The role of attitudes in enhancing job satisfaction Trainers at vocational and business skills training centers in Khartoum State (Karari Center Model)

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Abstract:
The study applied to know the effect of the trends on the job satisfaction for the trainers among vocational training and enterpreneurship centres in Khartoum State. To fulfill this an objective the study appled discriptive analytical for trainers at Vocational training center Khartoum-state.The researchers used Questionnair and the sample of study was taken randomly from the population.The researchers distributed (200) Questionnair for the study population and it was accepted from all the total numbers no exception was done for the

Questionnair validity which it led the total number (200).The study found the results as follows: there is a desire among trainers to develop their proffision capacities even though of facing some obstacles, lacke of the delegating from the vocational training adiminstrations to the trainers and no adequated transparency on procedures of the services presenting among vocational training centers. The study recommended as follows: highly encouragement to push trainers into the progress and innovating new training approaches, envolvement of the trainers on making decisions and giving them more validities while the working, enhancement of the work procedures to be reasonable with the technology development.

The Key Words: job satisfaction, vocational training.

Introduction:

Vocational training undoubtedly plays a crucial role in society as a decisive factor in the economic and educational development of communities, especially among youth. The significance of the educational role assigned to the trainer at vocational training centers is evident, as their effective contributions propel the training process toward progress and development, subsequently enhancing the labor market and adapting to its rapidly changing dynamics.

The trainer is considered the most critical element of the training process, influenced either positively or negatively by various factors, including material and non-material considerations. Numerous psychological and social studies have sought to identify factors that impact human behavior, uncovering some causes of these behaviors while leaving many questions about the nature of human actions unanswered.

A set of factors necessary to achieve trainer satisfaction has been identified, as their absence leads to dissatisfaction, adversely affecting their performance and duties. Among these factors, attitudes hold significant importance. Performance varies from one individual to another, depending on the effort exerted, the individual's belief in the organization's objectives, and their commitment and loyalty. These aspects are particularly crucial in vocational training. Scientific findings indicate that job satisfaction motivates individuals to exert maximum effort, while dissatisfaction discourages productivity. Therefore, an individual's professional competence and dedication reflect their job satisfaction, success, and progress. This contribution is further enhanced when work satisfies their needs, motives, and potential (Al-Yahya, 1423: 751).

Given this context, understanding the factors influencing the satisfaction of trainers at vocational training centers in Khartoum State and examining how attitudes affect job satisfaction levels becomes paramount.

Research Problem:

Khartoum State has established vocational training and business skills centers in areas such as Jebel Aulia (Mayo-Industries), Karari (Thawra Housing, Block 76), Bahri (Halfaya), and East Nile (Haj Yousif). These centers aim to mitigate negative societal phenomena such as poverty and unemployment, which lead to severe issues like theft and drug abuse. As the cornerstone of the training process, trainers' job satisfaction and self-concept are critical elements and major challenges in ensuring the success of vocational training. This success is vital for producing skilled personnel capable of effectively entering the labor market.

Thus, this study seeks to address the following research questions:

1. Do vocational trainers in Khartoum State exhibit a desire for professional development and capacity enhancement to perform their training roles efficiently?
2. Do the management teams at vocational training centers in Khartoum State delegate authority to trainers to streamline work and enhance job satisfaction?
3. Are the procedures for delivering various services at vocational training centers in Khartoum State sufficiently transparent and clear, and how do they impact trainers' job satisfaction?

Significance of the Study:

The significance of this study lies in its theoretical and practical contributions:

Theoretical Aspect:

- This research serves as an addition to academic literature, offering a rich theoretical framework. Its importance stems from the need to intensify studies on job satisfaction to foster awareness in this area.

Practical Aspect:

- The study's practical significance is tied to the outcomes of fieldwork, highlighting the importance of job satisfaction and its relationship with trainers' attitudes in vocational training centers in Khartoum State. Improved attitudes can lead to better outcomes, thus enhancing trainers' productivity.

