

Human resource development practice and employees'
satisfaction:

The case study Ethiopian Electric Utility in Addis Ababa,
Ethiopia

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

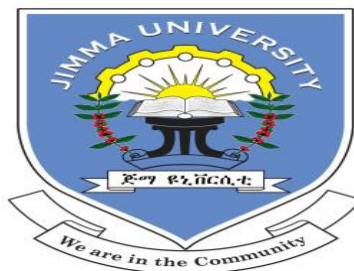
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Abstract

Employees are major assets of any organization. The active role they play towards the organization success cannot be underestimated. The main purpose of this research study was to assess the relationship between HRD practices and employees' satisfaction in EEU. The study was used descriptive and inferential method of research design. The research design approach was used method of data collection for its primary data collection. The primary data was collected by semi structured interview and survey questioners. The secondary data was collected from written documents, fact in brief and magazines of EEU. The selection of the respondents in the corporation was carried out by using probability sampling technique under strata random sampling method. There were 12046 employees in EEU. From these numbers 372 employees were included as sample size representatives of the total numbers by calculation. The data analyses were used descriptive statistics, correlation and linear regression model to test the hypotheses with the help of statistical package of social science (SPSS) version 16.0 software. The data analysis was used quantitative and qualitative research approach for data analysis. The study finding revealed that HRD activities like learning, training, development, employee's performance evaluation and education shows positive association with employee's satisfaction. The findings also show that employees in EEU are satisfied by this HRD practices. Moreover, the study findings revealed that HRD practices such as: learning, training, development and employees satisfaction were significant predictors of employees satisfaction. Therefore, based on this finding the employees are satisfied in HRD practices at work, but it is recommended EEU will better improve on educated employee placement, payment for employees and better practices on HRD practices to make strong association between HRD practices and employee's satisfaction.

Keywords: Learning, training, development, education, performance evaluation and employee satisfaction

Declaration

I declare that the research entitled

“Human resource development practice and employees’ satisfaction, the case study Ethiopian Electric Utility” submitted to Research and postgraduate studies office of Business and Economics College is original and it has not been submitted previously in part or full to my university or other funding organization.

Name: Berhanu Achalu

Signature: _____

Date: September, 2018

Certificate

We certify that the Research proposal entitled

“Human resource development practice and employees’ satisfaction, the case study Ethiopian Electric Utility” Was done by Mr. Berhanu Achalu for the partial fulfillment of Master’s Degree under the Supervisor.

(Main Advisor)

(Co-Advisor)

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List of Acronyms

EEU	Ethiopian Electric utility
MBA	masters of business administration
HRD	Human Resource Development
HR	Human resource
EELPA	Ethiopian Electric Light and power Authority
EEPCO	Ethiopian Electric power Corporation
EEP	Ethiopian Electric power
UEAP	Universal electric access program
SPSS	Statistical package for social science
L&D	Learning and Development
QC	Quality Circle
VET	vocational educational training
HEIs	Higher education institutions
ET	Employees Training
DV	Employees Development
L	Employees Learning
ED	Employees Education
EP	Employees Performance Evaluation
S	Employees Satisfaction

Chapter one

Introduction

1.1 Back ground of the study

HRD is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization(Pace, Smith & Mills 1991).At firms' level; learning, training, development, employee's performance evaluation and education are the main areas of human resource development practices. As to International Journal of Academic Research in Business and Social Sciences (2013) HRD is a frame work for helping employees develop their personal and organization skills, knowledge and abilities. However, ineffective HRD practice can bring many problems such as reduced employees' enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover Edgar (2005).

HRD practices which associate and effect employee's satisfaction is need for organizations. Organizations need to look into the needs of the employees' and ensure that HRD practices are aligned with both company and individual goals. It has been suggested that to pick up the level of employees' satisfaction with the HRD practices are among the most important criteria to consider when assessing the HRD practices. (Wan2007). Employees are more loyal and productive when they are satisfied Hunter & Tietyen, (1997), and these satisfied employees affect the customer satisfaction and organizational productivity, Potterfield, (1999).Human Resource Development is also a process by which the employees of an organization are helped, in a continuous, planned way, to: 1) acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles, 2) develop their general capabilities as individuals and discover and exploit their potentials for their own and/or organizational development purposes, and 3) develop an organizational culture in which supervisor subordinate relationships, teamwork, and collaboration among sub-units are strong and contribute to the professional wellbeing, motivation, and pride of employees. (Rao 1985)

However Developing an effective HRD practice is a difficult task since it demands to look into the needs of the employees and ensure that the practices are aligned with both company and employees need.(Fiona Edgar, 2005).

EEU has Human Resource Training and Development department which is responsible for managing the organization HRD practices. The training institute is for EEU and EEP. They train new employees with mechanical and electrical technology at the institute. In addition to this institute EEU has contract agreement with Addis Ababa University of commerce for management and professional human resource development practice.

1.2. Background of the organization/ the study area

Ethiopian Electric light was introduced to Ethiopian in the late 19th century, during the regime of Minilik. The first generator was given to Minilik around the year 1898 to light the palace. In addition to the use of generators, the first Hydro power plant was constructed on Akaki River in the year 1922 in order to supply power to small factories that had been established in Addis Ababa. Consequently, the power supply that had been limited to small factories and the palace was extended to public places and major roads in the vicinity of the palace. After the Italians were driven out from Ethiopian in the year 1941, an organization called Enemy property Administration was established and took over along with other activities the generation and distribution of power to the public. In the year 1948, an organization that had been vested with the power to administer the enemy property was evolved to an organization called Shewa Electric Power. The new organization Shewa although with limited capacity, managed to increase the power supply not only in Shewa but also other administrative regions. In light of its function, its name was changed to “Ethiopian Electric Light and Power” in the year 1955. Soon after its establishment, the supervision and management of the organization was vested in the Board of Directors appointed by the government. After eight months of its establishment, the Ethiopian Electric light and power was transformed to the Ethiopian Electric Light and Power Authority. The newly established Authority was to engage in the business of production, transmitting, distributing and selling of electric energy to the public of Ethiopia and carry on any other lawful business incidental or appropriate here to which is calculated directly or indirectly to promote the interest of the authority or to enhance the value of its properties. In light of the socio economic development of the country the authority continued to increase the scope of its

operation in order to accommodate new changes. After being in operation for about 54 years in this manner, major changes in the objective and structural set up of the organization took place relative to the changes in the socio-economic condition of the country. In this regard, one of the major changes in the economic sector was the transformation of the centralized command economy to the free market driven economy in the year 1987. In order to accommodate the new changes in the environment, the Ethiopian Electric light and power Authority was transformed to the Ethiopian Electric Power Corporation by reorganizing its functions on the basis of the principles of commercialization and decentralization.

The Ethiopian Electric Light and power Authority (EELPA), which was established in 1956, after having undergone restructuring was reorganized as the Ethiopian Electric power Corporation (EEPCO). After the turnkey by Indian company EEPCO later split into two corporation and one of these corporation is the Ethiopian Electric power (EEP), The EEP, which was established in 2013 by the council of Ministers Regulation No,302/2013 is responsible for generating, transmitting and wholesale of electricity nationwide and to neighboring countries. The other company is the EEU which is Responsible for handles of power distribution services and develop the nation electric service and to buy and sales total electric power to a nationwide. The Ethiopian Electric power corporation (EEPCO) as public utility enterprise was established for indefinite duration by regulation No.18/1997. The corporation has been officially split in to two corporate entities recently for the purpose of facilitating ongoing intensive expansion work of power production and service delivery in a better way .The institutions set up to discharge their distinctive responsibilities are the Ethiopian Electric power Office(EEPO). Thus Ethiopian Electric power office has the mandate of working on power production while Ethiopian Electric utility office (EEUO) handles power distribution services. EEU is responsible for distribution and sale of electric energy throughout the country. The Ethiopian Electric Utility is a sole electric utility engaged in the business of distribution and selling of electric energy to the public of Ethiopia.(In accordance with economic and social development polices and priorities of the government) and to carry on any other related activities that would enable it achieve its purpose.

