

***The Role of Human Resource Development Practice on employees’  
Job Satisfaction: The Case in Ethiopian Electric Utility Western Region***

***A Thesis Submitted to the School of Graduate Studies of Jimma University in  
Partial fulfillment of the Requirement for the Award of the Degree of Master of  
Business Administration (MBA)***

***BY:***

***YISAK NURU ABBAWARI***



**JIMMA UNIVERSITY  
COLLEGE OF BUSINESS AND ECONOMICS  
MBA PROGRAM**

**OCTOBER 13, 2015**

**JIMMA, ETHIOPIA**

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## DECLARATION

I hereby declare that this thesis entitled “*The Role of Human Resource Development Practice on employees’ Job Satisfaction: The Case in Ethiopian Electric Utility Western Region*” has been carried out by me under the guidance and supervision of Mr. Ashenafi Haile and Mr. Emnet Negash

The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

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Yisak Nuru Abbawari

\_\_\_\_\_

Oct. 13, 2015

## **CERTIFICATE**

This is to certify that the thesis entitled “*The Role of Human Resource Development Practice on employees’ Job Satisfaction: The Case in Ethiopian Electric Utility Western Region*”, submitted to Jimma University for the award of the Degree of Master of Business Administration (MBA) and is a record of bonafide research work carried out by Mr. Yisak Nuru Abbawari, under our guidance and supervision.

Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

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## **Abstract**

*The main objective of this study is to examine role of human resource development practices on employee's job satisfaction using data collected from employees of EEU western region. The study attempts to determine the role of training and development on employee job satisfaction; to determine the role of career development on employee job satisfaction. The research employed quantitative approach. The population of the study covered the entire staff of EEU western region. Stratified sampling technique was used and representative sample size of 240 employees was selected from middle management, junior management, supervisor and workers using convenient sampling technique. The data for this study were collected through questioners. From a total of 240 respondents 194 questionnaires was collected back and used for analysis. The data was analyzed using descriptive statistics, frequency distribution and correlation and regressions analysis. The result revealed that, both training and development and career development positively associated with employee's job satisfaction. It is also found that both training and development and career development jointly explains 46.5 percent variance in job satisfaction of the sample and 45. 6% of population. Further, the result of multiple regression analysis revealed that both training and development and career development have significant positive effect on employee job satisfaction where career development is more predictor of employee job satisfaction.*

**Key words:** *training and development, career development, employee's job satisfaction*

### *Acknowledgments*

I praised to Allah for the completion of this project paper.

I am deeply indebted to these people without the dedication and support from them, the completion of this project would not have been possible.

First and foremost, I wish to extend my heartfelt thanks to Mr. Ashenafi Haile without whose direction, I would not have been able to do this study.

I am deeply grateful to Mr. Emnet Negash for all his guidance, energy, care and enthusiasm he devoted to this effort.

My gratitude goes to the lecturers of the department of Business Administration. They equipped me with the theoretical base and knowledge that have been vital to the production of this work.

I also would like to thank my wonderful brother, Mr. Mamluk Gali for providing me with many discussions, constructive comments and suggestions during this journey.

Finally yet importantly, I would like to express my gratitude to all staffs of EEU western region, for their involvement in my study. Without their sincere participation, this study will not be as successful as to day.

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## *ACRONYMS*

ANOVA	Analysis of Variance
CD	Career Development
EJS	Employee Job Satisfaction
EEU	Ethiopian Electric Utility
EEPCO	Ethiopian Electric Power Corporation
HRD	Human Resource Development
TD	Training and Development
VIF	Variance Inflation Factor

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of The Study

The study of job satisfaction is a topic of wide interest to organizations and researcher. Because Job satisfaction has been closely related with many organizational phenomena such as motivation, performance, leadership, attitude, conflict, moral which directly affect organizational efficiency.

On the other hand, some authors like Rowold (2008) argued that job satisfaction is not only an important indicator of employees' well-being, but is also central for understanding the process of employee turnover. Understanding factors that contribute to employees' job satisfaction is essential for an organization to retain talent. Various factors such as an employee needs and desires, social relationships, job design, compensation, human resource developmental activity, developmental opportunities and aspects of work-life balance are considered to be some of the key factors of job satisfaction (Spector, 1997).

Employees Perceived Human Resource Development(HRD) practices in organization, such as availability of effective and efficient Employee training and development practices, career development opportunities play a significant role in employee's job satisfaction. According to Pallavi and Kulkarni (2012) this can only be achieved through proper and systematic implementation of HRD programs.

To analyze this phenomenon it is necessary to understand what Human Resource Development (HRD) and what job satisfaction really mean? In human resource development literature, job satisfaction is viewed as an important construct representing the employees' interests (Guest, 1999) and Spector (1997) define job satisfaction from vantage point of how people feel about different aspects of their jobs. Ellickson and Logsdon (2002) support this interpretation by defining job satisfaction as the extent to which employees like their job. Job satisfaction may be the general behavior emerged due to different events at the workplace; it may be a supervisor's behavior, relationship with peers or the work environment (Robbins, 2012). Therefore, Job

satisfaction means the feelings of different employees about the different dimensions of their jobs.

On the other hand, human resource development (HRD) can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands (Werner and DeSimone 2006). Human resource development (HRD) focuses on developing the workforce which helps the organization for successive growth and these activities should begin when an employee joins an organization and continue throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line.

In the today's business phenomena, the importance of HRD is unquestionable. The more the expansion of the global economy and the fast-changing evolution of technology and innovation, the more organizations are facing ongoing need for employee development. As knowledge increasingly becomes a key factor for productivity, it has also become a currency for competitive success of HRD programs. As such it must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources. This in return secures the employee job satisfaction and wellbeing. Hence, there is a strong belief from scholars that effective HRD practices enhance employee job satisfaction; increase innovation and reduce turnover thus it contributes to an organization's success in the market, as organizations are man-made creatures that supported by human expertise to institute and accomplish the organizations goals (Hassan ,2007).

In 2012 Right management Inc. undertook study of organizational effectiveness involving more than 28,000 employees around the world and it found that providing employees with HRD opportunities expands their capabilities and just as importantly, increase employee's job satisfaction and enhances their engagement with both their job and organization. The same study revealed employees in India, China and Brazil were most likely to agree or strongly agree that their organizations provided HRD opportunities, While, France, Sweden and Japan recorded the lowest favorable response rates.



The aim of this study was to assess the impact of Human resource development practice on employee's job satisfaction. Accordingly the study was undertaken in Ethiopian electric utility western region.

## **1.2. Back ground of the organization**

Ethiopian Electric Utility (EEU) which is previously known as Ethiopian Electric Power Corporation (EEPCO) has renamed as EEU after structural reform took place in December 9, 2013. It is government owned public utility company of the country that is responsible for generation transmission and distribution and selling of electric service to operating through two different power supply systems, namely, the Inter- connected system (ICS) and Self - Contained System (SCS). The main energy source of ICS is hydro power plants having the following mission and vision and vision.

### **Vision**

“Energizing Ethiopia’s sustainable growth by delivering clean power using global best practices leading to delight and enabling the country to be the power hub of Africa, leading to long term value creation for all stakeholders”

### **Mission**

To be a world-class utility and contribute towards nation building by ensuring delivery of cost effective, safe, reliable and high quality power and to enable interconnections across the African Continent for exporting surplus power. EEU shall strive towards achieving international standards of care through sustained capacity building, operational and financial excellence, state-of-the-art technologies while ensuring highest standards of corporate governance and Ethics”

This objective could be achieved through delivery of quality and sustainable electric energy and, provision of effective and excellent customer services. This required the organization to match the availability of skilled man power with the components of its objective to be achieved. In connection with this, in 2013, the need for training and development has been enhanced by the structural reforms because the company introduces transformation program when the company was faced management difficulties and structural bottle neck. Due to this the Ethiopian

government signed two years contract management agreement with the company known General Greed's India.

The company has its head office in Adis Abeba and 15 regions indifferent corner of the country and annual electricity production capacity of the company is about 3112GWH and the number of customers is about 2 million and the number of permanent employees currently working in the company is about 13,000.

### **1.3. Problem statement**

As indicated in the previous section, perceived HRD practices of a company can have a significant influence on employee satisfaction, which in return affects productivity as well as employee retention. Empirical evidence from studies shows how employee development programs determine employee satisfaction resulting in both an improvement in worker productivity (Torres 2005). According to this study, in order for a firm to positively impact its performance it has to take a step that increases employee satisfaction with the job.

Now days, employees are more HRD conscious than ever, they are demanding more in terms of personal growth and development as well as career development. To this regard, perceived effective HRD practices which create a platform in which employees able to utilize their potential and meet their personal goals alongside organizational goals. A practice which provide employees a wide range of career development options , equal access to training and developmental program, enable them working with up-to-date technologies ,will eventually increase employees' job satisfaction as well (Cedefop, 2008). Accordingly, the research demonstrated the perception of employees on the two most important dimensions of HRD Training and development (TD) career development (CD).

Training and development is an integral part of the human resource development activity that enhances employee job satisfaction. It has of paramount importance in enhancing skills, knowledge and ability of employees with the resultant improvement in performance. Therefore, in todays' changing environment, many organizations have mandated training and development

for employees not only to cope up with changing environment but also to enhance employee job satisfaction (Gazioglu and Tansel , 2006).

On the other hand researchers like Jacob (1995) argue the impact of TD on job satisfaction is not straightforward thus one cannot make a clear indication of the impact of training as to whether the general or the specific skills or other variables that account for satisfaction. Clearly, this theoretical gap in the literature is one of the reasons that this study is conceived to be conducted

From preliminary observation in EEU, HRD practices do not seem to be having the desired effect on as improvements electric service as expected are not clearly evident. Besides, fragmentation of training efforts and strategies in the company has led to in effective training which in many cases does not meet the different training needs of both employees and the company. Further, many training methods that have been used are still centered on the lecture and provision of abstract knowledge, without giving due attention to methods which emphasize acquisition of practical skills. Besides training program is being directed towards a specific departments such as generation and transmit ion with the provision of standardized programs which are inflexible and do not take into account the needs and problems of participants. To this end, the study explores the impacts of training and development opportunities on employee job satisfaction in EEU western region.

Another key component of HRD activity that has an impact on employee's job satisfaction is career development (CD) practice. Paying attention to career development of individuals will be vital not only for skill development but also for employee job satisfaction by giving a clear sense of direction and purpose (Cedefop, 2008). According, to Acton and Golden (2003) providing more opportunities for CD will enhance employee job satisfaction. To this end, the study explores the role of CD opportunities on employee job satisfaction in EEU western region

Therefore, the objective of the study was to assess the role of HRD practices in two dimensions i.e. Training and development and career development on employee's job satisfaction in Ethiopian electric utility western region. And to address the following research questions:

- Is there any association between training and development and employee's Job Satisfaction?

- Is there any association between career development and employee's Job Satisfaction?
- What is the perception of EEU employees regarding the training and development practices in the organization?
- What is the perception of EEU employees regarding career development opportunities in the organization?
- What is the level of employee's satisfaction concerning training and development practices in the organization?
- What is the level of employee's satisfaction concerning career development opportunities in the organization?

Accordingly, this study was undertaken to explore the role of human resource development practices on employees' job satisfaction in Ethiopian electric utility western region based on the following hypothesis

#### **1.4. Hypotheses of the Study**

*Hypothesis 1: Human resource development practice has positive effect on employees' job satisfaction in EEU western region.*

##### **H<sub>1</sub>(a)**

*H<sub>0</sub>: Training and Development has no a positive role on employee's job satisfaction.*

*H<sub>a</sub>: Training and Development has a positive role on employee's job satisfaction.*

##### **H<sub>1</sub>(b)**

*H<sub>0</sub>: Career development opportunity has no a positive role on employee's job satisfaction.*

*H<sub>a</sub>: Career development opportunity has a positive role on employee's job satisfaction*

## **1.5 General Objective of the Study**

The main objective of the study was to identify the role of human resource development practices on employees' job satisfaction in Ethiopian electric utility.