Research Objectives:

1. To identify trainers' aspirations for professional development and capacity enhancement to perform their training roles effectively.
2. To examine the extent to which management teams delegate authority to trainers to promote job satisfaction.
3. To evaluate the clarity and transparency of service delivery procedures in vocational training centers and their effect on trainers' job satisfaction.

Hypotheses:

1. Trainers at vocational training centers in Khartoum State exhibit a strong desire for professional development and capacity enhancement.
2. Management teams at vocational training centers in Khartoum State delegate authority to trainers to streamline work and improve job satisfaction.
3. Service delivery procedures at vocational training centers in Khartoum State are characterized by high levels of clarity and transparency.

Scope of the Research:

The study was conducted at vocational training centers in Khartoum State.

Research Period:

This research was carried out between 2022 and 2023.

Population:

The research population consists of trainers at vocational training and business skills centers in Khartoum State, totaling 200 trainers at the time of the study.

Theoretical and Operational Definitions

1. Job Satisfaction

Researchers have varied in defining the concept of job satisfaction, often referred to as work satisfaction. Al-Adaili (1981) defines job satisfaction as "a psychological feeling of contentment, comfort, and happiness that arises from fulfilling desires, needs, and expectations through the nature of work itself, the work environment, trust, loyalty, and belongingness, along with other related factors."

Al-Biladi (2010: 20) posits that job satisfaction is an internal feeling of comfort and happiness stemming from fulfilling personal needs and desires through the occupation held. This leads to a sense of acceptance of the tasks and duties associated with the role. Such satisfaction can either be:

- **Comprehensive**, reflecting satisfaction with all factors influencing one's feelings toward their job.
- **Partial**, indicating satisfaction with certain aspects of the job while dissatisfaction persists with others.

2. What Are Attitudes?

Attitudes refer to relatively stable tendencies to respond consistently to certain objects, situations, individuals, or groups. They involve a range of emotions and feelings directed at specific targets. For instance, when an individual is asked about their attitude toward their supervisor, they immediately consider their preferences or feelings toward that supervisor.

This emotional aspect of attitudes makes them more specific than values, which dictate broader preferences. For example, one may value work highly but still dislike their specific job.

Attitudes are characterized by:

- **Relative Stability:** Under normal conditions, if one dislikes their supervisor today, it is likely that this feeling will persist tomorrow. However, the intensity of attitudes can vary, and weaker attitudes may be subject to change. For instance, a negative attitude

toward a supervisor caused by a specific incident may improve with positive experiences in other contexts.

- **Directional Response:** Attitudes reflect tendencies to respond to specific goals (objects, individuals, groups) and thereby influence behavior toward these goals.

(Ahmed El-Sayed Kurdi, October 26, 2011)

Theoretical Framework and Previous Studies

Concept of Job Satisfaction

Job satisfaction has been defined in various ways due to differing theories and perspectives on its causes and effects. Most studies agree that satisfaction positively influences individual performance, while dissatisfaction negatively affects it. Feelings of satisfaction or dissatisfaction often evolve into psychological and emotional states that manifest as observable behaviors, such as an individual's enthusiasm or aversion to their work.

Job satisfaction can be seen as an attitude resulting from a mix of positive and negative work experiences, heavily tied to the success or failure in achieving personal goals. Workers may like certain aspects of their job while disliking others to an equal degree.

Key points from various definitions include:

- Landy and Trumbo describe job satisfaction as "the feelings workers have about their job," akin to how quality of life reflects individuals' impressions of their overall lives (Al-Sirfi, 2007: 131).
- Form defines it as "a positive attitude an individual has toward their job" (Sultan, 2003: 196).
- De Nobile describes job satisfaction as "the extent to which an individual feels positively or negatively about their work" (De Nobile, 2008).
- Locke characterizes it as "a pleasant emotional state arising from an individual's evaluation or experience" (Chaur, 2014).