The government of Ethiopia in order to achieve the countries development plan has launched the implementation of a civil service reform program in all parts of the country. With the implementation of the civil service reform programming it's anticipated to increase effectiveness

and efficiency in delivering reliable service to customer. Ethiopian electric utility being one of the key public sectors (enterprise) has been also selected to undertake civil service reform program. Accordingly, it has been undertaking and implementing transformation program in the organization. Every organization needs to achieve goals to successful. They hire employees and pay them to perform work that needs to be done to accomplish those goals.

The Ethiopian Electric Utility is the public service company which is found throughout the country and has head office at Addis Ababa paisa which is called the building name is Electric building. It has 12046 permanent employees, from these 1391 employees are head office (corporate) employees, 637 employees are UEAP employees 10,018 employees are all regional employees. From 12046 employees 2486 employees are female employees and the other remaining 9560 employees are male employees. The Ethiopian Electric Utility is a sole electric utility engaged in the business of distribution and selling of electric energy to the public of Ethiopia. Since Ethiopia is going for medium income and medium economy in 2017E.C. It's Vision is to give quality electric service for the need of society and satisfaction them to be the competitive electric service in the nation. It has mission with quality management and modern technology to give electric service to the public, expanding and developing the electric service to be worldwide, sustainable, quality electric service and uninterrupted electric service for customers with balanced price for all customers.

1.3. Statement of the problem

The study was investigating the presence of HRD practices and employees satisfaction. The association between them and the effects of HRD practices: learning, training, development, education and performance evaluation on employee's satisfaction. In most cases, in organizations there is a gap between employees' knowledge, skills and attitude and what the job demand. The gap must be filled through human resource development practice. As a result, learning, training, development, employee's performance evaluation and education are the major ways that firms attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demand. Thus, providing an effective human resource development program is required to enhance both firms' competitiveness and employee satisfaction. But ineffective HRD practice can bring many problems such as reduced employees'

enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover Edgar (2005).

Employees are more loyal and productive when they are satisfied (Hunter & Tietjen, 1997), and these satisfied employees affect the customer satisfaction and organizational productivity (Potterfield, 1999). Employee satisfaction is defined as the combination of effective reactions to the differential perceptions of what he/she wants to receive compared with what he/she actually receives (Cranny, Smith, & Stone, 1992). Therefore, the organizations should try to supply the employee expectations in order to approach the employee satisfaction. As stated by Organ and Ryan (1995), the employee satisfaction is one of the basics of organizational citizenship behavior (Ozdevecioglu, 2000). That is, the well satisfied employees are worked more willingly and this contributes to the effectiveness of their organizations. Employees need to change their behaviors in order to execute their duties more effectively to gain greater job satisfaction (Miller, 2006). Having good relationships with the colleagues, high salary, good working conditions, training and education opportunities, career developments or any other benefits may be related with the increasing of employee satisfaction. Employee satisfaction described as how pleased an employee is with his or her position of employment (Moyes, Shao, & Newsome, 2008). To investigate what the employees are satisfied by and measuring the employee satisfaction in the workplace is critical to the success and increases the profitability of the organization for having competitive advantage (Kelley, 2005)

To pick up the level of employees satisfaction in EEU the human resource department should do more on HRD practice. For example: According to Mondy and Noe (1990), human resource development is: planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through learning, training, development, education and performance evaluation programs.

The research was answered the following research questions for the study of the gap.

1. What HRD practices exist in EEU?
2. What is the current level of employee's satisfaction in EEU?
3. Is there the association between HRD practices and employees satisfaction in EEU?
4. Do HRD practices effect employee's satisfaction in EEU?

1.4. Objective of the study

1.4.1. General objective

The main objective of this study was to examine the effect of HRD practices on employee's satisfaction in EEU.

1.4.2. Specific objective

1. To assess the HRD practices in EEU
2. To investigate the current level of employee's satisfaction in EEU
3. To examine the association between HRD practices and employees satisfaction in EEU
4. To examine effect of HRD practices: learning, training, development, employee's performance evaluation and education on employee's satisfaction in EEU.

1.5. Significance of the study

The significance study of HRD practices and employees satisfaction was to assess the employees and organization of EEU and for MBA program. The HRD practices also use for EEU employees, because: 1st it helps for growth of workers in the corporation. The degree to which EEU offer personal and professional growth opportunities for employees plays into the overall work environment. Opportunities to learn new skills, take on new responsibilities, achieve higher compensation and gain new positions can allow employees to set and work towards goals of the organization, conveying a sense of personal achievement that boosts employee satisfaction. Employees rarely prefer to remain static in their careers for long. Rather, most people continually look for opportunities to advance. Providing these opportunities can keep EEU employee's turnover levels under control, as employees stick with EEU for longer to achieve their personal and career goals. 2nd it helps workers to know their strength and weaknesses and enable them to improve their performance and that of organizations. In order to leverage employees' strengths and improve on their weaknesses, EEU employees first need to know themselves. It is equally important to know their weaknesses as much as knowing their strengths. Knowing their own strengths and weaknesses gives them a better understanding of them self and how they function. 3rd it helps the organization to stay the workers in the organization and decrease employees turn

over. Governmental and public sector organizations success can be measured mainly through delivery of quality service to their beneficiaries. This can be achieved through well formulated plans and programs, allocation of resources, assignment and retention of committed and competent employees. With increased competition; there is need to become cost effective and upgrade work methods, work norms, technical and managerial skills and workers motivation to face up to new challenges. Therefore, development of human resource and employee's satisfaction is essential for many industrial organization which wants to grow.

1.6. Scope of the study

The well-known Aristotelian saying is worth quoting here while analyzing the scope of HRD. Aristotle said, "It is as natural for the human being to develop and achieve his full potential as it is for and to grow into a majestic oak tree". The focus of HRD essentially is enabling workers to self-actualize through a systematic process of developing their existing potentialities and creating new ones upholding and tapping potential capabilities of workers both in the present and for the future and pick up employee's satisfaction. This is because organizations facing the challenges of the competitive environment of change need to develop systems by which the development of human resources can ensure to meet the changing organizational needs.

HRD has a wide ranging scope as its objectives include:

- i) Providing a comprehensive framework for the development of human resource in the organization.
- ii) Developing climate for employees to discover, develop and use their full capabilities for the organization, the capability of an organization to attract retain and motivate talented employees.

The scope of HRD can be explained also as any systematic or formal way of developing the competencies and motivation of individuals in an organization and building the organization's climate can be called HRD method. As such there can be many HRD methods available for organizations. However, the most frequently used methods are as follows: 1) man power planning 2) performance appraisal and feedback 3) training, education and development 4) potential appraisal and promotion 5) career development and career planning 6) compensation and reward 7) organization development techniques 8) role analysis and role development 9) quality of work

life and workers welfare 10) participative devices 11) communication 12) counseling 13) grievance redresses 14) data storage and research 15) industrial relation.