### **1.5.1 Specific Objectives**

- To identify the effect of training and development on employees' job satisfaction
- To identify the effect of career development on employees' job satisfaction
- To know the level of employees' satisfaction with the EEU's commitment in providing training and development opportunities
- To know the level of employees' satisfaction with the EEU's commitment in providing career development opportunities
- To assess employees' perception towards opportunities for training and development in the company
- To assess employees' perception towards opportunities for career development in the company

## **1.6. Significance of the Study**

Stepping stone to the next researcher in this area the concerning the role of training and development, career development on Job satisfaction the study will give an. Beside this, western region EEU will get an input for reviewing their existing practices in these dimensions.

## **1.7. Scope of the Study**

This study delimited to the impact of HRD practices on employees job satisfaction in case of EEU western region particularly training and development and career development opportunities. Hence the effects of other factors on employee satisfaction are out of the scope of this study. This study delimited to the role of training and development and career development on employee' job satisfaction in case of EEU western region particularly in relation to. Hence the effects of other factors on employees' job satisfaction are out of the scope of this study.

Furthermore the result might not be interpreted for firms operating in different environments such as firms in perfect competition or firms in operating in labor markets that are fundamentally different from EEU.

## **1.8 Limitations of the Study**

The conclusions drawn in this study were based on data collected from respondents in western region Ethiopian electric utility. Therefore, the sample size was small could not be representative of the entire company and its findings may not be generalized to other areas. Besides cooperation of respondents in filling the questionnaires has seriously limited the outcome of the research, Furthermore the structured questionnaire could have limited the respondents' options regarding certain questions Finally the study was undertaken within the work environment of the researcher which could have had some biases in the process of data collection because some respondents may have not been objective in answering the questions since they knew the researcher.

## **1.9 Organization of the Paper**

**Chapter 1:** Introduction. This chapter starts with some backgrounds about the study. It continue by introducing studies on the very case and then list out hypothesis of the study ; continuously it describing the objective that the study intends to achieve. After the objective, significance and limitations of the study were discussed. **Chapter 2:** Theoretical Framework. In this chapter the start point is about some basic definitions, then it will continue by introducing detail analysis and description about employee job satisfaction and HRD practices and its consisting components from several published literature and finally empirical evidence related with present study and theoretical framework of the study was discussed.

**Chapter 3: Research methodology.** This chapter is describe the research approach and methodology used , study area, population, sampling techniques, types of data and sources of data used and finally data analysis techniques was discussed.

**Chapter 4:** Results and discussion. This chapter clarifies the ways the collected data interpreted and analyzed. Accordingly results and discussion of the work included in this chapter.

**Chapter 5:** Conclusion and recommendation. In this chapter the whole work was reviewed precisely and the final conclusions were drawn. Based on the conclusions made, finally possible recommendations were forwarded.

### **1.10 Operational Definitions of Terms**

In this study the highlighted concepts and terminologies will refer to meanings as explained below:-

**Human Resource Development** is a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands.

**Training and development** is systematic development of knowledge, skills of individuals. Training typically focuses on improving skills knowledge and attitudes required by an individual to perform a specific task or job. Development is the process of equipping with the understanding, skills and knowledge and preparing individuals for future work responsibilities while also increasing the capacities of employees to perform their current jobs.

**Career development:** can be defined as a pattern of work experiences comprising the entire life span of a person and which is generally seen with regard to a number of phases or stages reflecting the transition from one stage of job to the next.

**Job satisfaction:** is defined as an attitudinal variable: i.e. it is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

The primary purpose of this chapter was to give the theoretical understanding in assessing the impacts of Human Resource Development Practice (HRD) on employees' job satisfaction. Accordingly, review of up-to-date related literatures and journals on existing practices of HRD dimensions in organization were presented.

### **2.1. Job Satisfaction and its Importance Theoretical Foundation**

Job satisfaction has been defined in several different ways and a definitive designation for the term is unlikely to materialize. To this regard, the tenet of various literatures on the definition of satisfaction has of paramount importance in the processes of developing this research.

Spector (1997) define satisfaction as an attitudinal variable. Similarly, Armstrong (2003) defines it as an attributes of people feelings about certain thing. This damnation of defining satisfaction is also supported by Kalleberg (1977) and Moorman (1993). Thus the tenets of the aforementioned literature lead as to define job satisfaction simply as how employees feel about different aspects of their job or as the attributes and feelings people have about their job.

To this end, a perceived attitude of employees towards their job is important to indicate whether they are satisfied with their job or not. According to Armstrong (2003) Positive and favorable attitudes towards the job indicate job satisfaction. Whereas Negative and unfavorable attitudes towards the job indicate job dissatisfaction. However, the question is now what factors accounts for this favorable and unfavorable employee's attitude? This is the most important question need to be addressed. Because answering this issue would serve as a basic tool of clarifying the link between HRD practice and Job satisfaction. Therefore, various research findings and theories On Factors Affecting Employee Satisfaction will be discussed in the following sections.



### **2.1.1. Factors Affecting Employee Job Satisfaction**

Recall that Job satisfaction may be the general behavior emerged due to different events at the workplace. To this regard, Robbins (2012) point out some factors affecting employee job satisfaction such as supervisor's behavior and the relationship with peers or the work environment they have. Similarly research by Spector (1997) broadly considered various variables as key factors that affect job satisfaction. These factors are employee needs and desires, social relationships, job design, compensation, developmental opportunities and aspects of work-life balance. These research are very important because they insight certain variables that need to be considered in the research under the study. However, the research by Robbins ignored a key variable of the research under the study i.e. existing employee's developmental opportunities. Hence, the research developed a model based on Herzberg (1959) Two-factor theory and tried to overcome the mentioned constraints.

### **2.2.2. Two-Factor Theory Theoretical Foundation.**

In his influential theory of work motivation Herzberg (1959) proposes that human behavior at work is determined by two different sets of needs – the need to avoid pain or discomfort and the need for personal psychological growth. Based on his research findings this author concludes that some factors stand out as strong predictors of job satisfaction (achievement, recognition, work itself, responsibility and advancement), whereas other factors appear to cause job dissatisfaction when they are mismanaged (supervision, company policy and administration, salary, interpersonal relations and working conditions). While the former describe the person's relationship to what he does and are named motivators, the latter represent his relationship with the context or environment in which he does his job and are referred to as hygiene factors . Herzberg explained the factors that lead to satisfaction or to dissatisfaction are different. He stated that job satisfaction and dissatisfaction are products of different factors motivation and hygiene respectively. And he defined Motivation as an inner force that drives individuals to attain personal and organizational goals. According to the theory, Motivational factors are those aspects of the job that make people want to perform and provide people with satisfaction. whereas, Hygiene factors include aspects of the working environment like working conditions, interpersonal matters, organizational policies and so on (Hackman & Oldham, 1976). Thus Factors that relate to job satisfaction are therefore called satisfiers or motivators.

Accordingly a substantial body of research has linked existing practices of HRD with job satisfaction; clarifying this association requires understanding the concepts of human resource development. Therefore, the research is very important because it has ability to show a clear linkage between existing practices of HRD with job satisfaction.

## **2.2 The Concepts of Human Resource Development (HRD)**

Human Resource Development (HRD) is a relatively young academic discipline but an old and well-established field of practice and very attention receiving discipline of present time A key area of inquiry has been to try and figure out the current boundaries of HRD (Metcalf and Rees, 2005) but defining HRD has not been so straightforward, and the writers and researchers are continuously debating the issue, and there seems to be no consensus, Researchers have developed new theories and conceptual frameworks that address a broad range of phenomena of interest to the HRD profession (Torraco 2004) despite of the fact that numerous efforts have been made to define HRD (Haslinda 2009).

Werner and DeSimone (2006) defined human resource development (HRD) as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. Other important scholars, Swanson and Holton(2001) define HRD as a process for developing and unleashing human expertise through organizational development and personnel training and development for the purpose of improving performance.

Byrne (1999) describes HRD as it is a function in an organization that provides opportunities for an individual worker to improve current and future job performance, while simultaneously best utilizing human capital in order to improve the efficiency of the organization itself. Therefore, HRD program is about providing opportunities for employee's skill development and career growth.

Human resource development among different countries has a different emphasis on dimensions of HRD. This is caused by the different features of the organization, likes the extent of organization's complexity, the significance of human resources efficiency, and the association of HRD (Xie , Huang ,2010).

Haslinda et al. (2009) squeezing from many researches has concluded that most countries such as Russia, Germany and Korea equate HRD with training and development (T&D) the main focus is on activities related to training. USA scholars have charted the intellectual history and origin of HRD within human development (psychology and education) and human capital (economics and management). In United Kingdom scholars have highlighted the importance of culture, leadership and organizational learning as components of HRD processes.

Kehan, et al (2012) squeezing from many researches has concluded that there are two different views HRD concepts: One view is organizational narrow concepts of HRD and the other view is organizational broader concepts of HRD.

The narrow concept of HRD view that HRD uses training and development to identify, assure, and help to develop the key competencies that enable individuals to perform current or future jobs with planned individual learning accomplished through training, on-the-job learning, coaching or other means and uses organization development as a focus for assuring healthy inter and intra unit relationships and helping groups to initiate and manage change by facilitating individuals and groups to effectively impact on organization as a system.

On the other hand organizational broader concepts of HRD views HRD as encompasses the broad set of activities that improve the performance of the individual and teams (Gulcin ,2006). Egan, et al (2004) expressed with reference to (Kuchinke, 1996) that HRD has extended beyond a narrow concentration on training to include organizational and systems-level issues that influence the development of broad skill sets, abilities, and knowledge associated with learning in technical, social, and interpersonal areas.

### **2.3 The Role of Human Resource Development in Organization**

Employee development is one way of improving motivation among employees. For instance, organization which provide more opportunities for Career development and Training and development have more satisfied workers and attain more services and production This is only possible when the organization creates platform for proper Training and development (TD) program and good Career development (CD) opportunities (Arthur, 2003).

These studies underscore the need for organizations to take a strategic approach to training and development as well as career development. The implication is that training and career

development contribute to individual motivation, and also that effective implementation of HRD program , influences employee attitudes and behavior. Other research (Robinson et al., 2004) has argued that paying attention to the training and career development issues of employees is an important way for employers to demonstrate that they value their employees. Accordingly, this study tried to assess employee's perceived attitude on most important components of HRD i.e. Training and Development and Career development (CD) opportunity (TD) in organization.

The most important component of HRD is employee training and development (TD) program. It assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horizon and customer's service. Hence it will help to meet the current and future challenges of organizations' business. In other word, a comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf 1993;Carole Jurkiewicz, 2000).

Similarly, Career development (GD) is another most important component of HRD program which play a great role in providing a platform for the prospect of personal and professional growth of employees. This alleviate Employees' negative feeling about their ability to achieve their professional and organizational goals because when employees attain a career growth they start to enjoy feeling that their work has a purpose and their activities are significant to their organization. In the same talking, CD program will expand individual, group and organizational effectiveness (O'Herron and Simonsen, 1995; Wagner,Moses, 2000).

Do employees' perceived evaluation of their organization's HRD practices regarding training and development, career development opportunities affect their satisfaction? The subsequent sections describe the central theme of this research by defining the two postulated HRD practices and their relation with that of employee satisfaction.

## **2.4. Training and Development**

Training and development focus on changing or improving the knowledge, skills, and attitudes of individuals. Training typically involves providing employees the knowledge and skills needed

to do a particular task or job, though attitude change may also be attempted (e.g., in sexual harassment training). Developmental activities, in contrast, have a longer-term focus on preparing for future work responsibilities while also increasing the capacities of employees to perform their current jobs (Werner & DeSimone, 2011).

Though there are a number of approaches to define the term training in literature. The formal meaning adopted in this study is the one that is borrowed from Michel Armstrong (2000). According to him training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job.

Training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees. Opportunities for employee development through learning determine personnel satisfaction ( Rivera- Torres 2005). In line with this finding, with Coetzer (2006) discovered that employee's perceived lack of incentives to learn posed a challenge in motivating and retaining employees while it threatened satisfaction of employees at work.

#### **2.4.1 Training and Development Practices and Employee Job Satisfaction**

Many scholars and substantial body of research has linked training and development with job satisfaction. For example research finding from Sajuyigbe and Amusat (2012) reported that training and development have enhanced employee job satisfaction . In many organizations training helps in increasing employees' job satisfaction (Sahinidis & Bouris, 2008; Osca et al., 2005; Harris, 1990). A research Patrick & Owens, (2006) also concluded that there is a positive relationship between training and job satisfaction, and particularly, the employees who participate in training programs are more satisfied than those who did not. Organizations invest much of its capital on the training and development of its employees. It makes the case sensitive to investigate whether training is giving benefit to the trainees and to what extent training process could be improved. Training not only enhances the performance of the employees but also helps them to motivate and developed undergoing relationship with the organization (Muhammad, 2012).