The renewal of job satisfaction stems from balancing inputs (employee efforts) and outcomes (rewards). Excessive or insufficient rewards may lead to dissatisfaction (Hussain Harim, 2009).

Job satisfaction involves workers' feelings about their roles, shaped by their perceptions of whether their expectations align with the reality of their work. The smaller the gap between expectations and reality, the greater the satisfaction. It is a psychological state of contentment and comfort derived from work benefits, including:

- Material and moral advantages
- Stability and direct management (supervision)
- Opportunities for professional growth and advancement (Al-Manar, 2006)

Key Insights from Definitions

1. Job satisfaction is an internal feeling influenced by external factors and is reflected in employees' behavior.

2. It serves as a standard for assessing human relations within organizations, indicating the management's effectiveness in fulfilling employees' needs and motivating them positively.
3. Job satisfaction is vital for the quality of supervision and leadership, as evident in employees' enthusiasm and commitment, which align organizational and individual goals toward optimal results.

Importance of Job Satisfaction

Human resources are among the most critical factors affecting work productivity. The skills and efficiency of personnel directly reflect the effectiveness of organizational structure and operations. Neglecting human resources has led to diminished productivity in certain societies and institutions, highlighting the importance of studying job satisfaction for its practical and applied significance.

Studies have consistently shown that high job satisfaction among employees often leads to:

1. Increased productivity.
2. Reduced turnover rates.
3. Lower absenteeism.
4. Improved employee morale.
5. Enhanced sense of purpose and fulfillment in individuals (Al-Misha'an, 1413:12).

Al-Hanaiti (2000) identified several reasons for prioritizing job satisfaction:

1. High levels of job satisfaction increase ambition among employees in various organizations.
2. Increased job satisfaction leads to reduced absenteeism.
3. Individuals with higher job satisfaction are more content during their leisure time, especially with family, and generally more satisfied with life.
4. Satisfied employees are less prone to workplace accidents.
5. A strong relationship exists between job satisfaction and productivity; greater satisfaction results in higher productivity (Al-Badrani, 1427: 35–36).

Job satisfaction is vital for management as it helps:

- Understand employees' emotions and attitudes toward different administrative aspects.
- Identify shortcomings and address them effectively.
- Recognize issues of importance to employees and develop solutions that enhance organizational progress and productivity.

As Al-Bedaiwi (2006) notes, job satisfaction should remain an ongoing area of study for leaders, supervisors, and those interested in administrative development, as employee satisfaction may change over time. It is also influenced by different life stages, where current dissatisfactions might become satisfactions in the future.

Job satisfaction significantly contributes to the psychological, intellectual, and professional security of employees across various administrative levels. It motivates them to increase productivity voluntarily, aligning individual goals with organizational objectives, regardless of the nature of the organization's activities (Al-Aghbari, 2002:170).

Factors Influencing Job Satisfaction (Abdel-Baqi, 2002:78)

1. Salary.
2. Stability.
3. Work methods.
4. Recognition of achievements.
5. Fair and competent leadership.
6. Available opportunities.
7. Harmony with colleagues.
8. Benefits beyond salary.
9. Social status.
10. Engaging in meaningful work.

Core Components of Attitudes

Attitudes are composed of three primary components:

1. Affective Component

This relates to an individual's feelings or emotional responses toward a specific object, person, or group. For instance, an individual may develop positive or negative feelings toward their supervisor.

2. Cognitive Component

Beyond emotions, attitudes also encompass beliefs or perceptions about specific subjects. For example, an employee may believe their supervisor lacks knowledge about the job or that a colleague receives higher pay. Regardless of the accuracy of these beliefs, they form the cognitive aspect of attitudes.

3. Behavioral Component

This aspect reflects how attitudes influence intentions or behaviors. For example, an employee who believes their supervisor wastes company resources may develop a desire to avoid working under their leadership. However, external constraints (e.g., lack of alternative job opportunities) might prevent them from acting on this intention.