1.7. Organization of the paper

The research organized in five Chapters: the 1st Chapter explains the introduction of the research back ground of the study, statement of the problem, objective of the study, significance of the study, scope of the study, and organization of the paper. Chapter two explains review of literature (theoretical, empirical, and conceptual frame work). Chapter three explains research methods: research design and approach, target population and method of sampling technique, type and source of data, method of data collection (secondary Data collection, primary Data collection, validity and reliability, method of data analysis and model specification. Chapter four: result and discussion. Chapter five: conclusion and recommendation which are: content summery, major finding and implications, recommendations, limitation of the study and future research.

Chapter two

2.1. Review of related literature

2.1.1. Theoretical review

2.1.1.1. Introduction

Organizations do not exist if there are no people or employees. The organizations employees and all resources such as human, physical and financial resources are to produce expected results. To have success, and maintain the success, every organization demands extraordinary abilities and sustained efforts from its employees and people. Rao (2008) claims that when employees work to the best of their abilities and do their work with passion, enthusiasm and high commitment the business will be grow significantly and continuously. In general, every organization has pretty much the same kind of resources such as land, buildings, materials, equipment, and finance to work with, but the only element that differentiates between business organizations is the HR factor.

If the organizations use and employ its human resource to the best potential advantage, there is very little that can stop the organization achieving its goals and objectives. Thomas J. Watson, the founder of IBM states that “you can get capital and erect buildings, but it takes people to build a business” (Snell & Bohlander, 2012 p. 1). Jack Welch, the former director of General Electric also believes that human resources are the backbone of the organization due to the fact that they develop and use technology; they contribute great ideas for product development and deliver superior customer services, they collect, analyze and distribute information, and they create and execute strategy (Rao, 2008). When employees are motivated and inspired, they are fully involved in organizational activities and work to their maximum potential. This can assist a company to achieve its goals and attain results rapidly, efficiently and effectively.

Human Resource Development is an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development in this research. It is a system and process involving organized series of learning activities designed to produce behavioral changes in human resource in such a way that they acquire desired level of competence for present or future role. At firms’ level; training and

education is the main areas of human resource development practices in this research. Emphasis on human resource development result in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish this undertaking, organizations are needed to invest resources to enhance employees' knowledge, skills and competencies. However, ineffective HRD practice can bring many problems such as reduced employees' enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Edgar, 2005). Organizations need to look into the needs of the employees' and ensure that HRD practices is aligned with both company and individual goals according to this research. It has been suggested that the level of employees' satisfaction with the HRD practices are among the most important criteria to consider when assessing the HRD practices. (Wan, 2007). Employees' satisfaction with the organization HRD practices can be expected only when the practices incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of employees' satisfaction with the practices is worth to consider according to this research. In general, this project is tried to assess employees' satisfaction with HRD practices in EEU. HRM practices can ensure continued success of business organizations (Shaukat, et al., (2015)

To create a satisfied, productive and efficient workforce, for any organization, proper HRM policies and practices are necessary. Satisfied and efficient human resources are the key factors for any organization to face the challenges of today's ever-changing environment. Moreover, the growth, development and expansion of the organization are highly dependent on their performance. In addition, employees' performance is related with the satisfaction of employees. (Haquec, et al., 2013)

5 Ways to Use Employee Surveys to Reach HRD Objectives

1. Improve employee satisfaction
2. Boost employee productivity
3. Address employee benefits concerns and satisfaction
4. Make training sessions, meetings and orientations more effective

5. Retain quality employees

There is common agreement about the importance of work place learning. HRD at work place is a prominent and central part of Human Resource Management. For many people HRD is synonymous with organizing training courses in the workplace, that is part of HRD, but there are also broader and deeper concerns. The key concepts and core processes associated with HRD at work place in organizations is the central terms that need to be defined as:

- HRD and the HRD process;
- The three dimensions of HRD: cognitive capacity, capability and behavioral change.
- performance management;
- human resource management

Employee satisfaction refers to “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Grigoroudis & Siskos, 2010, p. 72). Employee satisfaction will be one of the important drivers for organizational success. Du Plessis (2015), and Nel et al. (2014) assert that identifying the key factors that motivate employees at work place is necessary for the organization to recognize and understand the key motivational factors that influence their employees’ behavior and action can be taken to help the organization create appropriate and suitable strategies to motivate their employees to perform work at a high level. In addition, Stone (2013) claims that knowing how to motivate employees can help the organization to increase productivity and improve customer service and is one factor that creates a competitive advantage over competitors.

2.1.1.2. Concept of human resource development

Human Resource Development is said to be the care of a larger system known as human resource system and HRD is mainly concerned with providing learning experience for the people associated with an organization through a behavioral approach adopting various processes according to the acceptance of this research. The individual is provide with learning experiences not in isolation but shares others learning experiences also. Such learning experiences is provided with the main objective of developing human beings for their advantage and producing their powerful physical, mental and intellectual endowments and abilities for the growth of organization.

In a broader scene, the term HRD means those learning experiences which is organized for a specific time and designed to bring about the possibility of behavioral change. Human Resource Development in the organization context refers to the process whereby the workers are continuously helped in a planned way to:

- a) Acquire or sharpen capabilities required to perform various tasks and functions associated with their present or future expected roles.
- b) Develop their general enabling capabilities as individuals so that they are able to discover and exploit their own inner-potential for their own and/or organizational development purposes and
- c) Develop an organizational culture where ‘superior/ subordinate’ relationships, ‘team-work’ and ‘collaboration’ among different sub-units, which will strong and contribute to the professional well-being, motivation and pride of work.

In the area of HRD we can continuously develop the people so that, they will be competent managers and competent workers and committed to the organizational goals. The changes that have taken place in the past few years all over the world have established very clearly that no Nation can isolate itself completely form the rest of the world and survive for too long a time. It is clear that, HRD is the total knowledge, skill, creative abilities, talents and aptitudes of an industrial workforce as well as the values, attitudes of an individual involved according to this research. It is the sum total of inherent ability, acquired knowledge and skill represented by the talents and aptitudes of the employed persons. HRD at organizational level includes, carrying out manpower research and planning to anticipate long term lab our market needs, manpower development through training program and manpower distribution.

HRD at the organizational level is a process by which workers of an organization are helped in a systematic and continuous way. Thus, HRD is a continuous process and comprehensive system by itself. That is why every management has to develop its workforce in order to develop the organization. HRD in its turn, almost entirely depends upon workers training, management, and development.

HRD is a process of developing or unleashing human expertise through organization development and personnel training and development for the purpose of improving

performance, Swanson (1994).As to International Journal of Academic Research in Business and Social Sciences (2013) HRD is a frame work for helping employees develop their personal and organization skills, knowledge and abilities. Training on the other hand is an organizational efforts aimed at helping an employee to acquire basis skills required for the effective and efficient execution of the functions for which he or she will hired, i.e. having focuses on technical skills, supervisory skills, and relatively specific areas of accounting methods, material management and planning techniques Susan (2012).HRD is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization(Pace, Smith & Mills 1991).According to Nadler & Nadler(1989) three key activities involved in HRD include: training, education and development. Training is involved in learning with focus on the learner's present job. Training may be off-the-job (conducted outside the office) or on-the-job (conducted within the office environment).Education is involved in learning with focus on the learner's future job while development is learning that is not focused on the job.

