore; your college is the one from the selected one and at the same time you are one of the respondents to participate on this study.

So, your cooperation in providing genuine answers to the following questions is highly important for the success of this study. The questions and answers in this questionnaire will be treated confidentially. They will not be used other than research purposes.

Instructions

- ✓ No need of writing your name on any page of the questionnaire.
- ✓ Indicate your response by putting a tick (√) in the appropriate block.
- ✓ For the open ended questions, please provide brief and clear responses on the blank spaces provided..

Thanks in advance for your time and cooperation!

Tariku Kassa

Part two: personal information.

1. Gender: ☐ Male ☐ Female

2. Age: ☐ 18-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ above 60 years

3. Marital Status: ☐ Single ☐ Married ☐ Divorced ☐ Widowed

4. Your level of educational qualification:
   - ☐ C - Level / Diploma (Level IV or level V)
   - ☐ B - Level/ Degree
   - ☐ A - Level/ MA/MSc and above

5. The occupational area you are specialized in:

- ☐ Building Construction (masonry,bar bending & concreting,carpentry,...e.t.e)
- ☐ Automotive technology
- ☐ Electrical electronics technology
- ☐ Metal Manufacturing technology
- ☐ Surveying technology
- ☐ Drafting technology and
- ☐ Other Please specify ….. …….....……..…….
- ☐ Furniture making technology
- ☐ Building electrical installation
- ☐ ICT
- ☐ Garment and textile technology
- ☐ sanitary installation

6. How long have you been working in your current TVET colleges?

☐ 0-2 years ☐ 3-5 years ☐ 6-10 years ☐ above 10 years

Part Three: Career Planning

Below are different attitudes focused on your career planning in your TVET College. Please indicate with one tick in the appropriate box which is closest to your level of agreement. The rating is as follows:

1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, and 5- Strongly agree.

S. No.	Questions about Career Planning	5	4	3	2	1
1	have you set your own career goals					
2	There is assistance from college deans to help match my personal goals and opportunities available					
3	There are fellow trainers in the college to help when called upon or volunteer to help with career challenges					
4	Your occupational training program provides essential skills required for self-development					
5	There are career positions that align around a common career theme					
6	There is room for individual assessments of abilities, interests, career needs, and goals					
7	There are organizational assessments of employee abilities and potential					
8	There is clear communication of information concerning career options and opportunities with the college					

Part Four: Career Advancement

This portion focuses on your chances of advancement (e.g. promotion, higher pay, etc.) in this TVET College. Please indicate with one tick and the choice closest to your level of agreement.

S. No.	Questions about career advancement	5	4	3	2	1
1	Generally, staff trusts the Colleges senior management.					
2	I feel my College values me more as its employee.					
3	TVET Colleges provides opportunities to grow and learn.					
4	Currently, there are promotional opportunities at TVET Colleges.					
5	The Colleges has supported my career advancement.					
6	In TVET Colleges there is recognition for skills and accomplishments.					
7	The chances of securing a job change in another division or department in TVET Colleges are feasible.					

Part Five: Motivation

Here, your attention is drawn to your present job and motivation. Please use the same scales of agreement as above to indicate how you feel about your motivation.

S. No.	Questions about staff motivation	5	4	3	2	1
1	Motivating trainers/teachers in the college helps the implementation of organizational goals.					
2	Your organization uses motivation to acknowledge the academic staffs who performs better					
3	Training and development is the type of motivation implemented in your organization.					
4	I feel a sense of personal satisfaction when I do the job well.					
5	My opinion of myself goes down when I do this job badly.					
6	I take pride in doing my job as well as I can.					
7	I like to look back on the day‘s work with a sense of a job well done.					
8	I try to think of ways of doing my job effectively.					

10. How do you rate the level of motivation of employees after training?

☐ Very High ☐ High ☐ Averag☐ Low ☐ Don't know

11. What other strategies can the Colleges employ to raise academic staffs/trainers motivation?

……..……

……..……

……..……..

Part Six: Strategies to remove or minimize hindrances to career development

This portion focuses on strategies that can be used to address lack of career development. Please indicate with one tick and the choice closest to your level of agreement.

13. There are strategies that can be used to remove or minimize hindrances to career development after the sector reform ?

☐ Strongly disagree ☐ Dis agree ☐ Neutral ☐ Agree ☐ Strongly Agree

14. Which are the most influential factors among the main constraints that contribute on lack of career advancement in TVET Colleges.

☐ Organizational structure, ☐ Organizational politics

☐ Individual (Employees Perception) ☐ Social (gender, racial, religious,…)

15. List other factors that hinder/obstruct trainers/teachers of TVET Colleges from being promoted after the organization reform of the sector?

1) ……..……

2) ……..……

3) …….

16. In your view, what strategies can be used to minimize or remove hindrances or constraints to

……..……

……..……

……

Thank you for your time!