## **2.4.2 Training and development opportunity that improve employees' skills**

Employee job satisfaction survey report over the past few years show that employee job satisfaction has begun to depend more on issues like job security and the opportunity to use skills and abilities (Asaju, 2008). Most important factor in job satisfaction is the opportunity to learn new skills (Blum and Kaplan, 2000). Training is the best solution to improve employee's understanding and let them know how to use the specific skills (Muhammad, 2012). Therefore training is often utilized within organizations for enhancing employees' knowledge, skills, and abilities (Arthur et al., 2003). Most organizations rely on highly satisfied and involved employees to achieve organizational goals; and this can be done through a well systematic total training plan (Jen, 2009).

## **2.4.3 Training need to do job effectively and job satisfaction**

There are various authors who shared their views regarding the role of training in different aspects particularly, researchers and practitioners have constantly emphasized on the importance of training on employees job satisfaction. One such step is identified by Gazioglu and Tansel (2006) who specified employees who received job training were more satisfied than those who had no training opportunities. Aligned with the aforementioned findings, the value of employee development is further cemented in a study conducted in America and Canada pointed that receiving training that enhanced skills and capability was a key component of what potential candidates looked for in jobs (What Drives, 2001). The impact of training on employee satisfaction was further elaborated in the study conducted by Giangreco, Sebastiano, and Peccei (2009). According to this study, the key determinants of overall satisfaction with training are perceived training efficiency and perceived usefulness of training. Usefulness of training program is possible only when the trainee is able to practice the theoretical aspects learned in training program in actual work environment.

## **2.4.4. Training needed to improve job performance and job Satisfaction**

Organizations have to provide the training need to improve job performance to their employees in order to enhance their performance and job satisfaction. Jones et al, (2008) argued that training deals with the efforts made to bring improvement in the performance of

employees. Training not only enhances the performance of the employees but also helps them to motivate and developed undergoing relationship with the organization (Muhammad, 2012). A more precise identification of the effects of training on employee satisfaction was established by Buckley and Calpe (2004); in this study they suggested the categories of job satisfaction that can have an impact that comes from training. One is **intrinsic** that may come from performing task well or being able to apply the skills learnt, it infuses a sense of being developed and having an increased competence whereas **extrinsic** job satisfaction comes from extra earning that comes from improved job performance, the ability to perform the task, applying the skills and improved job performance stem from the learning that comes from *training*. The study of Linz (2003) among Russian workers agreed with the above assertion and maintained that Workers reporting high levels of job satisfaction tend to be those who have a high expectation of receiving intrinsic job characteristic, by developing additional skills, learning new things, accomplishing something worthwhile and all this is possible to achieve through training. From this it's logical to conclude that training on job performance leads to employee job satisfaction.

#### **2.4.5 Learning skills that will improve chances for promotion and job satisfaction**

There are currently many organizations offering talented employees training to keep employee present on their job functions and allowing them to learn new skills can be utilized to improve employee satisfaction within the organization (Rice et al.,1991). Besides that, there is also evidence suggests that training is more likely to have a positive effect on employee's job satisfaction where employers develop formal, structured approaches to training that link skill formation to job tenure, career progression, recognition and reward. (Heyes & Stuart 1994). Barnett and Bradley (2007) made it imperative on the organization to support employees in developing their careers which increased not only their job satisfaction but also their career satisfaction, this according to Sadler-Smith (2006) could be done through training as it provides a mean to master the skills employee's needs to advance in the company. Training seems to yield us twin benefits that is, professional enhancement; & personal satisfaction with an added sense of worth & value. From aforementioned findings it's logical conclude that opportunity to learn skills that will improve chances for promotion increase employee's job satisfaction.

#### **2.4.6 Equal access to opportunities for development and job related training**

Developmental activities unlike training have a longer-term focus on preparing for future work responsibilities while also increasing the capacities of employees to perform their current jobs (Werner & Desimone 2011). Opportunities for employee development through learning determine personnel satisfaction (García-Bernal, Gargallo-Castel, Marzo-Navarro, & Rivera-Torres 2005). In line with this finding, with Coetzer (2006) discovered that employee's perceived lack of incentives to learn posed a challenge in motivating and retaining employees while it threatened satisfaction of employees at work.

Similar to training the positive impact of development on job satisfaction pointed out in a number of literatures. Acton and Golden (2003) compared firms that are committed against firms that are non-committed to development the results yielded showed that development not only positively impacted job satisfaction but also aided in improving employee ability to manage stress at work. It has been argued that training and development should be done in a systematic manner and follows a discipline process in every organization at every level (Brown, Nakata, Reich, & Ulman, 1997).

Job related training should be given to every post and every employee in the organization whether an employee is at a top management level or assembly line worker. Among scholars in the area Bakare (2012) described training as the systematic development of the knowledge, skills, and attitudes required by a person in order to effectively perform a given task or job. Therefore job related training has to be given to all employees in an organization. According to him training is a pervasive activity, taking place within industry and commerce, government agencies and departments, health care organizations, and all branches of the armed service. Within every organization, training occurs at all levels of personnel, and trainees may vary in terms of age, work experience, disability, educational background, ethnic origin, and skill.

#### **2.4.7 Working with up to date technology and job satisfaction**

Training is also linked with the innovation and new technology thus labor needs to be train to cope with the latest developments and technological changes. According to Baldwin and



Johnson (1995) companies conduct training for three purposes which are to carry the company strategy, bringing innovation and advancement in technology

## **2.5 Career development**

Another important component of HRD is career development. A career can be defined as a pattern of work experiences comprising the entire life span of a person and which is generally seen with regard to a number of phases or stages reflecting the transition from one stage of life to the next (Weinert, 2001).

From the business argument, as Hirsh and Jackson (2004) point up that careers are also about how skills and knowledge are deployed and spread within organizations by employees moving from one job to another, in response to where they are needed. Such deployment and knowledge-sharing is critical to organizational flexibility; and a movement how culture and values the 'glue' of the organization, are transmitted and how personal networks are extended.

Other key writer on careers in organizations such as Schein (1978) see careers as how higher level and business-specific skills and knowledge are acquired, through employees undertaking a sequence of work experiences which progressively improve those skills. To this end regardless of the fact that Career' is a multifaceted concept, all the aforementioned concept have a tenet that Career' is about lifelong learning as well as skill development at work and at a personal level.

Hackman (1986), point out that organizations need to realize that providing opportunity for career development for their workforce is a way of helping to attract and retain the best people: by recognizing and responding to the needs of individual employees they will get the best out of them. More effective guidance will assist the development of a knowledge economy and benefit individuals, employers and society at large.

### **2.5.1 Career development and employee job satisfaction**

Career development opportunity in an organization enhances employee job satisfaction. The research by Wagner (2000) indicated that employees are looking more for opportunities to learn new things, the challenge of new responsibilities, and the prospect of personal and professional growth. Satisfying these intrinsic needs helps build trust, morale, loyalty, and overall satisfaction in employees (Nunn, 2000). Career development opportunity is linked to the satisfaction of

employee in a way that employees feel value from their supervisors and organization as their goals are being focused and achieved, they get recognition because along with their own goals organizational goals are also being satisfied (Nameroff, 2009) if not employees have a hard time caring about a company if they do not believe the company cares about them (Garger, 1999).

### **2.5.2 Availability of Clear Career Path in an Organization**

lack of apparent career path in an organization for example lack of clear criteria for promotion or if qualifications and experiences of employees are not considered for promotion . This situation can discourage employees and jeopardize their job satisfaction (Lumadi, 2008). Armstrong (2001) agrees with this and notes that people are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued rewarded with one that satisfies their needs. The career is not defined by a series of occupational classifications or a company based system of human resource development equally important is the individual's own exertion of will in choice and activity. In the same talking, Careers should be constructed, through the series of choices about learning and work that employee make throughout their lives. Thus, if employees find career paths which utilize their potential and meet their own goals, they are likely to be more motivated and therefore more productive (Arthur et al, 2003).

### **2.5.2 Meeting Career and Personal Goals in Organization**

A career goal is a particular landmark to be achieved during a career, which provides a person with the necessary direction. Career goals enable an individual to structure and motivate their work behavior by setting goals and by practicing new and desired work behavior; thus these goals focus on current efforts. According to Seibert and Kraimer (2001) career success refers to an individual's subjective evaluation of the present achievements compared to his personal goals and expectations. In subjective success assessment, an individual compares his or her career relative to personal standards and aspirations, accordingly employees satisfied when they believe their career progress is consistent with their own goals. Brunstein et al. (1998), Brunstein (2001), and Locke and Latham (1990), Baruch (1996) pointed out career development program should fit the needs of the individuals within the organization.

Career satisfactions for employees might serve as good motivation for improvements on job satisfaction. According to Holmes (2005) career satisfaction can be enhanced by the: extent to which one feels rewarded appropriately for the work one does; extent to which one feels adequately trained to perform one's role, and opportunity to develop at both the personal and professional level.

### **2.5.3 Equal access to opportunities for advancement and advancement associated with job**

Today in many literatures scholars argue opportunities for advancement for all employees in an organization create loyalty between employee and an organization and enhance employee's job satisfaction. Wan, Sulaiman, and Omar (2012) argue that employees that perceived promotion decisions as fair are more likely to be committed to the organization, experience career satisfaction, perform better and subsequently have a lower intention to leave the organization. The traditional concept of career was progression up an ordered hierarchy within an organization. The notion was that people chose a career which then unfolded in an orderly way. In this sense many did not have a career. Nevertheless, Career development need not be confined to the few: it rather made accessible to all. Therefore; it can raise the aspirations of disadvantaged groups and give them access to opportunities that might otherwise have been denied to them (Raoand, 1986; Cedefop, 2008).

In some cases advancement in an organization attached to a job in a way the career events are predictable on-the- job actions and interactions; whereas others are adaptive responses or spontaneous contributions to the constantly unfolding situation. And employees motivated if they think that their job is growing and lead them to advancement in an organization (Arthur et al, 1999).

### **2.6. Related Empirical Studies**

Adesola et al. (2013) in their empirical study to examine the relationship between staff training and job satisfaction using data collect through structured questionnaire from eighty respondents selected by simple random sampling method from employees of selected banks in Nigerian

located in Osogbo metropolis. Pearson correlation analysis was employed to know the relationship between staff training and job satisfaction, while multiple regressions were used to determine the effect of training on employee job satisfaction. The result showed that training has positive significant relationship with job satisfaction.

A research by Khawaja et al. (2015) to examine the impact of effective training and coworker support for training on turnover intentions based on data collected from 250 employees through questionnaires among the employees of fast food franchises in Saudi Arabia. Correlation and regression analysis is employed to analyze the data. The results described a strong positive relationship between effective training program and job satisfaction.

The study of Yap and Holmes (2010) which examined the relation between perceptions of employees about the existence of diversity training and effectiveness with job satisfaction and organizational commitment; The paper also examined the linkages between diversity training, career satisfaction and organizational commitment based on survey responses from managers, professionals, and executives. Comparisons of means as well as multivariate regression analyses were undertaken. In their study, they found that employees who perceived diversity training to be effective were significantly more committed to their organizations and more satisfied with their job.

A research by Choi et al. (2014) on employee Job Satisfaction in the Perspective of HRD Practices; they examines the relationship between human resource development (HRD) perspectives including training and development as well as career development and out coming variable employees' job satisfaction conducted at a public university in Malaysia. A total of 95 questionnaires were collected from academic staff of the university. Person correlation and multiple regressions were applied to see the association between HRD practices and academic staff job satisfaction. The result shows human resource development practices significantly related to job satisfaction. Both training and development and career development have strong positive relation with employee job satisfaction. But career development is the more predict academic employee job satisfaction than training.

Another previous survey of the University of Virginia (2011) also revealed that training and development practices were statistically significant in determining overall job satisfaction, a

previous study from Costen and Salazar (2011) also stated that training and development is a critical element that affects job satisfaction. Furthermore a research from Taormina (1999) also revealed that training was a crucial predictor of job satisfaction.