HRD is a positive concept as an area of managing human resources. It is based on the belief that it will imperative and constructive for an organization to invest in human beings to bring substantial benefits in the long run. It aims at the overall development of the human resource in order to contribute for the well-being of the employees, organization and the society at large. Out of the fundamental areas of Management, Human Resource Management is adjudged as the most important area of study and concern. In the Management of four Ms i.e. money, machines, materials and men, the management of men is the most significant and challenging. The efficiency of the whole lot of activities carried out in an organization starting from the production process to the management of various areas of administration depends to a large extent on the level of Human Resource Development.

2.1.1.3. Purpose of HRD system

The three core functions of HRD perfectly illustrate that HRD affects both the development of individuals and organizations. Therefore, the purpose of HRD is twofold. On the one hand it provides opportunities for employees to improve their skills on the other hand it aims for an

efficient utilization of human resource in order to meet organizational objectives. The HRD discourse is dominated by the instrumental understanding of HRD that puts emphasis on organizational goals and economic performance. Some scholars criticize that HRD puts the interests of the organization above the individual benefit and thus turning the organization into the main beneficiary of HRD activities. At best, organizational and personal needs match, resulting in a mutual gain agenda. When personal needs is fulfilled employee satisfaction is increase and performance in the organization is increase. Practitioners and researchers have had a running debate about the appropriate goals of human resource development (HRD). Some argue that HRD should focus on increasing the performance requirements of host organizations and more directly the productivity of the workforce. Others argue that HRD should focus on developing the individual in a broad manner without using bottom line results as the litmus test of an intervention's worth. The question can be rephrased as, what is the dependent variable of HRD? Is it the measurable increases in performance that is the direct result of organizational development and personnel training and development, or is it something else, like individual learning or participant satisfaction with an intervention?

As technology and business markets evolve at a rapid rate and as organizations undergo continuing changes, voluntary employee learning and development is remain a critical issue in the workplace. For EEU to be competitive, and for workers of EEU to meet individual challenges and to pursue careers that provide multiple rewards, voluntary continuous learning and self-development is a key. Given the complexity of the problem of promoting a learning and development orientation among employees, a parsimonious integration of scattered concepts, theories, and research is needed for EEU and for similar organizations.

2.1.1.4. Learning

2.1.1.4.1. Learning is at the heart of organization.

Learning has the power to enable individuals and organizations to fulfill their personal and collective goals and ambitions. Individuals may be transformed by their learning, but also through learning they may gain the power to transform the context in which they find themselves or to create new contexts for themselves. Learning potentially is transformative and emancipating. It is through learning that we can acquire new knowledge, skills and attitudes that

may enable us to function and perform more efficiently and effectively and exercise greater choice in our working and personal lives. The position adopted in this research is that managed learning has the potential to contribute to the development of individuals and organizations, to enhance their performance in worthwhile and meaningful ways, and that the benefits to be accrued by the individual, the organization and wider society can be significant and mutually reinforcing. For these reasons it is argued that learning and the ability to manage the processes of learning and development are key capabilities for individuals and organizations in the information age.

For students and practitioners of learning and development an understanding of learning is a vital aspect of professional education, development and practice, but of itself learning and the ability to learn also play crucial roles in one's personal growth and one's intellectual and professional development. The first step on this journey requires that we attempt to define learning and to distinguish it from related concepts. In order to do this we begin by examining various perspectives on learning and then consider what learning means in relation to concepts such as training, development, education and human resource development.

Learning and development (L&D) as a field of management research and practice is concerned with how individuals (either singly or as groups) acquire (in the sense of getting something that already exists) or create (in the sense of making something completely new) knowledge and skills which enable them to perform and grow in their current or future occupational role. Learning is an elusive phenomenon that may be interpreted in diverse ways when viewed from different perspectives; however, if Learning is a longer-term change in the knowledge possessed by an individual, their type and level of skill, or their assumptions, attitudes or values, which may lead to them having increased potential to grow, develop and perform in more satisfying and effective ways.

2.1.1.4.2 Active learning approach

In this approach, trainees will play a leading role in learning by exploring issues and situational problems under the guidance of their facilitator. The trainees learn by asking thought provoking questions, searching for answers, and interpreting various observations made during the process. The active learning approach has its lasting impact on learning since it helps in long-term

retention and finding better solutions in the challenging situations. In today's fast paced world, continuous learning is essential to success as this research assertion. Individuals need to learn to succeed in life and at work. Companies need to ensure their employees continue to learn, so they can keep up with increased job demands and so the company can gain or maintain competitive advantage. Learning theories is the basic materials which are usually applied in all educational and training activities. The more one understands learning theories, the better he or she is able to make decisions and apply them to achieving the objectives. The behaviorists, the cognitivists, and the humanists emphasize different aspects of the teaching-learning process in their approaches. While the behaviorists stress external conditions (environment) resulting in observations and measurable changes in behavior, the cognitivists are more concerned with how the mind works (mental processes such as coding, categorizing, and representing information in memory). The humanists, on the other hand, emphasize the affective aspects (e.g., emotions, attitudes) of human behavior that influence learning (IRRI, 1990). In extension systems, effective training must be able to take care of all the theories of learning in order to change the *action, belief, and knowledge* components of a trainee simultaneously. *Andragogy* (a theory of adult learning) is usually used rather than *pedagogy* (a theory of child learning) in extension training for human resource development.

2.1.1.5. Education

The importance of human resource development strategies for employees has already been recognized in the university context and universities are in progress of developing adequate measures. Many universities have even established special HRD departments and their activities range from mentoring new employees to developing leadership skills of managers. Despite the increasing efforts of university management to implement HRD strategies in their institutions, university staff does not willingly accept their interventions. The reason for this is believed, the fact that HRD activities are closely linked to the organization's own goals, whereas academic staff will lack a strong attachment to the organization, respectively university, they work for. But Higher education institutions could make a virtue out of necessity. They could expand their HRD strategy and offer courses that are less tied to the organizational objectives but rather directed towards VET in general. That way they would not only increase the attractiveness of HRD among their employees but would also appeal to another target group, the students. So far, there

are no efforts to integrate students in the universities HRD plans. Higher education institutions can take up the blue ocean market by establishing high-qualified vocational education programs and courses for students including also adult learners. With the introduction of vocational training programs, Higher education institutions would signalize that they actually meet the needs of economy and society. Certainly, for faculties and administrators, who are for a long time adapted to the academic curriculum, it is a challenging venture to establish VET courses in cooperation with the fast-moving industry. In this respect, Higher education institutions need to prepare well-designed HRD activities for their faculties and staff in order to cope with the challenging task of creating vocational education programs with companies. Also, Higher education institutions they need to strengthen the role and the ability of the HRD department. It is a very promising innovation for to connect both sides of their human capital - HRD for employees and HRD for students – in their HRD strategies. By offering a specially designed VET program for both employees and students HEIs could “catch two birds with a stone”.

2.1.1.6. Development and education

Development is an increase over the longer term of the capacity that an individual has to live a more effective and fulfilling professional and personal life as a result of learning and the acquisition of knowledge, skills and attitudes. It is a directional shift towards a higher condition or state of being and in this sense is concerned with an outcome. Development in the L&D context should be considered distinct from development as a biological process of maturation (though of course aging may have an impact upon a number of L&D-related matters). Development occurs as a result of learning and can happen in any number of ways: for example, through training events (such as training courses) or via the methods of coaching, mentoring, planned and unplanned experiences in the workplace and so forth. Some training may be highly focused and job specific (such as learning how to use a new piece of software), where as other training may contribute to a broader and longer term development program me (such as undertaking training in team-working skills as a part of a management development program me). In this sense training (and to the same extent education also) may be seen as but one type of input into the developmental process.