When discussing work attitudes, we refer to the emotions, beliefs, and behavioral tendencies toward various aspects of the job, workplace, or colleagues. Work-related attitudes, such as job satisfaction, significantly impact organizational behavior, influencing:

- Job performance.
- Absenteeism.
- Employee turnover.

Changing Attitudes

Given that attitudes can be formed, they can also be changed. Changes in environmental or internal conditions may necessitate adjustments in employee attitudes. Examples of situations prompting organizations to change attitudes include:

1. **Diversity:** Encouraging positive attitudes toward a diverse workforce.
2. **Ethics:** Promoting ethical practices in the workplace.
3. **Technological Changes:** Preparing employees for the introduction of new technologies.

Factors Influencing Attitude Change

A. Effective Communication

Research highlights that individuals capable of effective communication are often seen as credible. Such credibility typically arises from specific characteristics, including:

- **Expertise.**
- **Impartiality.**
- **Likeability and interpersonal rapport.**

Techniques for Changing Attitudes

1. **Face-to-Face Persuasion**

   Direct interaction and face-to-face persuasion are generally more impactful in changing attitudes compared to indirect methods, such as written communications or posters. The success of face-to-face encounters lies in their flexibility, ability to capture attention, and opportunities for validating the credibility of the source.

2. **Moderate Changes**

   Introducing gradual changes instead of significant shifts is often more effective. For example, when persuading salespeople to adopt ethical practices, framing ethical behavior as a means to attract more customers and improve sales is likely to yield better results than demanding drastic changes outright.

3. **Presenting Different Perspectives**
   - When individuals are not given the opportunity to discuss their viewpoints, presenting only the new perspective can suffice to alter attitudes.
   - However, if individuals have the chance to discuss their own perspectives, presenting both supportive and opposing views becomes essential to facilitate a balanced discussion.

B. Behavioral Changes as a Tool for Shifting Attitudes

Quoting Brian Tracy: *"If you do the right things in the right way, you will get the results you desire."* Effective behavioral changes can foster corresponding attitude adjustments.

Previous Studies on Job Satisfaction

1. **Taher Ahmed Ali (2012)**
   - Objective: To identify the level of job satisfaction among university faculty members and examine its relationship with administrative, psychological, and motivational factors.

- o Key Findings:
  - Administrative procedures in universities require conscious review to address dissatisfaction.
  - Financial incentives (salaries and bonuses) fail to reflect the workload and responsibilities of faculty members adequately.

2. **Ibrahim (2003)**
   - o Objective: To analyze the effect of incentive systems on job satisfaction among employees.
   - o Key Findings:
     - Majority of staff in the Faculty of Commerce at Nilein University were dissatisfied with the incentive system.
     - Employees identified major flaws, such as lack of fairness and subjective application of incentives.
     - The absence of incentives negatively impacted cooperation among colleagues, increased conflicts, and reduced loyalty and stability within the institution.

3. **Sibyan Eman (2012)**
   - o Key Findings:
     - Job satisfaction is fundamental to organizational success and significantly influences employee behavior and performance.
     - High job satisfaction levels are key determinants of an organization's success or failure.

4. **Mahmoudia Shahira (2000)**
   - o Key Findings:
     - A strong correlation exists between job satisfaction and factors such as salary, social status, promotion opportunities, supervision quality, work content, hours, and physical conditions.
     - These factors significantly influence teacher satisfaction in the education profession.

5. **Ali Bin Yahya Al-Shahri (2002)**
   - o Objective: To assess job satisfaction and productivity levels among customs inspectors in Riyadh.
   - o Key Findings:
     - Positive correlation between job satisfaction and productivity.
     - Promotions were not linked to merit, reducing satisfaction levels.
     - Higher satisfaction levels were observed among employees with higher salaries and fewer years of experience.