A research by Sobia et al. (2013) determine the relationship between career development opportunities available to the employees and their job satisfaction. The data collected through structured questionnaire from 395 employees of five selected private banks located in Karachi Pakistan using convenient sampling technique. To determine the relation between hypothesis where developed testing has been done by use of Chi -Square test, the result of the study revealed that there is positive relationship between career development and employee job satisfaction in banking sector of Karachi Pakistan.

Another study from University of Virginia (2011) also revealed that career development is positively correlate with job satisfaction. In addition, a previous research from Barnett and Bradley (2007) also showed that career development is positively correlated with employees' career satisfaction. The relationship between career development opportunity and employee job satisfaction also revealed by Zainuddin et al.( 2010) and another researchers Danish and Usman (2010) , Ssesanga and Garrett (2005) also found a positive significant relationship between opportunities for career development and job satisfaction.

A contradictory result was revealed from the research conducted by Belgin et al. (2012) to examine the impact of career development programs in organizations, and organizational commitment on employees' job satisfaction and their role in increasing job satisfaction. The survey was conducted on 204 employees from different sample group that work in different sectors in Istanbul Turkey using questioners. The regression analysis was conducted to determine the impact. Results of the study indicate that career development programs in organizations do not affect the level of employee's job satisfaction.

## **2.7 Research Framework**

This section outlines the research frame work that shows the truck of the study in order to assess the research under the title.

Recall, HRD practices encompasses various organization variables such as training and development (individual), Career development (professional), Organizational development and the like. Scholar of management science and researcher like Xie and Huang (2010) argued that the importance of each components of HRD program is determined by different features of the organization, and the intensity of practice need to be undertaken. The intensity of such practices is different as a result of the nature, the extent of, the significance of human resources efficiency, organizational complexity, organizational culture and etc... among organizations. Thus different organization performs different HRD practices.

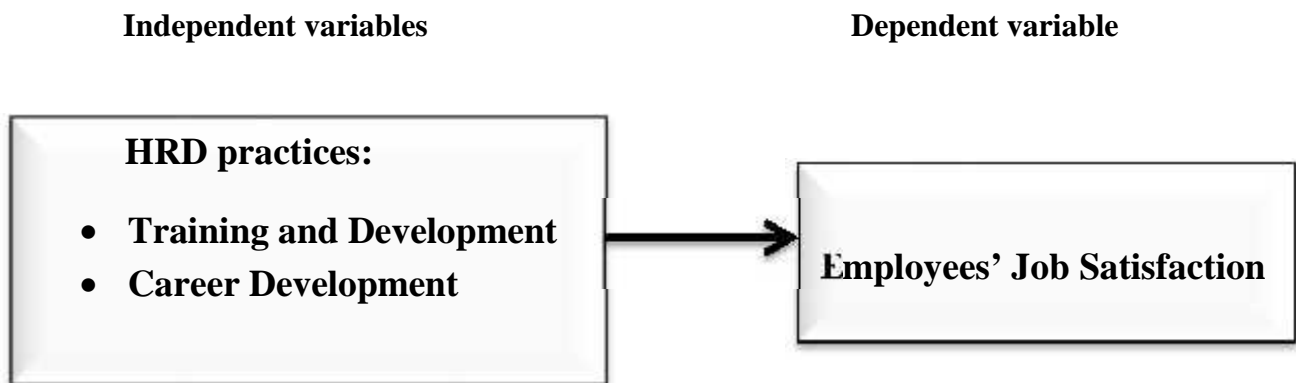
Based on available information in the case of EEU, Training and development (TD) and career development (CD) programs are the key elements of HRD system. Hence, the study aim to analyses the perception and attitudes of EEU employee on T&D and CD opportunities in their organization. Employee perception is important because it help to disclose the very existing practice of HRD in the organization.

Accordingly, the research first assess opportunities provided by the organization from employee point of view through which employee are asked their perception such as on activities to assist individuals understanding of current and future career and job options; activities on skill development that promote or deliver skill development; equal access to job-related training opportunities, existing action plan of specific, concrete, time-based learning activities by individuals and opportunities for promotion, and the opportunity to work with up-to-date technologies as well. The purpose of the study is to explore the role of human resource development practices on employee Job Satisfaction based on two dimensions of HRD i.e. training and development and career development in the context of EEU western region. The concept of job satisfaction for this study has been developed from Herzberg two factors theory and the review of the literature. Accordingly, an instrument for measuring job satisfaction by (Moyes and Redd, 2008) was used with simple modification.

Based on the above literature review, a research framework was developed to examine the relationships between HRD practices and job satisfaction. The link between HRD practices and job satisfaction are shown in Figure 1. In this research framework, HRD practices (i.e. training and development, career development) are independent variables and job satisfaction is a

dependent variable, respectively. The following figure shows proposed research framework for this study.

**Figure 1 shows proposed research framework for this study.**



# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1. Research Approach

Generally the quantitative approach were used in this research. A quantitative methodology makes use of statistical representations rather than textual pictures of the phenomenon (Kabungaidze et al. 2013). The researcher employed quantitative techniques because the study intended to find out the relationship of HRD practices and employee job satisfaction. Key features of many quantitative studies are the use of instruments such as tests or surveys to collect data, and reliance on probability theory to test statistical hypotheses that correspond to research questions of interest. Quantitative methods are frequently described as deductive in nature, in the sense that inferences from tests of statistical hypotheses lead to general inferences about characteristics of a population (Lincoln & Guba, 1985 ;Creswell, 2002).

### 3.2 Sampling Design

The sample size was determined statistically by using the formula shown below. This formula is recommended in literature to calculate sample size statistically when there is known population and unknown variance (Kothari; 2004). Accordingly, assuming 95% confidence level with a 5% margin of error, the resulting sample size will be:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2(N-1) + z^2 \cdot p \cdot q}$$



**Where**

**n** = sample size

**e** = margin of error

**p** = probability of success

**q** = probability of failure

**N** = population

**Z** = the value of the standard vitiates at a given confidence level to be worked out from table showing area under Normal Curve.

Then

$$\frac{(1.96)^2 (0.5) (0.5) (642)}{(0.05)^2(642-1) + (1.96)^2 (0.5) (0.5)}$$
$$n = \underline{240}$$

The study was conducted in in Ethiopian electric utility western region. According to the data obtained from the human resource office in the region, there are a total of 642 employees at the time the study was conducted (EEU employee master list, 2015).

Due to variation in the occupational status stratified sampling technique is used in to include representative respondents from all occupational status, the population is divided in to four strata based on occupational level namely, middle management, junior management, supervisor and workers. The numbers of respondents from each stratum were determined in accordance to Paul Newbold and W.L Carlson (2000):

$$r = \frac{c \times s}{p}$$

**Where**

*r* = representative respondents from a stratum (job position)

*c* = category (stratum) of population

*s* = sample size

$p = \text{population}$

Accordingly, representative samples of each stratum in accordance with their proportion in the population were allocated. Finally, representative samples of respondents were selected from each strata based on convenience or availability sampling. That means those people readily available and willing participants.

**Table 3.1: Distribution of sample respondents**

S.NO	Category	Population per category	Representative sample
1	Middle level managers	10	4
2	junior level managers	67	25
3	Supervisors	87	33
4	Workers	478	178
TOTAL		642	240

*Source: EEU Employee master list 2015*

### **3.4. Source and Type of Data**

This study mainly relied on primary data. Such types of data are firsthand information collected for the first time directly from the respondents. Secondary data were collected in order to provide insight to the background of the study and understanding the issue under investigation before the primary data can be collected. In this research, secondary data were collected through published journal articles, company magazines, a research from graduated seniors were also reviewed.

Primary data were collected through structured questionnaire. The questionnaire is in dual language, Amharic and English in order for the respondents easily understandable. A total of 37 questions were developed under this questionnaire and divided in two parts. Part one consisted of six questions regarding the background and demographic information of respondents such as sex, working experience in the company, occupational status in the organization, and educational level and department in which they are currently working. Part two of the questioner consists of 31 questions regarding three variables namely; training and development, career development, and job satisfaction. Validity of the questionnaire was maintained by using questionnaire adopted from different scholars that were used by other researchers.

### **3.4.1 Questioners**

Questioner used for training and development were Hooi (2007) consisting (9) items. Questioner for career development were adopted from Bigliardi, Petroni, & Dormio (2005) consist (7) items and, Job satisfaction were adopted from Moyes and Redd (2008) consist (15) items. And the entire questions were based on five point Likert scale (1) for Strongly disagree, (2) for Disagree, (3) for Neutral, (4) for Agree, and (5) for Strongly agree as it is believed to be an easier approach to collect data (Haque and Taher, 2008; Yu and Egri, 2005). The purpose of the research was explained for the study participant to make them frankly communicate with the data collection process.

### **3.6. Data Analysis Technique**

Out of 240 distributed questionnaires 194 (80.8%) complete response were returned back which was considered sufficient for this study. According to Sekaran (2006) a response rate of 30% is acceptable for this type of study.

The collected raw data were analyzed was tested using statistical techniques such as frequency distribution and descriptive statistics, correlation analysis linear regression with the help of software package for social science (SPSS) version 20. Descriptive statistical tools employed were the mean, standard deviation, frequency and percentage. These tests were typically employed in order to understand the perception of employees towards HRD practices of the company. And to determine the relationship between the variables correlation and linear regression analysis were conducted..

### **3.7 Model Specifications**

For this research the researcher considered the following model specifications:

$$\mathbf{EJS} = \mathbf{\beta_0} + \mathbf{\beta_1 (TD)} + \mathbf{\beta_2 (CD)} + \mathbf{e}$$

**Where:**

**$\beta_0$**  = constant

**$\beta_1$**  and  **$\beta_2$**  are the regression co-efficient

**TD**= Training and Development

**CD**= Career Development

**EJS**= Employee Job Satisfaction

**e** = error

In this model; training and development (TD) and career development (CD) are independent variables and employees 'job satisfaction (EJS) is a dependent variable

# CHAPTER FOUR

## RESULT AND DISCUSSION

This chapter presents the result, finding and discussion of analyzed data using descriptive and inferential statistics by the help of SPSS 20 to address the research questions and meet its objectives. Out of 240 questionnaires distributed 194 complete questionnaires were collected back with 80.8% of response rate which is more than enough for the study. According to Sekaran (2006), a response rate of thirty percent is acceptable for most studies.

**Table 4.1 Distributions of response rate**

NO	Category	Distributed Questionnaires	Collected Questionnaires	Rate of return from each categories
2	Middle level managers	4	4	100 %
3	junior level managers	25	23	92%
4	Supervisors	33	26	79%
5	Workers	178	141	79%
	TOTAL	240	194	81.8 %

## **4.2. Demographic Profile of Respondents**

Demographic characteristics such as sex, age, working experience, job position in the organization, department and educational level have been used to describe the characteristics of the respondents.

### **4.2.1 Sex Composition of the Respondents**

As it can be seen from table (4.2) 83.5 % of the respondents were male and 16.5% of the respondents were female.

### **4.2.2. Age Distributions of Respondent**

As it can be seen from table (4.2) 52.1% of the respondents were between the ages of 35-44, while 34.5 % of the respondents have ages that ranged from 25-34 and 9.8% were older than 44years of age while age younger than 25 were only constitutes 3.6% of respondents.

### **4.2.3. The Respondents Job Position**

As it can be seen from table 4.2 almost 70.1 % of employees were non-management staff; where supervisors and junior management staff constitute 15.5 % and 12.4% respectively; whereas the remaining 2.1% of the respondents were working in middle manager status.

### **4.2.4. Educational Levels of Respondents**

The academic qualification of the respondents is shown in table(4.2.)16.5 % of the respondents were secondary at level, 69.6% were vocational, 12.9 % were first degree holders, and only 1% was second degree holders.