Individuals may differ in their motivations to engage in learning and development. Maurer (2002) argued that the notions of the actual self and the possible self are critical aspects of an individual's orientation towards their development. Taking Alderfer's notion of growth needs as a starting point, Maurer asserted that successful involvement in learning and development activities may strengthen an individual's orientation towards the attainment of what the self might become.

A virtuous cycle may there by operate where development-oriented individuals maintain or increase their interests in learning activities and projects. The building of learners' self-efficacy (the belief that one can perform tasks or behaviors) may be a crucial precondition for many individuals because as they become more effective as learners and since learning often gives valuable pay back a positive feedback loop may operate. A related aspect of self-efficacy is the ability to learn how to learn and how to success fully engage in developmental and career planning activities. In one respect a 'learning-to-learn' capacity is likely to be founded upon individuals' understanding of their own personal learning preferences, styles and processes (i.e. what works for them and how this may be improved). Meta-cognition (defined here as thinking about and coming to understand one's own thinking and learning processes) is an important aspect of a developmental and life-long learning orientation.

Managerial decisions to develop individual employees or groups of employees are not problematical. For example, if we examine the management of careers and the psychological contract we find that tensions and issues of organizational power and politics may become more focused through issues relating to L&D policy and practice. One such tension is with respect to where the boundaries of development are these may be different from each particular stake holder's perspective. For example, is development, when viewed from the individual's view point, for career purposes (and perhaps beyond the organization), or is it, from the organization's perspective, for employment in the organization or employability in the wider lab our market? As far as the management of L&D is concerned these tensions may raise policy-related questions such as 'development of whom and for what purposes?' These questions are important from the point of view not only of developing fair and equitable L&D plans and policies, but also for how L&D is perceived, understood and implemented in an organization, and in relation to L&D's political role and its relationships with the power exercised by specific occupational groups (such

as managers). These issues may have ramifications for other organizational matters such as employee relations, employee involvement, workforce satisfaction and commitment, and may have a knock-on effect on human resource (HR) issues such as recruitment and retention.

2.1.1.7. Training

Training, especially in the traditional view or from a non-L&D perspective, is often equated with learning and development. However, L&D is much broader than the provision of training courses for employees (although the latter may, of course, be part of planned L&D interventions in organizations). Training is undoubtedly of value to individuals and organizations, but it is by no means the whole story. It is concerned with a tactical approach to the acquisition of predefined knowledge and skills rather than the more strategically aligned perspective that characterizes human resource development (HRD) and the integrated view of L&D presented in this proposal. In this sense training is instrumental (i.e. it is a tool or a means to an end). The distinctive features of training may be described and explained in terms of its process and effects, and also by looking at what it is not (for example by comparison with contrasting concepts such as education). For example, Buckley and Caple (1992: 19) described the process of training as mechanistic; whereas that of education, for example, is more 'organic' (though the authors are not specific as to the meaning of this, but which presumably means more amorphous, less constrained and more unpredictable); and the effects of training as specific, predictable and uniform, whereas those of education are more general, less predictable and variable. This distinction is helpful in that L&D practitioners may be concerned with enhancing performance in organizational and business environments that are uncertain, rich and complex. Therefore to concern ourselves solely with training is too narrow a view since for one thing it may focus too much upon the learning content (i.e. the subject of the particular training) but may ignore learning processes (i.e. how the content is acquired) and also may overlook the unplanned, incidental, informal and implicit learning that is inevitable in any organizational or social context. The process of learning is important because the ability to engage in learning and to manage learning more effectively may present a generic competence that can help an organization to differentiate itself from its competitors.

Content may be comparatively easy to acquire (it may be bought in or copied comparatively easily from the public domain of knowledge); process is more difficult to emulate (and hence of greater competitive value as a means of differentiation). Learning-how-to-learn may be as important as learning itself for individuals and organizations. Box all and Purcell (2003: 143) noted that training is often predicated upon a deficit assumption (that is, there is a performance gap that needs to be filled). However, not all training needs to be predicated upon this assumption.

2.1.1.7.1. Training and development

Training refers to reactive and short-term activities that focus on changing or improving knowledge, skills or attitudes of individuals to perform a particular job or task. These activities mostly comprise skills, which is immediately needed and have an immediate benefit, whereas development activities concentrate on new skills and abilities aiming for future job opportunities.

2.1.1.7.2. The top 10 benefits of ongoing staff training and development

(http://www.axons_group.com.au/blog/human_resources/top-10benefits-of-ongoing-staff-training-and-development as it appeared on 28 Feb 2018 07:52:296MT)

Employee training not only provides benefits to the individual and peak up employee satisfaction, but also to the business, helping your company to continue running effectively. However, once you have run initial job training, such as with a new employee, there must be need for further training investment. Training, and especially ongoing training, is a key area for debate in many boardrooms. However, there are a number of reasons to suggest that initial training should only be the first step of a longer-term process. Regular training is well worth the investment because building up the skills within the business is effectively improves your company's bottom line. Also the main benefits of ongoing staff training and development are:

- **It is keep up with industry changes**

Industries are constantly changing and so it is important for a business to develop to avoid being left behind. It's also important to make sure your business is complying with any industry regulations, which can be achieved through ongoing training, making sure your staff's skills and knowledge are up-to-date.

- **It is in touch with all the latest technology developments.**

New technology is developed all the time and so it is not sufficient to run a one-off training session. Regular training needs to take place to ensure that staff is using all the latest technology comfortably and to its full potential. This can be achieved through implementing a customised staff IT training program, and by integrating employee training with IT support.

- **It is stay ahead of competitors.**

Standing still can kill your business, so by making sure your staffs are constantly advancing you are continue to move forward this will bring you remain competitive within the market place.

- **It is able to see weaknesses and skill gaps.**

With regular training, a business can more easily identify any gaps in the market and skill gaps within the existing workforce. By identifying these gaps early, there is time to train staff in these required areas so they can fulfil the role effectively.

- **It maintain knowledge and skill**

although one off training may be provided to new starters, or other employees, it's important that training schemes are put in place to help develop skills throughout their job. To retain knowledge, skills need to be practiced and refreshed on a regular basis so elements aren't forgotten.

- **It advances employee skills.**

Once a business has spent money on providing basic level skills, these can easily be built upon and improved to provide much more benefit to the business. Staffs that know more can bring more to the table, and your business will reap the rewards.

- **It provides an incentive to learn.**

If training is provided as part of a longer development pathway, employees will have much more incentive to learn, participate in the session and put their new skills into practice.

- **It increases job satisfaction and employee satisfaction levels.**

Through continued investment from the business, staff can have a much higher sense of job satisfaction, **which can improve their motivation towards their work and enhance their satisfaction.** This reduces employee turnover and increases productivity, which

directly improves the profitability. It also prevents competitors from taking away your best employees by offering training incentives.

- **It provides internal promotion opportunities.**

Employing new staff involves high recruitment costs and hiring fees. However, with ongoing training, your existing staff can become more eligible for internal promotions. Unlike new staff, you can guarantee they have a complete knowledge of your business; the correct skill set and will be people that you know and trust.

- **It attract new talent**

All businesses want to have the best employees and so with ongoing training, this will not only mean better staff retention, but the business may also attract better talent from the start, as this gives the business a good image and will be a key for feature many people look for within their job search.