6. **Mariam Bukhari (1987)**
   - o Objective: To systematically assess job satisfaction among female educators in public education in Mecca.
   - o Key Findings:
     - Educators were dissatisfied under the new educational policy.
     - A significant proportion of teachers felt insecure about their jobs.
     - Many teachers accepted tasks outside their specialization to avoid conflicts with administrative bodies.

7. **Abdel-Samad Al-Aghbari (2003)**
   - o Objective: To evaluate job satisfaction levels among educational managers in the Eastern Province of Saudi Arabia.
   - o Key Findings:

- High levels of satisfaction were associated with salaries, achievement, teacher collaboration, and job security.
- No significant correlation was found between job satisfaction and variables such as school building type, educational stage, experience, or age.

Position of the Current Research in Relation to Previous Studies: Based on the previous review of studies that addressed job satisfaction, the key areas of these studies focused on the relationship between job satisfaction and performance in organizations and among employees, as well as the factors influencing job satisfaction. This study aims to clarify the relationship between job satisfaction among trainers at vocational training centers in Khartoum State and its impact on productivity.

Research Methodology and Procedures:

1. **Research Method:** The researchers adopted a descriptive approach that relies on research findings to describe and clarify the phenomenon under investigation.
2. **Study Population:** The study population refers to the total group of elements to which the researchers aimed to generalize the results related to the problem being studied. In this case, the study population consists of the trainers at vocational training centers and business skills centers in Khartoum State, with the Karari Center serving as the model.
3. **Sample of the Study:** The sample was selected randomly from the study population. The researchers distributed 200 questionnaires to the targeted group of the study population, and the total number of responses received was complete, with no questionnaires excluded due to invalidity, resulting in a total of 200 valid responses, representing the complete sample of the study.

Research Tool: The research tool is the means by which the researcher collects the necessary information about the phenomenon being studied. There are various tools used in scientific research to gather the required data and information. The researchers relied on a questionnaire as the primary tool for data collection from the study sample. The advantages of the questionnaire include:

1. It can be applied to obtain information from a large number of individuals.
2. It is cost-effective and easy to administer.
3. The questions can be easily formulated and the language and phrases can be precisely crafted.
4. The questionnaire saves respondents' time and allows them to think carefully.
5. Respondents feel free to express opinions that they might fear others would disagree with.

Table (2) Respondents' Opinion on the Appropriate Answer

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1 point	2 points	3 points	4 points	5 points

Respondents' Evaluation: Respondents are asked, when evaluating, to choose the appropriate rating from the questionnaire based on what they deem suitable (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

B. Statistical Reliability and Validity: Reliability refers to the consistency of the test, meaning that the questionnaire should yield the same results if used more than once under similar conditions. It also implies that if the same questionnaire is applied to a group of individuals, and the scores of each are recorded, then if the questionnaire is re-administered to the same group and the same scores are obtained, the test is considered entirely reliable. Reliability is also defined as the degree of accuracy and consistency in the measurements obtained by the test. Some of the most commonly used methods for estimating the reliability of the scale are:

1. Split-half method using the Spearman-Brown formula.
2. Cronbach's alpha formula.
3. Test-retest method.
4. Equivalent forms method.
5. Guttman's formula.

Validity is a measure used to assess the degree of accuracy of the respondents' answers based on a particular scale. Validity is calculated in several ways, the simplest of which is representing the square root of the reliability coefficient. Both validity and reliability values range from zero to one. The self-validity of the questionnaire refers to the extent to which the tool measures what it was designed to measure, and validity is a means of determining the appropriateness of the tool to measure what it was intended for. The researcher statistically determined the self-validity of the tool using the formula for self-validity:

$$\text{Validity} = \text{Reliability.}$$

Reliability via Cronbach's Alpha Coefficient: The researcher calculated the reliability coefficient for the scale used in the questionnaire using Cronbach's alpha. The results showed that the Cronbach's alpha coefficient for all sections was (0.69), and the internal or self-consistency validity was (0.83). These values indicate strong reliability for the questionnaire items, allowing for statistical analysis of the questionnaire items and the ability to draw conclusions about the opinions and attitudes of the respondents—trainers at vocational training and business skills centers in Khartoum State—regarding the acceptance or rejection of the study hypotheses.