S. No.	Item	Descriptions	Frequency	Percentage
1	Sex	Male	162	83.5
		Female	32	16.5
		Total	194	100.0
2	Age	Less than 25	7	3.6
		25-34	67	34.5
		35-44	101	52.1
		Above 44	19	9.8
		Total	194	100.0
3	Occupational status	Worker	136	70.1
		Supervisor	30	15.5
		Junior Management	24	12.4
		Middle Management	4	2.1
		Total	194	100.0
4	Educational level	Secondary	32	16.5
		Vocational	135	69.6
		First degree	25	12.9
		Second degree	2	1.0
		Total	194	100.0
5	Work experience	Less than 5 years	19	9.8
		Between 5 and 9	63	32.5
		Between 10 and 19	109	56.2
		Between 20 and 30	3	1.5
		Total	194	100.0
6	Department	Retail business	123	63.4
		Wire business	42	21.6
		Transmission	29	14.9
		Total	194	100.0

Source: questioner survey 2015

#### 4.2.5. Work Experience of Respondents

The respondent's years of working experience shown in table 4.5 illustrate 9.8% of the respondents had bellow 5 years working experience, 32.5% of the respondents had a working

experience between 5 and 9 years, 56.2 percent lie in the range between 10 to 19 years of work experience and the remaining 1.5 percent had 20 up to 30 years of working experience.

#### 4.2.6 Department

Regarding respondent's working department 63.4 % of respondents were from retail business 21.6% of respondents were from wire business and the rest 14.% were from transmission department.

#### 4.3 .1 Reliability Test

In order to increase the credibility of the research, the process of the data analysis proceeded after the reliability of the scales had been tested. This is a crucial procedure need to be maintained as it discloses the extent to which a scale produces a consistent result if measurements were made repeatedly. This is done by measuring the association in between scores obtained from different administrations of the scales. If the association is high, the scale yields consistent results, thus it is reliable. Cronbach's alpha is the most widely used measurement to test the reliability and validity of the scale.

Table 4.3 Cronbach's alpha value of the Scales

Scale	No. of Items	Cronbach's Alpha value ( )
1. Training & Development	9	0.725
2. Career Development	7	0.705
3. Job Satisfaction	15	0.811

Based on the figure on table 4.1, we can see that the Cronbach's Alpha value of the scale used to measure all of the variables were between 0.705 and 0.811 which are above the acceptable value of alpha (0.6) advocated by Cronbach (1951), Nunnally & Bernstein (1994); and Bagozzi & Yi's (1988).

For the Cronbach's Alpha value of the scale used to measure independent variables Training and development as well as career development was 0.729 and 0.705 respectively; and dependent variable job satisfaction scale produce Cronbach's value equal to 0.836. This shows the scale used to measure all variables under study and the data collected were reliable for data analysis.



### 4.3.2 Normal Probability Plot

The straight line in this plot represents a normal distribution and the points represent the observed residual. Therefore in a perfectly normally distributed data all points will lie on the line (Andy, 2005); Based on these criteria normal probability plot of the data for current study (Appendix V) shows normal probability distribution.

### 4.4.1 Employees' Perception towards Commitment of EEU for Training and Development

From table 4.2 Frequency, percentage, mean, results of 9 items training and development scale, responded by 194 employees of Ethiopian electric utility (EEU) western region and each of its item result were analyzed. To make easy the interpretation, simplifying Likert scale is by combining the response categories (e.g., strongly agree and agree) to show the participants inclination toward agreement. Likewise (disagree and strongly disagree) to show the respondents inclination towards disagreement, and (neutral) treated as the midpoint (eHow.com, 2011).

**Table 4.3 Frequency, percentage of items measuring training and development**

Items	Description	St. Disagree agree		Disagree		Neutral		Agree		Str. Agree	
		Freq	Perc	Frequ	Perc	Frequ	Perc	Frequ	Perc	Frequ	Perc
		uenc	enta	ency	enta	ency	enta	ency	enta	ency	enta
		y	ge		ge		ge		ge		ge
TD1	The company does a good job of providing the training/ skill building I need to improve my job performance.	7	3.6	87	44.	48	24.	47	24.	5	2.6
TD2	Training schedules are convenient and meet my needs.	3	1.5	103	53.1	33	17.0	54	27.8	1	.5
TD3	I am given the training and support I need to do my job effectively.	1	.5	88	45.	47	24.	54	27.	4	2.1
TD4	The company does a good job of providing opportunities for development and growth for all employees.	6	3.1	77	39.7	48	24.7	58	29.9	5	2.6
TD5	I am given a real opportunity to improve my skills in this company.	5	2.6	89	45.9	52	26.8	48	24.7	-	-
TD6	Employees have equal access to job-related training opportunities	10	5.2	82	42.3	54	27.8	48	24.7	-	-
TD7	I have the opportunity to work with up-to-date technologies	15	7.7	92	47.4	47	24.2	39	20.1	-	-
TD8	I am provided with adequate opportunities for growth and development	6	3.1	80	41.2	50	25.8	49	25.3	8	4.1
TD9	I have the opportunity to learn skills that will improve my chances for promotion	3	1.5	96	49.5	36	18.6	56	28.9	1	.5

Source: questioner survey 2015

The above table revealed 52.4% of respondent argued that the company has not provide skill building training in order to increase their job performance while 24.8 % of the respondents remain indifference . Whereas 26.8% responded that they were given skill building training that improved their job performance. From this it can be understood most of employees were not happy skill building training opportunities which improve job performance in the company.

The above table shows 54.6 % of respondent argued that, the training schedule of EEU is not convenient or consider employees need while 17.1% of the respondent remains indifferent on the issue. Whereas only 2% replayed that the training schedule of the company convenient and consider participants need. This shows most of the respondents were not satisfied with training schedule of the company.

As can be seen from the above table 50% of the respondents argued that they have not given training needed to do their job effectively by the company while 19.1% of them remain indifferent on the same question. On the other hand 29.9% of the respondents responded that they have given training and support needed to do their job effectively in the company. This shows most of the respondents were not happy with job related training opportunity provided by the company.

Table 4.2 shows 42.8 % of the respondents argued with the items refers to the company is not committed to provide opportunities for development and growth for all employees, while 24.7 32 of the respondents remain indifferent on the question. But only 32.5 % replayed EEU is commented in providing opportunities for development and growth for all employees. This can be inferred as EEU has difficulties in providing opportunity for development and growth of its employee and most employees were not happy with the practice.

The table 4.2 shows almost half 48.5% of the respondents argued availability of skill development opportunities in the company as well while 24.7 of the respondents replayed the company is providing opportunities to improve skills . The remaining 26.8% remain indifferent for this question. From this it can be understood most of employees are not happy with opportunities provided by the company to improve skills and the company has difficulties in this regard.

Table 4.2 revealed 47.5 % of the respondents argues that job related training opportunities in the company are not available for every employee while 27.8% of the respondents remain indifferent. But 24.7% of employees have equal access to job-related training opportunities. This shows EEU has difficulties in providing equal access to job related training for every employee and most employees are not happy with such activities.

More than half of the respondents replied there is no opportunity to work with up-to-date technologies in the company (55.1%) while 24.2% of the respondents remain indifferent for this question. On the other hand 20.1% of the respondents replied there is opportunity to work with up-to-date technologies in the company. This shows most of employees does not have good feeling to the company's commitment in providing opportunities to use new technologies in the company.

With regard to adequacy of opportunities for growth and development 44.3 % of the respondents replied unsatisfactorily to the statement "I am provided with adequate opportunities for growth and development. While 22.7 % of the respondents replied that they have provided with adequate opportunities for growth and development in the company .The remaining 33% remains indifferent. From this result it can be understood most of employees were not satisfied with the company's commitment in providing adequate opportunities for growth and development.

Most of the respondents 49.5 % argued there is no opportunity to learn skills that will improve chances for promotion in the company while only 29.4 % of the respondents replied opportunity to learn skill that will improve chance of promotion available in the company and 19.6 % remain indifferent for this question. This can be interpreted as most of employees are not satisfied with skills that improve chances for promotion.

In conclusion from the above results revealed respondents inclination to disagreement which indicates employees are not happy with EEU's commitment to TD practices; training schedules of the company scoring highest response rate of disagreement (70.1%) and access to job-related training opportunities score the lowest response rate of disagreement (42.8

#### 4. 2.2. Employees' Perception towards Commitment of EEU in Providing Career Development Opportunities

As can be observed from table 4.3 more than half 52% of the respondent argued that there is no good opportunities for career growth in the company while 21.5% remain indifferent for the question. But only 26.85 % of the respondents replayed there is good opportunities for career growth in the company. From this it can be inferred that the company's commitment in provision of opportunities for career growth is not welcomed by employees.

**Table 4.4 Frequency and percentage of items measuring career development**

Items	Description	St. Disagree		Disagree		Neutral		Agree		Str. Agree	
		Freque ncy	Perce ntage	Fre que	Perce ntage	Freq uenc	Freq uenc	Perc enta	Freq uenc	Frequ ency	Perce ntage
CD1	There are many chances for a good career with this organization	10	5.2	91	46.9	41	21.1	46	23.7	6	3.1
CD2	Opportunities for advancement in this organization are available to almost everyone	9	4.6	83	42.8	28	14.4	70	36.1	3	1.5
CD3	I can readily anticipate my prospects for promotion in this company	2	1.0	81	41.8	41	21.1	64	33.0	6	3.1
CD4	There are high chances for advancement on this job	8	4.1	82	42.3	42	21.6	55	28.4	7	3.6
CD5	I will be able to meet most of my career goals in this company	10	5.2	77	39.7	52	26.8	54	27.8	1	.5
CD6	I will be able to meet my career timetable in this company	11	5.7	78	40.2	46	23.7	57	29.4	1	.5
CD7	I will be able to meet my personal goals in life, if I stay with this company	20	10.3	71	36.6	42	21.6	61	31.4	-	-

Source: questioner survey 2015

From the above table it can be seen 47.4% of the respondents argued that there is no opportunities available for advancement for every employees while 14.4% of the respondents were indifferent. Whereas only 37.6 %of the respondents replied that there are opportunities for advancement for every employee in the organization. This can be interpreted most of employees are not satisfied with the opportunities for advancement in the company.

Most 42.8 % of the respondents argued anticipation of prospects for promotion in the company is not possible while 21.1% were remaining indifferent. But only 36.1% of the respondents agreed on anticipation prospects for promotion in the company readily available. This result show there is no clear career path in the company and most of employees does not have positive attitude towards promotional activities of the company.

As can be seen from the above table majority of the respondents 46.4% disagreed with statement referred to ‘there are high chances for advancement on this job’. On the other side only 32% of the respondents agreed with the statement and 21.6% were indifferent.

With regard to the statement, “I will be able to meet most of my career goals in this company” 44.9 % of the respondents declared their disagreement; while 26.8% of the respondents were indifferent only 28.3% of the respondents agreed on the issue.

Among the respondents 45.7% argue that they will not be able to meet their career timetable in this company” while 24.4% of the respondents were indifferent .But the remaining 29.9 % of the respondents responded that they will be able to meet their career time table.

For the last item under the scale “I will be able to meet my personal goals in life, if I stay with this company” 46.9 % of respondents not agreed on the statement , where as 31.4% replayed I will be able to meet my personal goals in life, if they stay in the company and the remaining 21.7 % remain indifferent.

Generally the employee response rate indicate employees do not have positive attitude towards EEU’s, employees are not happy with EEU’s commitment towards career development opportunity the highest response rate of disagreement (58.3%) to anticipation of prospects for promotion in the company and the lowest response ret of dis agreement (46.4%) to availability of career progression for every employee.

#### **4.4.3 Western Region EEU Employees’ Job Satisfaction**

The item wise mean scores of the total response of 194 EEU employees of western region are presented in the table 4. Here the result shows the mean score of employees overall job satisfaction was 2.65 which indicate that job satisfaction level of EEU employees of western

region is an average. This indicates the employees of EEU western region are not satisfied with their job (Appendix).

#### **4.5 Means and Standard Deviations**

The level of HRD practice or level of employee satisfaction assessed based on framework developed by Rao and Abraham (1990). This analysis framework was also used by Goli, Jhand and Mohame (2014), Arija, Amsahu and Mohanty (2012) to determine the level of HRD practice and employees' attitude. In this HRD practice survey, a weighted average mean ranges from 1 to 5 where a weighted average mean of 1 indicates extraordinary poor HRD practice and 5 indicates extraordinary good HRD practice or very conducive. On that dimension of HRD where most employees have positive attitudes towards the HRD policies and practices on that dimension and thereby to the organization itself. The weighted average mean score of around 3 (between 2.5 and 3.5) indicates an "average" HRD practice on that dimension giving substantial scope for improvement. While the practice average mean score of around 2 (between 1.5 and 2.5) indicates poor HRD climate, the same interpretation applied to the overall mean score across all statements.