As you can see, ongoing training is important not just to employee development, but it also affects the success of your business.

2.1.1.7.3. HR training needs

As Brown (2002) noted that, needs assessment in training is fundamental and should be a continual process in order to determine the types of training which can help an organization to achieve its goals as compared to some organizations which implement training directly without needs analysis which usually leads to spent cost and time but without attaining the actual benefits of training. The following statements below can answer the question as to why needs analysis is important for human resource management and must be conducted before training programs. Firstly, focus on the weaknesses in the organization. Needs analysis can help identify these problems and thereby makes it easier to identify appropriate training to achieve specific target situations rather than random training. Secondly, to provide comprehensive information on needs. Most trainers conduct a needs evaluation before a training program with the aim of providing effective training. Training acts as a pathway for learning, Learning and Development is an important factor in creating a sense of progression and purpose that leads to organizational commitment (Armstrong, 2009).Choo and Bowley (2007) found that training positively impacts productivity, which results in higher level of customer and employee satisfaction thus increasing brand value. Aligned with the aforementioned researchers findings Michael and combs (2008) in

their study, revealed that training can reduce probability of failure as training effects performance, enlarges the skill base and develops the level of competence, It helps in developing climate for learning which not only aids in training to flourish but also supports self-managed learning practices like coaching and mentoring (Armstrong, 2006).

True love (2006) asserted that learning comes either by experience or training whereas Sadler-Smith (2006) referred to learning as an “elusive phenomenon” and drew upon learning from various fields whereas training was identified as one of those fields, He referred it to be a very formal, systematic and step wise process, defined as *The systematic acquisition of skills, rules, c* The Productivity of any organization is directly correlated to the Effectiveness of the Employee.

2.1.1.8. Performance appraisal system

Performance Appraisal System “subject to the Effectiveness of other Support Systems” (Bajaj, 1975). Performance appraisals are one of the most important requirements for successful business and human resource policy. Rewarding and promoting effective performance in organizations, as well as identifying ineffective performers for developmental programs or other personnel actions are essential to effective to human resource management. The ability to conduct performance appraisals relies on the ability to assess an employee’s performance in a fair and accurate manner. Evaluating employee performance is a difficult task. Once the supervisor understands the nature of the job and the sources of information, the information needs to be collected in a systematic way, provided as feedback, and integrated into the organization’s performance management process for use in making compensation, job placement, and training decisions and assignments.

2.1.1.8. 1. The Effect of Performance Evaluation on Job Satisfaction

Performance evaluations have been conducted since the times of Aristotle (Landy, Zedeck, Cleveland, 1983). The earliest formal employee performance evaluation program is thought to have originated in the United States military establishment shortly after the birth of the republic. The measurement of an employee’s performance allows for rational administrative decisions at the individual employee level. It also provides for the raw data for the evaluation of the effectiveness of such personnel- system components and processes as recruiting policies, training

programs, selection rules, promotional strategies, and reward allocations (Zedeck). In addition, it provides the foundation for behaviorally based employee counseling. In the counseling setting, performance information provides the vehicle for increasing satisfaction, commitment, and motivation of the employee. Performance measurement allows the organization to tell the employee something about their rates of growth, their competencies, and their potentials. There is little disagreement that if well done, performance measurements and feedback can play a valuable role in effecting the grand compromise between the needs of the individual and the needs of the organization (Zedeck, 1983). Purpose Performance appraisals should focus on three objectives: performance, not personalities; valid, concrete, relevant issues, rather than subjective emotions and feelings; reaching agreement on.

What the employee is going to improve in his performance and what you are going to do (McKirchy, 1998). Both the supervisor and employee should recognize that a strong relationship exists between training and performance evaluation (Barr, 1993). Each employee should be allowed to participate in periodic sessions to review performance and clarify expectations. Both the supervisor and the employee should recognize these sessions as constructive occasions for two-way communication. Sessions should be scheduled ahead of time in a comfortable setting and should include opportunities for self-assessment as well as supervisor feedback. These sessions will be particularly important for new employees who will benefit from early identification of performance problems. Once these observations have been shared, the supervisor and employee should develop a mutual understanding about areas for improvement, problems that need to be corrected, and additional responsibilities that might be undertaken. When the goals are identified, a plan for their achievement should be developed. The plan may call for resources or support from other staff members in order to meet desired outcomes. In some cases, the plan might involve additional training. The supervisor should keep in contact with the employee to assure the training experiences are producing desired impact (Barr, 1993). A portion of the process should be devoted to an examination of potential opportunities to pursue advancement or acceptance of more complex responsibilities. The employee development goals should be recognized as legitimate, and plans should be made to reach the goals through developmental experiences or education (Barr, 1993). Encouraging development is not only a supervisor's professional responsibility, but it also motivates an employee to pursue additional

commitments. In addition, the pursuit of these objectives will also improve the prospect that current employees will be qualified as candidates when positions become available. This approach not only motivates current performance but also assists the recruitment of current. The Effect of Performance Evaluation on Job Satisfaction (2013)

2.1.1.9. Team work

Team work is collaboration between two or more persons, it is important issue to get the proper job and when team work is properly done it will become more possible to attain learning each other and attain the goal of the organization as this research. When employees are doing things in team work to get organization objectives and their objectives they satisfied with their basic needs then the employees are satisfied more and the productivity is higher and ultimate goal is achieved and organizational discipline is maintained as this research.

2.1.1.10. Quality circle and team work

Quality circles built mutual trust and create greater understanding between the management and the workers. Cooperation and not confrontation is the key element in its operation. Quality Circle aims at building people, developing people; arousing genuine interest and dedication to their work to improve quality, productivity, and cost reduction etc. because they are learning each other at the circle and develop themselves.

Thus we can say that a quality circle is a group of 5 to 8 employees performing similar work, who volunteer themselves to meet regularly, to identify the cause of their on-the-job problems, employ advanced problem-solving techniques to reach solutions and implement them.

The concept is based on the premise that the people who do a job everyday know more about it than anyone else and hence their voluntary involvement is the best way to solve their work related problems and develop them.

The Quality Circle concept provides an opportunity to the circle members to use their wisdom, creativity and experience in bringing about improvements in the work they are engaged in by converting the challenging problems into opportunities and it contributes to the development of the employees and in turn benefits the organization as well. The concept encourages the sense of

belongingness in circle members and they feel that they have an important role to play in the organization and self-development and enhance employee satisfaction

2.1.1.10.1. Objectives of quality circles

Some of the broad objectives of the Quality Circle:

1. To improve quality, productivity, safety and cost reduction.
2. To give chance to the employees to use their wisdom and creativity.
3. To encourage team spirit, learning each other, cohesive culture among different levels and sections of the employees.
4. To promote self and mutual development including leadership quality,
5. To fulfill the self-esteem and motivational needs of employees and enhance employee satisfaction.
6. To improve the quality of work-life of employees.
7. To increase organization efficiency, working with team work in return to increase self-employee satisfaction.

2.1.1, 11. Rewards

(<http://smallbusiness.chron.com/human-resource-development-motivation-workplace-47487.html>. It is a snapshot of the page as it appeared on 6 Mar 2018 02:50:53 GMT).

Developing an effective reward system is a matter of balance. Ultimately, it falls into two broad categories: compensation and acknowledgment. Compensation includes raises, bonuses and prizes for top performers. Acknowledgment, on the other hand, is a simple "thank you" or "congratulations." However, you can't choose one or the other, as they're co-dependent. Compensation should be your main focus, while supporting employees through praise gives them an extra push to perform well. Acknowledgment is fairly straight forward, and your monetary reward system should depend on your business. For example, if your company is sales focused, you can offer prizes such as electronics or gift certificates to top sales people in lieu of simple cash.