6. Statistical Methods Used: To achieve the research objectives and test its hypotheses, the following statistical methods were used through the SPSS software (Statistical Package for Social Sciences):

A. Frequency and relative distribution of respondents' answers.
B. Mean and standard deviation to understand the direction of respondents' answers.
C. Chi-square test and significance value to examine statistical differences in respondents' opinions.
D. Cronbach's alpha coefficient to calculate the reliability and validity of the questionnaire.

To answer the study questions and test its hypotheses, the mean of each statement will be calculated, followed by measuring the direction of the response according to the five-point Likert scale. The overall mean and standard deviation of all statements in each hypothesis will then be calculated to determine the general trend of the hypothesis. The chi-square test will be used to assess the significance of differences in respondents' answers on each hypothesis statement. The mean is used to describe the data, indicating whether respondents' attitudes toward a statement are positive or negative. If the actual mean exceeds the expected mean, this indicates that respondents' responses are positive toward the statement, meaning agreement with the statement. The following table illustrates the Likert scale for the study.

Table (3) The Weight and Weighted Mean of the Study Scale.

Average	Weight	Phrase
1 to 1.6	1	Strongly agree
1.70 to 2.49	2	Agree
2.50 to 3.29	3	Neutral
3.30 to 3.99	4	Disagree
4. to 4.70	5	Strongly disagree

The duration of the period used is (2/3), approximately 0.80. The period length was calculated based on the fact that numbers 1, 2, and 3 are separated by two intervals. To test whether the frequency of respondents' answers is in a positive or negative direction, the Chi-square test for goodness of fit is used. This test checks to what extent the frequencies of responses from the respondents are evenly distributed (uniformly) across the categories: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). If there is a statistically significant difference, this indicates that respondents' answers tend to be either positive or negative. This can be determined by comparing the actual mean to the hypothetical mean, where the actual mean being higher than the hypothetical mean suggests a positive tendency, and a lower actual mean suggests a negative tendency. The Chi-square test will give us the Chi-square value.

$$X^2 = \sum_{i=1}^{n} \frac{(O_i - E)^2}{Ei}$$

- **Observed Frequencies (O_i):** These are the frequencies obtained from the sample.
- **Expected Frequencies (E_i):** These are the expected frequencies (16 in this study).
- **Total (Σ):** The sum of the frequencies.
- **n:** The number of individuals in the sample.
- **i:** Refers to the index for categories, such as 1, 2, 3, etc.

The p-value determines whether there are statistically significant differences between the observed frequencies and the expected frequencies by comparing the p-value to the significance level (0.05). If the p-value is less than 0.05, it indicates that there are differences between the observed and expected frequencies. In this case, the actual mean of the statement is compared to the hypothetical mean. If the actual mean is lower than the hypothetical mean, this provides sufficient evidence that the respondents do not agree with the statement. However, if the actual mean is higher than the hypothetical mean, it indicates that the respondents agree with the statement.

Job Satisfaction Measurement

Table (4): Attitudes Section.

p−value sig	Correlation coefficient	Paragraph	M
0.00	0.46	There is a trend among trainers towards enhancing their capabilities and skills for the sake of ability and creativity	1
0.00	0.40	The management delegates its authority to subordinates	2
0.00	0.44	The service provision procedures are characterized by clarity	3

The correlation is statistically significant at the significance level α ≤ 0.05. The correlation is statistically significant at the significance level α ≤ 0.01. It is evident from the previous table that the section measuring the relationship between attitudes and customer satisfaction is positively correlated with all the items it measures. All of these correlations are significant at the 0.05 significance level ($α ≤ 0.05$), indicating that the items measuring this section are internally consistent with the section they measure, and they are fundamental to the measurement process.