##### **4.5.1 Means and standard deviations of items measuring training and development and Employees' Perception**

On the basis of mean and standard deviation, the study results disclosed training and development practices of the EEU scored a cumulative Mean (2.77) which is an average. This implies employees of EEU western region do not have a positive attitude towards the practice, which also implies they are not satisfied with the practice.

Using up-to-date technologies in the company scored the lowest mean (2.57) while providing equal opportunity for development and growth in the company scored the highest mean (2.89).

On the other hand, opportunity to improve skills in the company scored the lowest dispersion from the mean (0.86) while adequate opportunities provided by the company for development and growth scored the highest dispersion from the mean (0.97).

**Table 4.5 Means and standard deviations of items measuring training and development**

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>STD</b>
TD1	The company does a good job of providing the training/ skill building I need to improve my job performance.	2.77	0.94
TD2	Training schedules are convenient and meet my needs.	2.73	0.91
TD3	I am given the training and support I need to do my job	2.86	0.90
TD4	The company does a good job of providing opportunities for development and growth for all employees.	2.89	0.96
TD5	I am given a real opportunity to improve my skills in this company	2.74	0.86
TD6	Employees have equal access to job-related training	2.72	0.90
TD7	I have the opportunity to work with up-to-date technologies	2.57	0.90
TD8	I am provided with adequate opportunities development and growth	2.86	0.97
TD9	I have the opportunity to learn skills that will improve my chances for promotion	2.77	0.91

*Source: questioner survey 2015*

The highest mean scoring items under the scale are company's commitment in giving training and support need to do tasks effectively (2.8), and company's provision of opportunities for growth and development (2.8) though, their cumulative average score fail to meet the theoretical standard for a sound training and development practices. And the lowest mean scoring items include companies provisions of opportunity to improve employees skills, creating favorable training schedules and maintaining equity in access to job-related training opportunities, which was made evident by the lowest score yield for items no. (2.74), (2.73), (2.72) respectively, in a nut shale they were below the group mean i.e. (2.77).

#### 4.5.2. Means and Standard Deviations of Items Measuring Career Development and Employees' Perception

The study also revealed that career development practices of the EEU scored cumulative mean of 2.75. This implies employees of EEU western region do not have positive attitude towards the practice, which also implies they are not satisfied with the practice. Good career option in the company scored the lowest mean (2.73) while clear career path in the company scored the highest (2.95) The standard deviation ranges from to 1.02) meeting career goals in the company scored the lowest dispersion from the mean(0.93) , while meeting my personal goals in life in the company scored the highest dispersion from the mean.

**Table 4.6 Means and standard deviations of items measuring career development**

Items	Description	Mean	SD
CD1	There are many chances for a good career with this organization	2.73	0.98
CD2	Opportunities for advancement in this organization are available to almost everyone	2.87	1.01
CD3	I can readily anticipate my prospects for promotion in this company	2.95	0.96
CD4	There are high chances for advancement on this job	2.85	1.00
CD5	I will be able to meet most of my career goals in this company	2.79	0.93
CD6	I will be able to meet my career timetable in this company	2.79	0.95
CD7	I will be able to meet my personal goals in life, if I stay with this company	2.74	1.02
<b>The average mean score</b>		2.82	

*Source: questioner survey 2015*

The descriptive analysis result of the study revealed HRD practices of EEU; based on the two dimensions, is an average and has substantial scope for improvement as the overall mean turned out to be 2.77. With the mean ranges (2.57 to 2.89) and the standard deviation ranges from (0.86



to 0.97) which can be inferred as the respondents were not happy with both dimensions of HRD i.e. training and development as well as career development practices of EEU.

## **4.6 Relationship between Human Resource Development Practices and Employees' Job Satisfaction**

The purpose of the study was to assess the impact of the two aforementioned dependent variables from the perspective of the outcome variable (job satisfaction). Therefore, in order to test the contribution of the independent variables HRD practices (training and development and career development) to the dependent variable (employee job satisfaction) the hypothesis developed that were tested by various inferential statistical models were used. These include the Pearson Correlation to test whether there is a relation between independent and dependent variables and direction of the relationship between variables and multiple regressions to test the strength of an association between dependent and independent variables.

### **4.6.1. Correlation Analysis**

Correlation Analysis was carried out in order to statistically test the relationship between independent variable HRD practice and the outcome variable employee job satisfaction; Correlation coefficient is the parameter that indicated the direction and size of the correlation between the variables. This coefficient is placed between (-1) and (+1). Positive values represent the direct- oriented linear correlation. Negative values represent opposite-oriented linear correlation. If the coefficient has a value (0), it indicates that there is not any linear correlation between the variables included in the research (Altındag, 2011).

**Table 4.7 the Pearson correlation between HRD practices (training and development, career development) and job satisfaction**

			<b>Career Development</b>	<b>Training And Development</b>	<b>Job Satisfaction</b>
Pearson correlation	<b>Career development</b>	Correlation Coefficient Sig. (2-tailed) N	1  194	.363 .000 194	<b>.638***</b> .000 194
	<b>Training &amp; development</b>	Correlation Coefficient Sig. (2-tailed) N	.363 .000 194	1 .000 194	<b>.454***</b> .000 194
	<b>Job Satisfaction</b>	Correlation Coefficient Sig. (2-tailed) N	<b>.638**</b> .000 194	<b>.454**</b> .000 194	1. .000 194

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

#### **4.6.1.1 Relationship between training and development and employee job satisfaction**

The result of correlation matrix on table 4.5 shows correlation coefficient of 0 .454\*\*\* between training and development and employee job satisfaction and (p=0.00). The result ascertained that there is a positive relationship between training and development and employee job satisfaction. And the relationship is significant at (p<0.001).

#### **4.6.1.2 Relationship between career development and employee job satisfaction**

The result of correlation matrix on table 4.5 shows correlation coefficient of 0 .638\*\*\* between career development and employee job satisfaction, and (p=0.001).The result ascertained that

there is a positive relationship between career development and employee job satisfaction. And the relationship is significant at ( $p < 0.001$ ).

In conclusion, the correlation test result indicates both of the HRD dimensions (training and development and career development) are positively correlate with job satisfaction of employees of EEU western region, and makes clear that an improvement in HRD is essential for improving the level of job satisfaction of the employees. ). And there is no multicollinearity problem in the person correlation test as the correlations between the independent variables are all less than 0.9 (Hair et al, 2007).

#### **4.6.2 Multiple Linear Regression Analysis**

Regression analysis is applied to determine whether the independent variables explain a significant variation in the dependent variable and to test Hypotheses.

#### **4.6.3 Testing Multi- Collinearity Problem**

The existence of Multi multi-collinearity was tested before the result of multiple regressions is interpreted. Testing the effect of independent variables on each other is crucial because if not it might leads us to wrong conclusion. Therefore, the very case was overcome by testing the variance inflation (VIF) and its inverse, as well as tolerance (TOL). The TOL and VIF are opposite. When VIF is high, TOL is low. According to Ho (2006) there is no multi- Collinearity problem when the tolerance level is more than 0.1 and VIF is less than 10.

**Table 4.8 Shows Tolerance and VIF test for multi-collinearity**

	Tolerance	VIF
Training & Development	.880	1.137
Career Development	.880	1.137

*Dependent Variable: employee job satisfaction*

As it can be seen from the summary result of the multiple regression analysis tables, that all the independent variables' tolerance level resulted more than 0.1 and the VIF are less than 10. Therefore, there is no significant relationship among the independent variable, which ascertains the absence of multi Collinearity problem.

**Table 4.9 Model summary**

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	F	Sig. F change
.679a	.461	.456	5.37150	81.765	0.000

*Predictors: Training & Development, Career Development.*

*Dependent Variable: employee job satisfaction*

From the model summary result of regression analysis (table 4.8 ) the value of coefficient of determination R<sup>2</sup> is 0.461 and the value of adjusted R<sup>2</sup> is 0.456 , which means 46.1% of the observed variability in dependent variable of the sample and 45.6 % of the real population can be explained by the independent variables adopted in this study, i.e. Training and Development and Career Development; and (F=81.765) significant at (p<0.001) means the variation is not entirely accounted for by chance; Whereas, the remaining 54.4% of the variation on job satisfaction is explained by other variables which are not shown in this model. From the ANOVA table (10.4) F=81 and (p=0.00) the variance is highly significant at (P < 0.001). This proves the regression model is valid.

**Table 4.10 Analysis of variance ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4718.348	2	2359.174	81.765	.000
Residual	5510.931	191	28.853		
Total	10229.278	193			

*a. Dependent Variable: employee job satisfaction*

*b. Predictors: (Constant), training and development, career development*

**Table 4.11 multiple regressions between independent variables and dependent variable**

Variables	Standardized Coefficients (Beta)	t	Sign.
(Constant)		4.099	.000
Training &Development	0 .268	4.731	.000
Career Development	0 .538	9.503	.000

*Dependent variable: employee job satisfaction*

#### **4.6.4 Testing Hypothesis 1a (H1 (a))**

From summary result of regression analysis standardized coefficient ( $\beta = 0.268$ ,  $p=0.001$ ) P value which is less than 0.05; this result supports the hypothesis (Ha1 (a)). Therefore null hypothesis ( $H_{01}$ ) is rejected and alternative hypothesis (Ha1 (a)) is accepted. This result shows training and development has significant positive effect on employees' job satisfaction.

#### **4.6.5 Testing Hypothesis 1b (H1(b))**

From summary result of regression analysis result the standardized coefficient ( $\beta = 0.538$ ,  $p=0.001$ ) P value which is less than 0.05. This result supports the hypothesis (H1b). Therefore null hypothesis ( $H_0$ ) is rejected and alternative hypothesis (Ha1 (b)) is accepted. This result ascertained Career Developments has a significant positive effect on employee's job satisfaction.

In conclusion the result of the multiple regressions also denotes that both of HRD elements have a positive effect on employees' job satisfaction. From this results it can be understood that, the strong association is between career development and job satisfaction with standardized coefficient of ( $\beta = 0.538$ ) than between training and development and job satisfaction with the standardized coefficient of ( $\beta = 0.268$ ). In other word, even if both HRD elements predict the dependent variables, career development predict more on western region EEU's employee job satisfaction.

#### 4.4. Discussion

On the basis of the correlation analysis, both of the HRD dimensions are positively correlate with job satisfaction of employees of EEU in western region; career development have relatively larger correlation coefficient(  $r=0.638^{**}$ )than training and development that have correlation coefficient (  $r =0.454^{**}$ ). This result supports the entire two hypotheses. Therefor all of the hypotheses are accepted.

Based on linear multiple regression analysis result , an examination of the model summary ( $R^2 =0.46$ ) and adjusted R ( $R= 0.45$ ) denote that 46 % of the observed variability in employee job satisfaction of the sample and 45 % of the real population accounted for the two HRD dimensions i.e. career development and training and development. From ANOVA table ( $F=101.1$  and  $P =0.001$ ) which is significant at  $P<0.001$  prove the model is valid. From regression coefficient table the value of standardize beta coefficient for training and development is (  $\beta = 0.268$ ,  $P=0.001$ ).The result revealed there is a significant positive relation sheep between training and development and employees' job satisfaction. And mathematically can be interpreted as for every increase in training and development, job satisfaction will go up by 0.268 provided that, career development unchanged. Similarly from the same table the value of standardize beta coefficient for career development is (  $\beta =0.538$ ,  $P= 0.001$ );the result depict there is a significant positive relation sheep between career development and employees' job satisfaction. This result mathematically can be interpreted as for every increase in Career Developments job satisfaction will go up by 0.268 provided that, training and development unchanged.

From these results it can be understood that among the two HRD dimensions career development have the largest standardize beta coefficient (  $\beta =0.538$ ) this means career development predict the most on job satisfaction of western region EEU's employees. In other word among the two predicting variables under the study i.e. training and development and career development, career development is crucial predictor of employees' job satisfaction in EEU western region.

Therefore the multiple regression analysis result also support both the alternative hypothesis which state: "training and development has significant impact on western region EEU's

employee job satisfaction” and “career development has significant impact on western region EEU’s employee job satisfaction”.