2.1.1.12. Motivation

Human resource is the best resource in the organization and without human resource the organization is not possible to gain the success in the organization. Job satisfaction is very important for the employees and employees are the big assets among all assets in the organization.

Employee motivation is the best for employee satisfaction. For example: Bonuses occasionally work to motivate employees. Highly motivated and engaged personnel are a tremendous asset to any organization. Creating a work place with excellent morale and motivated employees are a long-term project, and needs to be embedded within the fabric of an organization's daily operations as the assertion of this research.

Motivation is a complex concept and can help or harm an organization depending on how it is used within an organization. Employee is motivated for the various reasons that are beneficial to the organization and employees.

All companies seek to motivate their employees for a very simple reason; a motivated employee is a high producer. Motivation is what Motivation & Productivity in the Workplace. The diagram of Maslow's Hierarchy of Needs in the context of organizational motivation and One conclusion that can be made Motivation theories. The organization gets this one of the examples for this type of motivation. The importance of employee satisfaction and work motivation is growing all the time. Employee satisfaction and many more are of great importance to the success of an organization. Impact of Employees Motivation on Organizational from wanting to do what is right for people as well as for the organization. What an employee expects from his or her employer is a direct relation to the employee's motivation for performance and employee satisfaction.

Motivation is a psychological concept related to the strength and direction of human behavior. It is frequently explained as a driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or expectation. There is an implication of deliberate choice by individuals to exert effort, Mitchell defines motivation as "The degree to which an individual wants and chooses to engage in certain specified behavior".

In the workplace setting, motivation is concerned with the manner in which individuals choose to exert effort in pursuit of their goals, and, correspondingly, with the manner in which employers attempt to create work environments which stimulate such effort. Understanding motivation at work requires an understanding of the goals which individuals will pursue, and the manner in which these goals and expenditure of effort is influenced by group dynamics, job design, organization structure, and financial and other incentives.

2.1.1.12.1. The relationship between HRD and employee motivation

The positive presence of motivation is a clear indicator of the morale of staff (Kempner, 1971) and is crucial to the effectiveness of the organization.

Thus the relationship between the organization and the individual is critical to the success of HRM and the implementation of the policies planned by senior management in the formulation of HRD strategies. Without a motivated staff the resources expended on training and development will not achieve the intended organizational goals. Meeting organizational objectives, whilst simultaneously fulfilling the personal needs of individuals, results in a harmony of intent and achievement for the organization and its staff (Everaert, 1997).

In the staff training and development take place within the framework of an appropriate appraisal system. The identification and supply of a range of development opportunities facilitates both organizational and individual development (Sawatzki, 1997). As the organization and the individual identify opportunities for growth, there is an affirmation of the potential of the staff, which results in staff satisfaction. The processes of organizational development enable the individual to move to the domain of self-fulfillment, through professional development taking place by the mobilization of the third cog. Staffs are empowered by the organization to achieve self-actualization and to demonstrate personal effectiveness (Stoll and Fink, 1997). It is only when both the individual and the organization contribute that this third and final cog can begin to rotate. Personal development must be effected before organizational development can be set in play, only then will professional development take place

The processes of resourcing and development aimed at increasing employees skills have a direct impact on their attitude i.e. motivation, commitment and satisfaction.

Employees' attitudes and behaviors generally depend on the HRD policies and procedures the organization is using. Chew (2004) observed that employee attitudes and behaviors (including performance) reflect their perceptions and expectations, reciprocating the treatment they receive from the organization. Campbell (1990) in his job performance theory stated that employees 'attitudes influence their behavior which in turn influences organizational performance. It is argued that employees' turnover is heavily influenced by job satisfaction, motivation and organizational commitment, because no employee would like to stay with an organization that is not satisfied with his work (Chiu & Francesco, 2003).

Although, it is argued that satisfaction usually precedes organizational motivation and commitment, it is suggested that job satisfaction and organizational motivation and commitment are strongly interrelated (Bartlett, 2001). Other authors support the view that it is commitment that cause satisfaction.

Motivation is centered on employees, it's important that you show them appreciation and understanding. They are the foundation of your business, so treat them accordingly. Make it clear that your staff can approach you at any time to address issues. However, limit all conversations to private meetings and ask questions about how you can resolve the problem for them to make their job easier and more fulfilling. The same applies if a staff member's personal problems affect his work. Ask if there is anything you can do to help, even if he simply needs someone to talk to.

2.1.1.12.2. Employee satisfaction vs. motivation and employee engagement

Many managers mistakenly think that employee satisfaction can increase employee motivation. American psychologist Frederick Herzberg's Motivation-Hygiene Theory proposes that people are influenced by two factors: those that impact motivation and basic factors that influence job satisfaction. Motivation factors include challenging work, recognition, and responsibility. Hygiene factors consist of pay and benefits, supervision, working conditions, and job security (among others).

Hygiene factors determine a person's level of satisfaction with their job and strongly influence employee retention. If they will not meet, they lead to job dissatisfaction and cause employees to

look for better opportunities elsewhere. However, the addition of more or better hygiene factors over a certain baseline will not increase job satisfaction or performance.

Training and development is related with improvement or advancement of the job or job holder's responsibility as this research. Training is the best way of getting something new and new idea, concept and Knowledge. Training is the provision of getting the skilled knowledge and skills whatever to increase the level of responsibility. Training provides the general guidelines to employees for doing the work or accomplishing the organizational objectives. Training is a systematic process of changing the behavior, knowledge and/or motivation of present employees to improve the match between employee characteristics and employment requirement. Training is the process by which employees learn skills, techniques, information and behaviors needed to do their specific tasks or jobs. According to M. Armstrong- "Training is the systematic development of knowledge, skill and attitudes required by an individual to perform adequately a given task or job".

Training is socializing the workers to the introduction of the organization and objectives of the organization. There is positive relationship between the employee's performance recognize and evaluation and training and motivation. Training is focus on fixing a specific issue (Doyle, 1997). Training is anything offering learning experience (Paul & Anantharaman, 2003) Training is highly related with motivation and Motivation is highly related with the production and productivity of the organization. When the workers get training and the potentiality of worker is getting increased day by day. Training is related with the production and productivity and organizational commitment. Human resource management regards training and development as a function concerned with organizational activity aimed at bettering the job performance of individuals and groups in organizational settings. Training and development can be described as "an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees" (Kashmir Observer. Retrieved 2016) the field has gone by several names, including "Human Resource Development", "Human Capital Development" and "Learning and Development". And when the training is provided to the employees the ultimate benefits goes the employers or the organization such as increasing the production and productivity, less supervision, more job

satisfaction and fewer turnovers with low absenteeism and also it helps the skill development of the employees.

Motivation factors influence how a person performs on the job. When an employee is motivated, they invest more of themselves in their work and strive to do better. Merely being satisfied does not cause an employee to work harder. Additionally, an employee can be highly motivated but not satisfied with the job. They might find the work interesting and challenging, but if they worry too much about job security or think they can be paid more at a different company, they will not be satisfied.

2.1.1.13. The importance of employee satisfaction (by Kristen Gregory, 2011)

Employee satisfaction is essential to the success of any business. A high rate of employee contentedness is directly related to a lower turnover rate. Thus, keeping employees' satisfied with their careers should be a major priority for every employer. While this is a well-known fact in management practices, economic downturns like the current one seem to cause employers to ignore it.