Table (5): There is a trend among the trainers towards enhancing their abilities and skills for greater competence and creativity.

		Frequency	Percent
Valid	Strongly agree	89	44.5
	Agree	45	22.5
	Neutral	9	4.5
	Disagree	32	16.0
	Strongly disagree	25	12.5
	Total	200	100.0

From Table (19), which illustrates the trainers' tendency towards enhancing their abilities and skills for creativity, it is evident that 44.5% of respondents, categorized as "Strongly Agree," emphasize a strong desire for development and skill enhancement. However, they face some obstacles, the most important of which is the lack of continuous training. The "Agree" category follows with a relatively high percentage of 22.5% compared to the other categories. The "Strongly Disagree" category achieved a percentage of 12.5%, which is low compared to the higher categories. Meanwhile, the "Agree" category accounted for 16.0% of the total sample, while the lowest percentage was for "Neutral" at 4.5%. From this, it is clear that there is a strong desire for development and skill enhancement among the trainees, aiming to perform their work with greater professionalism, benefiting both the trainees and the organization.

Table (6): Delegating authority to subordinates.

		Frequency	Percent
Valid	Strongly agree	13	6.5
	Agree	9	4.5
	Neutral	16	8.0
	Disagree	73	36.5
	Strongly disagree	89	44.5
	Total	200	100.0

The data from Table (20), which illustrates the extent to which management delegates authority to subordinates, reveals that 44.5% of the sample, categorized as "Strongly Disagree," believe that management does not grant subordinates any authority to manage work and controls all decisions. Meanwhile, 36.5% fall under the "Disagree" category, which is an extension of the first category, highlighting the extent of management's control over decision-making at the center. When we look at the combined percentages for "Strongly Agree" and "Agree," they account for 11% of the sample, indicating significant dissatisfaction among the trainers with the management style, which directly leads to job dissatisfaction. The "Neutral" category represents a small percentage of 8%, reinforcing the findings from the previous analyses regarding the trainers' job satisfaction in both financial and administrative aspects.

Table (7): The procedures for providing the service are clear.

		Frequency	Percent
Valid	Strongly agree	10	5.0
	Agree	6	3.0
	Neutral	9	4.5

Disagree	78	39
Strongly disagree	97	48.5
Total	200	100.0

The data in the above table (21) shows that 48.5% of the sample, categorized as "Strongly Disagree," represent the highest proportion in the total sample of the study, while 39.0% fall under the "Disagree" category, indicating a high level of dissatisfaction and suggesting a lack of clarity and transparency in service delivery procedures. The "Neutral" category represents 4.5%, a low percentage, while the combined categories of "Agree" and "Strongly Agree" make up 8.0% of the sample, a weak proportion compared to the total sample. This confirms the findings derived from the table analysis.

Results:

1. There is a desire among the trainers to develop and enhance their abilities, but they face some obstacles, the most important of which is the lack of continuous training.
2. Management does not grant subordinates sufficient authority to manage work, as it controls all decisions, which negatively impacts job satisfaction among the trainers.
3. There is insufficient clarity and transparency in the procedures for providing various services at the vocational training centers in Khartoum, which negatively affects job satisfaction among the trainers.

Recommendations: Based on the results of the research, the researcher recommends the following:

1. Encourage trainers to develop and innovate training methods by motivating diligent individuals and establishing a clear plan for continuous training.
2. Involve trainers in decision-making and grant them more authority to manage work more effectively by organizing brainstorming forums and adopting the ideas generated from them.
3. Improve the procedures for delivering services to ensure they are suitable and aligned with technological developments, such as offering online registration services and providing knowledge-based and practical lessons via YouTube.

Suggestions for Future Studies:

1. The relationship between job satisfaction among high school teachers and advanced technological teaching methods.
2. The importance of brainstorming sessions and fostering innovation in enhancing institutional job satisfaction.

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