This result is consistent with recent studies of Choi et al. (2014) which conclude training and development and career development have strong positive relation with employee job satisfaction. In their finding career development is more predict employee job satisfaction than training, which is surprisingly similar result.

With regard to training and development, the finding is similar with survey of University of Virginia (2011) which also revealed that training and development practices were statistically significant in determining overall job satisfaction. In addition to a previous study from Costen and Salazar (2011) which concluded that training and development is a critical element that affects job satisfaction. Furthermore, the result of the study is support the finding of Adesola et al. (2013) and Yap et al. (2010).

The finding also consistent with a research by Khawaja et al. (2015) which examine the impact of effective training and on job satisfaction based on data collected from 250 employees through questionnaires among the employees of fast food franchises in Saudi Arabia. Correlation and regression analysis is employed to analyze the data. The results described a strong positive relationship between effective training program and job satisfaction.

The study of Yap and Holmes (2010) which examined the relation between perceptions of employees about the existence of diversity training and effectiveness with job satisfaction and organizational commitment; Comparisons of means as well as multivariate regression analyses were undertaken. In their study, they found that employees who perceived diversity training to be effective were significantly more committed to their organizations and more satisfied with their job.

With regard to career development the result also consistent with a study from University of Virginia (2011) and previous research from Barnett and Bradley (2007) which also concluded that career development is significantly correlated with academic staff’s job satisfaction. In addition this finding support result of the study by Sobia et el. (2013) which revealed that there is positive relationship between career development and employee job satisfaction in banking sector of Karachi Pakistan.

But the finding is in contrary with results of the survey conducted on different sectors in Istanbul Turkey by Belgin et al.(2012) that indicate career development programs in organizations do not affect the level of employee's job satisfaction. The relationship between career development opportunity and employee job satisfaction also revealed by groups of researchers Zainuddin et al. (2010) and another researchers Danish and Usman (2010) , Ssesanga and Garrett (2005) also found a positive significant relationship between opportunities for career development and job satisfaction.



## **CHAPTER FIVE**

### **5. CONCLUSION AND RECOMMENDATION**

#### **5.1 Summary of Measure Finding**

According to the result of this study majority of employees in EEU are dissatisfied with the current practices of human resource development, namely training and development as well as career development was perceived unsatisfactorily by majority of employees. Similarly, most employees further proved that their level of job satisfaction is lower. Consequently, model result proved that training and development and career development jointly explained the variance in job satisfaction of employees of in EEU. More so particularly career development explained more influence on job satisfaction than training and development.

#### **5.2 Conclusion**

The study attempted to explore the relationship between human resource development practices and employee Job Satisfaction in the context of EEU western region. And also try to assess the perception of employees towards commitment of the organization on two dimensions of HRD i.e. training and development and career development. From the stand point of EEU the researcher draw the following conclusion:

To carry out this the researcher employed descriptive statics (percentage, frequency, mean and standard deviation) to assess employee's attitude towards HRD practice and the level of the employees' satisfaction towards the practice respectively. And employed correlation and regression analysis to determine the relationship between training and development and employee job satisfaction as well as career development and employee job satisfaction, but before these statistical tools employed to the data the measurement scales used in the study were tested and confirmed that satisfactorily met both the requirements of reliability and normality.

The result of the descriptive statistics finds employee's unfavorable attitude towards commitment of EEU in both HRD dimensions i.e. TD and CD as well as their job. The result also revealed employees are not happy with HRD practices of the company on the two dimensions TD and CD both practices score an average and have substantial scope for improvement.

Beside various previous and recent studies has witnessed that a perceived human resource development(HRD)practices such as availability of effective and efficient employee training and development and career development opportunities play a significant role in employee's job satisfaction. Hence, hypothesis was developed determine the relationship between the two predicting variables and an outcome variable. And both correlation and step wise regression analysis result depict career development has a significant positive effect on employee job satisfaction and training and development also has positive effect on employee job satisfaction as well and any positive change in HRD practices on both dimensions will bring positive changes in employee Job Satisfaction; where career development is a crucial in predicting EEU employees' job satisfaction. Therefore HRD practices on both dimensions i.e. training and development and career development has a positive role on employees' job satisfaction.

## **5.2 Recommendation**

Identifying and developing human resource potential is major tasks of human resource development processes. Undertaking the underline task will enhance the skill and knowledge of employees, and eventually improve their job satisfaction. This can only be achieved when a conducive HRD practice prevail (Cedefop, 2008; Raoand, 1986). To do so, the commitment of an organization has a paramount importance. However, in case of EEU, the respondent data witnessed the company's commitment for human resource development program has been unsatisfactory. The researcher wants to underline the need for substantial improvement of HRD practices of the two dimensions, i.e. training and development as well as career development programs.

The finding of the study implies to the top management there is a chance to review HRD practices of the company and improve the HRD practice in a way that create a platform which enable employees to utilize their potential; develop their skill and knowledge as well as their

career and ultimately enable them to meet their own career and personal goals alongside organizational goals. Human resource development practice of the organization should be improved and efforts should be made to make it conducive to the development of employees:

- Company's commitment should be increased towards career development to enhance employee job satisfaction. EEU can review the current career development programs to fit the needs of employees within the organization by offering clear career path, so that employees can anticipate their future, equal access to opportunities of advancement. Promotion criteria should be fair, clear and unbiased; promotion should be based on the qualification of employees as well as experience. So that the program will improve their job satisfaction.
- EEU should also draw its attention towards bringing reforms in training and development of its human resources. EEU should provide extensive training and development programs for its employees and reevaluate the current training and development in order to improve the program. It is advisable for training and developmental program to be equally assessable to all employees in the company. Job related training should be given to every post and every employee in the organization whether an employee is at a top management level or assembly line worker.
- It's better for training and development program to consider the need and problem of the participant. Training need to improve job performance. The company should provide training to their employees that enhance their performance. by doing so performing their task effectively and being able to apply the skills learnt, they fill sense of being developed and having an increased competence and earn extra pay from improved job performance and eventually their job satisfaction will be enhanced.
- Training is also should linked with the innovation and new technology. Employees should be trained to adopt new technology and or develop their career thus labor needs to be train to cope with the latest developments and technological changes.
- Training and development offered by the company better to have twin benefits that is, professional enhancement and skill development. Training should yield learning skills that will improve chances for promotion. EEU have to support employees in developing their

careers which increased not only their job satisfaction but also their career satisfaction, this could be done through training as it provides a mean to master the skills employee's needs to advance in the company. So that employees fill sense of worth as well as value and eventually their satisfaction with their job will be enhanced.

### **5.3 Future Research Directions**

- Although this study made an attempt in examining the potential impact of HRD on job satisfaction by concentrating only on two variables i.e. TD and CD, but there are many other HRD dimensions which may affect employee job satisfaction such as organizational development and performance management. So the researcher will recommend future research in the area will include these components and clarify the findings by expanding the sample from other regions.

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## **ANNEX I**

### **Questionnaire**

**JIMMA UNIVERSITY**

**SCHOOL OF BUSINESS AND ECONOMICS**

**MASTERS OF BUSINESS ADMINISTRATION (MBA)**

**PROGRAM QUESTIONNAIRE TO BE FILLED BY STAFFS**

**Researcher: Yisak Nuru (Contact Address: 09-11-35-77-74)**

**Research Topic: - Human Resource Development Practices: Enhancing Employees' Satisfaction (Ethiopian Electric Utility)**

**Dear**

**Respondents:-**

I would like to express my sincere appreciation for your generous time and honest and prompt responses.

**Objectives :** This questionnaire is designed to collect information about the level of employees' satisfaction with the corporations' Human Resource Development practice. The information shall be used as a primary data in my case research which I am conducting as a partial requirement of my study at Jimma University for completing my MBA under the Faculty of Business and Economics. Therefore, this research is to be evaluated in terms of its contribution to our understanding of the practices of Human Resource Development in EEU and its contribution to improvements in these practices.

I want to assure you that this research is only for academic purpose. No other person will have access to data collected. In any sort of report I might publish, I will not include any information that will make it possible to identify any respondent.

**PART I**  
**Demographic Questions**

The following question related to your demographic information, and you are requested to put ( ) mark inside the box in front of the choice that best describes you.

1. Sex:     Male                                     Female
  
2. Which of the following age categories describes you?  
 Under 25    25-34    35-44    45 and above
  
3. Number of years you have worked for company (in years):  
 0-4    5-9    10-19    20-30    30 years or more
  
4. Educational Qualification:  
Vocational school                                     First degree                                      
High school                                       Second degree
  
5. Your occupation in the company  
Worker                                       Junior Management                                      
Supervisor                                       Middle Management
  
6. Davison or section/ department-----

**Part II: Questions Regarding Human Resource Development Practices of  
your organizations**

**Section A: The following question relate to your perception regarding training and development practices in your organization Please indicate your response by circling the number that corresponds to your opinion on the sentence as indicated below:**

*Strongly disagree (1) Disagree= (2) Neutral =(3) Agree =(4) and strongly agree= (5)*

Items	Description	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	The company does a good job of providing the training/ skill building I need to improve my job performance.	1	2	3	4	5
2	Training schedules are convenient and meet my needs.	1	2	3	4	5
3	I am given the training and support I need to do my job effectively.	1	2	3	4	5
4	The company does a good job of providing opportunities for development and growth for all employees.	1	2	3	4	5
5	I am given a real opportunity to improve my skills in this company	1	2	3	4	5
6	Employees have equal access to job-related training opportunities	1	2	3	4	5
7	I have the opportunity to work with up-to-date technologies	1	2	3	4	5
8	I am provided with adequate opportunities for development and growth	1	2	3	4	5
9	I have the opportunity to learn skills that will improve my chances for promotion	1	2	3	4	5

**Section (B):** The following question relate to your perception career development opportunities in your organization. Please indicate your response by circling the number that corresponds to your opinion on the sentence as indicated below:

*Strongly disagree (1) Disagree= (2) Neutral = (3) Agree = (4) and strongly agree= (5)*

Items	Description	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	There are many chances for a good career with this organization	1	2	3	4	5
2	Opportunities for advancement in this organization are available to almost everyone	1	2	3	4	5
3	I can readily anticipate my prospects for promotion in this company	1	2	3	4	5
4	There are high chances for advancement on this job	1	2	3	4	5
5	I will be able to meet most of my career goals in this company	1	2	3	4	5
6	I will be able to meet my career timetable in this company	1	2	3	4	5
7	I will be able to meet my personal goals in life, if I stay with this company	1	2	3	4	5

### **Part: III**

#### **Questions regarding Job satisfaction**

The following questions are intended to collect data on employees' job satisfaction. Please indicate your response by circling the number that corresponds to your opinion on the sentence as indicated below:

**Strongly disagree (1) Disagree= (2) Neutral = (3) Agree = (4) and strongly agree= (5)**

<b>Items</b>	<b>Description</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1	I enjoy my work tasks	1	2	3	4	5
2	I feel sense of pride in doing my job	1	2	3	4	5
3	My job is enjoyable	1	2	3	4	5
4	My current job is rewarding as I expected	1	2	3	4	5
5	I am satisfied with my choice of employer	1	2	3	4	5
6	I am included in a variety of team projects	1	2	3	4	5
7	I am given work assignments that best utilize and build my skills	1	2	3	4	5
8	I am satisfied with my choice of profession	1	2	3	4	5
9	I am satisfied with my present work environment	1	2	3	4	5
10	My supervisor assigns me projects that increase my visibility	1	2	3	4	5
11	I know what it takes to succeed in my organization	1	2	3	4	5
12	I look forward to going to work	1	2	3	4	5
13	Current job meets my pre-employment expectations	1	2	3	4	5
14	I feel my job is meaningful	1	2	3	4	5
15	I receive good work assignments	1	2	3	4	5

**ANNEX II**

**Questionnaire Amharic Version**

**ጅም ዩኒቨርሲቲ**

**የቢዝነስና ኢኮኖሚክስ ኮሌጅ**

**የድህር ምርቃ የቢዝነስ አስተዳደር ትምህርት ክፍል**

**በእትዮጵያ ኤሌክትሪክ አገልግሎት ሰራተኞች የሚሞላ መጠይቅ**

ለተከበራችሁ ሠርተኞች! ይህ ጥናት ትኩረት የሚደርገው በእናንተ መስሪያ ቤት ውስጥ የሰው ሃይል ልማት ከሠራተኞች የሥራ ፍላጎት እና የስራ እርካታ ጋር ያለውን ግንኙነት ማወቅ ነው። ስለዚህ የእናንተ ሀላፊነት እና ትኩረት የተሞላበት ምላሽ ለጥናቱ ከፍተኛ አስተዋጾ አለው። ከዚህ መጠይቅ የሚገኘው መረጃ ሙሉ ለሙሉ ለትምህርት አላማ ቢቻ የሚወልድ መሆኑን እና በእናንተም ሆነ በመስሪያቤቱ ላይ ምንም አይነት የሚያመጣው አሉታዊ ተጽኖ እንደሌለ ከወዲሁ ለመግለጽ እወዳለሁ።

ወደ ሰራተኞች በቅድሚያ ገዜያቸውን ሰወታችሁ ይህንን መጠይቅ ለመሙላት ፍቃደኛ በመሆናቸው ከልብ የመነጨ ምስጋናይን ለማቅረብ እወዳለሁ።

**ክፍል አንድ:- የግል መረጃ**

ከዚህ ቀጥሎ ላሉት አማራጮች ይህንን ምልክት(/) በመጠቀም አማራጭዎን ያሳውቁ።

1. ያታ

ወንድ  ሴት

2. እድሜ

ከ 25 በታች  25 -34  35-44  45 በላይ

3. በዝህ መስሪያቤት ውስጥ ያገለገሉበት ጊዜ

0-4  5-9  10-19  20-30  30 እና ከዚያ በላይ

4. የትምህርት ደረጃዎ

የሞያትምህርት  ሁለተኛ ደረጃ   
ሁለተኛ ዲግሪ  የመጀመሪያ ዲግሪ

5. በመስሪያ ቤቱ ውስጥ ያለዎት የሥራ ደረጃ

ሰራተኛ

ሱፐርቫይዘር

ጁኒየር ማናጅሜንት

ሚድል ማናጅሜንት

6. የሥራ ክፍልዎ (department) \_\_\_\_\_

**ክፍል ሁለት የሰው ሃይል ልማትን በተመለከተ የቀረቡት ጥያቄዎች**

**ክፍል ሁለት (ሀ)** ከዚህ በታች የቀረቡት ጥያቄዎች የሰው ሃይል ልማት እና ስልጠናን በተመለከተ በተቋሙ ያለውን አሰራር ዙሪያ ያሉትን እይታ ለማወቅ ጣስቦ የተዘጋጁ ጥያቄዎች የቀረቡ ስለሆነ ከተዘረዘሩት አረፍተ ነገሮች ፊትለፊት ያሉትን ከ 1 እስከ 5 ቁጥሮች መካከከል ከዚህ በታች በተቀመጠው መሰረት በከረፍተነገሩ ላይ ሚስማዎትን ስሜት ይገልጻል በሚሉጽ ቁጽር ላይ በማክበብ ሃሰቦትን ግለጹ።

በጽኑ አልሰማላሁ(1) አልሰማላሁ(2) መልስ የለኝም (3) እስማላሁ(4) በጽኑ እስማላሁ(5)

ተ. ቁ	ዝርዝር	በጽኑ አልሰማላሁ	አልሰማላሁ	መልስ የለኝም	እስማላሁ	በጽኑ እስማላሁ
1	ተቋሙ ክህሎት ግንባታ የሥራ አፈጻጸሜን የሚያሳድግ ስልጠና በመስጠት መልካም ሥራ በመስራት ላይ ይገኛል	1	2	3	4	5
2	የሥልጠና የጊዜ ሰሌዳው ምቹሁ እና ኔን ፍላጎት ጋር ይጠባበቃል	1	2	3	4	5
3	ሰራይን በብቃት መወጣት የሚያስችለኝ ስልጠና በተቋሙ ተሰጥቶኛል	1	2	3	4	5
4	ተቋሙ ለሁሉም ሰፈራተኛ የእድገት እና የሰራተኛ ልማት እድሎችን በማቅረብ ረገድ መልካም ሥራ በመስራት ላይ ይገኛል	1	2	3	4	5
5	ክህሎቴን እንዳሻሽል የሚያስችለኝ እውነተኛ እድል በተቋሙ ተሰጥቶኛል	1	2	3	4	5
1	ሰራተኞች በተቃራኒ አኩል የሰራ ስልጠና አድል ይሰጣቸዋል	1	2	3	4	5
7	በተቋሙ ውስጥ ዘመናዊ በቴክኖሎጂ የመስራት እድል አግኝቻለሁ	1	2	3	4	5
8	በተቋሙ በቂ የእድገት እድል ተሰጥቶኛል	1	2	3	4	5
9	በድርጅቱ ውስጥ የማይገኝ እድሉን የሚያሰፋልኝንን ክህሎት እ	1	2	3	4	5

ክፍል ሁሌት (ለ) ከዚህ በታች የቀረቡት ጥያቄዎች የሞያ እና የደረጃ እድገት በተመለከተ በተቋሙ ያለውን አሰራር ዙሪያ ለሎትን እይታ ለማወቅ ታስቦ የተዘጋጁ ጥያቄዎች የቀረቡ ከተዘረዘሩት አረፍተ ነገሮች ፊትለፊት ያሉትን ከ 1 እስከ 5 ቁጥሮች መካከል ከዚህ በታች በተቀመጠው መሰረት በከረፍተነገሩ ላይ ሚስማዎትን ስሜት ይገልጻል በሚሉጽ ቁጽር ላይ በማክበብ ሃሰቦትን ግለጹ።

በጽኑ አልስማማም(1) አልስማማም(2) መልስ የለኝም (3) እስማማለሁ(4) በጽኑ እስማማለሁ(5)

ተ. ቁ	ዝርዝር	በጽኑ አልስማማም	አልስማማም	መልስ የለኝም	እስማማለሁ	በጽኑ እስማማለሁ
1	በድርጅቱ ውስጥ ጥሩ ጥሩ የሞያ እና የደረጃ እድገት እድሎች አሉ	1	2	3	4	5
2	በተቋሙ የእድገት እድል ለሁሉም ሰራተኛ ተመቻችቶል	1	2	3	4	5
3	በተቋሙ በሞያይም ሆነ በደረጃየ ዩት እንደምደርስ ከወዲሁ መተንበይ እችላለዉ	1	2	3	4	5
4	የምሰራዉ ስራ በተቋሙ ዉስጥ ከፍተኛ የማደግ እድል አለዉ	1	2	3	4	5
5	በተቋሙ ዉስጥ አብዛኛዉን የ----- ግብን መምታት እችላለዉ ብዬ አምናለሁ	1	2	3	4	5
6	በተቋሙ ዉስጥ የ----- ግብን ባስቀመጥኩት የግዜ ሰሌዳ መምታት እችላለሁ ብዬ አምናለሁ	1	2	3	4	5
7	በተቋሙ ዉስጥ ብቆይ የህይወቴን ዉጥን ግብ መምታት እችላለሁ ብዬ አምናለሁ	1	2	3	4	5



**ክፍል ሶስት የስራ እርካታን በተመለከተ የቀረቡት ጥያቄዎች**

ከዚህ በታች የቀረቡት ጥያቄዎች የስራ እርካታን በተመለከተ ከተዘረዘሩት አረፍተ ነገሮች ፊትለፊት ያሉትን ከ 1 እስከ 5 ቁጥሮች መካከል ከዚህ በታች በተቀመጠው መሰረት በከረፍተነገሩ ላይ ሚስማዎትን ስሜት ይገልጻል በሚሉጽ ቁጽር ላይ በማክበብ ሃሰቦትን ግለጹ።

በጽኑ አልስማማም(1) አልስማማም(2)መልስ የለኝም (3) እስማማለሁ(4) በጽኑ እስማማለሁ(5)

ተ. ቁ	ዝርዝር	በጽኑ አልስማማም	አልስማማም	መልስ የለኝም	እስማማለሁ	በጽኑ እስማማለሁ
1	በስራዬ ደስተኛ ነኝ	1	2	3	4	5
2	በምሰራው ስራ ኩራት ይሰማኛል	1	2	3	4	5
3	ስራዬ አዝናኝ ነዉ	1	2	3	4	5
4	እየሰራውት ላለዉ ስራ የጠበኩትን ያህል ይከፈለኛል	1	2	3	4	5
5	በተቋሙ በመቀጠሬ እርካታ ይሰማኛል	1	2	3	4	5
6	የተመደብኩበት ስራ ያለኝ ችሎታ ለመጠቀም እና ከሂሎቴን ለመገንባት የሚያስችለኝ ነዉ	1	2	3	4	5
7	በሞያ ምርጫዬ ረኪቻለሁ profession	1	2	3	4	5
8	በምሰራበት የስራ አካባቢ ደስተኛ ነኝ	1	2	3	4	5
9	የቅርብ አለቃዬ በሚያሳድግልኝ ፕሮጀክት ላይ ይመድበኛል	1	2	3	4	5
10	በቋሙ ዉስጥ ለስክት የሚያበቃኝ ጠንቅቄ አዉቃለሁ	1	2	3	4	5
11	ከዝህ መስሪያ ቤትወጥቼ በሌላ መስሪያ ቤት ለመቀጠር አፈልጋለሁ	1	2	3	4	5
12	ስራዬ ከመቀጠሬ በፊት እንደጠበኩት አግኝቻለሁ	1	2	3	4	5
13	ስራዬ ትርጉም እንዳለዉ ይሰማኛል።	1	2	3	4	5
14	የስራ ምድቤ ጥሩ ነዉ ብዬ አምናለዉ	1	2	3	4	5
15	ጥሩ የስራ ምደባ ተሰጥቶኛል	1	2	3	4	5



### ANNEX III

#### Frequency, percentage, means, and standard deviation results of 15 Items measuring Job Satisfaction

Items	Description	Mean	SD	St. Disagree		Disagree		neutral		Agree		Str. Agree	
				agree	agree	agree	agree	agree	agree	agree	agree	agree	agree
				Freque.	Perce	Freq.	Perc.	Freq.	Perc.	Frq.	Prce.	Frq.	Perc.
JS1	I enjoy my work tasks	2.8041	.96185	7	3.6	85	43.	47	24	49	25.	6	3.1
JS2	I feel sense of pride in doing my job	2.7938	.91548	6	3.1	85	43.	48	24	53	27.	2	1.0
JS3	My job is enjoyable	2.7216	1.01023	20	10.	73	37.	42	21	59	30.	-	-
JS4	My current job is rewarding as I expected	2.6979	.94475	10	5.2	93	47.	34	17	55	28.	-	-
JS5	I am satisfied with my choice of employer	2.3438	.72108	17	8.8	10	53.	61	31	11	5.7	-	-
JS6	I am given work assignments that best utilize and	2.6806	.95564	11	5.7	94	48.	31	16	55	28.	-	-
JS7	I am satisfied with my choice of profession	2.6753	.95641	11	5.7	97	50.	30	15	56	28.	-	-
JS8	I am satisfied with my present work environment	2.6528	.93469	11	5.7	94	48.	41	21	45	23.	2	1.0
JS9	My supervisor assigns me projects that	2.6701	.86643	9	4.6	87	44.	58	29	39	20.	1	.5
JS1	I know what it takes to succeed in my	2.8299	.90304	7	3.6	71	36.	70	36	40	20.	6	3.1
JS1	I look forward to going to work	2.7371	1.02202	7	3.6	18	9.3	79	40	33	17.	-	-
JS1	Current job meets my pre-employment	2.4021	1.00382	31	16.	88	45.	37	19	29	14.	4	2.1
JS1	I feel my job is meaningful	2.4330	.85664	24	12.	85	43.	62	32	23	11.	-	-
JS1	I receive good work assignments	2.6856	.96525	11	5.7	96	49.	31	16	55	28.	1	.5
JS1	I enjoy my work tasks	2.6701	.86643	9	4.6	87	44.	58	29	39	20.	1	.5
	<b>The average mean score</b>	<b>2.65</b>											

**ANNEX V**

**Normal Probability Plot**

**Normal P-P Plot of Regression Standardized Residual**

**Dependent Variable: Employee job satisfaction**