There are numerous reasons why employees can become discouraged with their jobs and resign, including high stress, lack of communication within the company, lack of recognition, or limited opportunity for growth. Management should actively seek to improve these factors and human resource development practice if they hope to enhance employee satisfaction and lower employee turnover rate. Even in an economic downturn, turnover is an expense best avoided.

2.1.1.13.1. Employee satisfaction surveys

By establishing frequent and consistent employee feedback processes, an organization is obtaining the following benefits from employee satisfaction.

- More accurate perspective – Organizations can attain a clearer perspective on how their employees prioritize and rank the importance and value of topics such as benefits, versus pay, versus career development.

Organizations can also gain feedback on the effectiveness of specific programs or strategies that have been implemented to see if they are meeting both the organization's and employees' needs.

- Increased employee loyalty – By quantifying and analyzing employee attitudes and opinions, organizations can identify problem areas and develop solutions that create a supportive work environment and foster a motivated, loyal workforce.
- Identify organizational solutions – Employees across the organization have a lot of knowledge that if tapped into can provide solutions to directly impact the bottom line and improve organizational outcomes.
- Identify solutions to HR challenges – Understanding what drives employee behaviors provides information that, when used in conjunction with HR metrics, can get to the root causes of workplace challenges. This helps address costs such as turnover, absenteeism, skills gaps, etc.
- Training needs assessment – Employee satisfaction surveys help to develop individual goals and career potential. With more insight into employee opinions and attitudes, management can establish effective professional development initiatives.
- Improved client service – Because motivated employees is critical to improved organizational initiatives, such as improving client outcomes, organizations that value and strive for greater employee satisfaction ultimately create an impact for clients

2.1.1.13.2. Employee satisfaction

This research shows that motivated, satisfied employees facilitate higher customer satisfaction and, in turn, positively influence organizational performance. Organizations that invest in measuring employee opinions and attitudes, by incorporating employee satisfaction surveys into their existing HR processes, can develop such a workforce.

Employee satisfaction is mainly concern with the satisfactions that derived from the individual as a professional person. One common research finding is that job satisfaction is correlated with life satisfaction (Rain, et al, 1991). This correlation is reciprocal, meaning people who are satisfied with their lives tend to be satisfied with their jobs vice visa.

However, some research have argued this concept that job satisfaction is not significantly related to life satisfaction because of their variable such as nonworking satisfaction and core self-evaluations are taken into account (Rode, J. C. 2004). Organization member to its operating characteristic is the cognitive evaluation. Employees get through the more realistic values and expectations of the gap between the values obtained after the meeting whether or not all aspects of work attitudes is emotional responses. This consists of the extent of firm involvement and related motivational activities (Saari, L. M., & Judge, T. A., 2004).

Satisfied, highly-motivated and loyal employees represent the basis of competitive company. The growth of satisfaction is reflected in the increase of productivity, improvement of the products' quality or rendered services and higher number of innovations. Satisfied employees form positive reference to the employer and thus increase its attractiveness for potential job seekers and strengthen its competitive position in the market. Management of the company does not often know opinions of own employees and underestimates dependence between satisfaction of employees and total successfulness of the company in the market. The research will brings the results of the employees' survey in the field of human resources management in the financial sector, factors of the satisfactions which can significantly influence the motivation of the employees and identify problem areas in the human resources management in the organization of the financial sector.

An employee who has no interest in his or her field, or the position in which he or she begins in a job, may initially put forth his or her best effort. However, this employee will often become bored with the work because there is no intrinsic motivation to succeed. Finding the daily job mundane reduces the individual's desire to show up to work and to do the job well. In this case, the employee may continue to come to work, but his or her efforts will be minimal. In contrast, an employee may be entirely too over whelmed to handle the position; the responsibilities may prove to be too demanding.

In an instance like this, the employee will search for another position that offers the financial security he or she needs with job characteristics that challenge them appropriately; thus increasing the initial company's turnover rate (Koslowsky & Krausz, 2002)

Employee satisfaction is the terminology used to describe whether employees are happy, contented and fulfilling their desires and needs at work. Many measures support that employee satisfaction is a factor in employee motivation, employee goal achievement and positive employee morale in the work place. Basically Employee satisfaction is a measure of how happy workers are with their job and working environment. According to Nancy C. Morse (1997) “Satisfaction refers to the level of fulfillment of one’s” needs, wants and desire. Satisfaction depends basically upon what an individual wants from the world, and what he gets.” Employee satisfaction is a measure of how happy workers are with their job and working environment. It is sure that there may be many factors affecting the organizational effectiveness and one of them is the employee satisfaction. Effective organizations should have a culture that encourages the employee satisfaction, Bhatti & Qureshi, (2007). Employees are more loyal and productive when they are satisfied Hunter & Tietjen, (1997), and these satisfied employees affect the customer satisfaction and organizational productivity, Potterfield, (1999).

There is no limit for the employees to reach the full satisfaction and it may vary from employee to employee. Sometimes they need to change their behaviors in order to execute their duties more effectively to gain greater job satisfaction, Miller, (2006). Having good relationships with the colleagues, high salary, good working conditions, training and education opportunities, career developments or any other benefits may be related with the increasing of employee satisfaction. Employee satisfaction is the terminology used to describe whether employees are happy, contented and fulfilling their desires and needs at work.

Heath field (About.Com). Cranny, Smith & Stone (1992) defined ES as the combination of affective reactions to the differential perceptions of what he/she wants to receive compared with he/she actually receives. According to Moyes, Shao & Newsome (2008) the employee satisfaction may be described as how pleased an employee is with his or her position of employment. As Spector (1997) defined job satisfaction as all the feelings that a given individual has about his/her job and its various aspects. Employee satisfaction is a comprehensive term that comprises job satisfaction of employees and their satisfaction overall with companies’ policies, company environment etc. (www.iosr journals.org)

2.1.1.13.3. The importance of employee satisfaction for the organization

- Increase productivity.
- Increase customer satisfaction
- Reduce turnover, recruiting, and training costs.
- Enhance customer satisfaction and loyalty.
- More energetic employees.
- Improve teamwork.
- Higher quality products and/or services due to more competent, energized employees.

2.1.1.13.4. The importance of employee satisfaction for the employees.

- They believe that the organization is satisfying in the long run
- They care about the quality of their work.
- They create and deliver superior value to the customer.
- They are more committed to the organization.
- They believe their work is more productive.

According to Heskett et al (1994), more satisfied employees, stimulate a chain of positive actions which end in an improved company.

2.1.1.13.5. The source and effect of stress on employee satisfaction.

Stress is one of the leading causes of employees' discontentment with their job. Branham (2005) asserts that, "it seems clear that one quarter to one half of all workers is feeling some level of dysfunction due to stress, which is undoubtedly having a negative impact on their productivity and the probability that they are stay with their employers."

Stress can have many causes, including when companies cannot supply the tools necessary to produce or work efficiently while on the job. This produces higher stress levels because these workers are expected to perform at certain rates, yet they are unable to do so. This results in lower productivity and higher turnover because quotas cannot be met by the employees on staff. Knowing that management is able to provide the tools essential for the position is crucial to the employee trusting the intentions of their employer.

Another source of stress is the now common practice of employers which attempts to cut costs by eliminating positions and disbursing the workload to other employees. The issue that arises is that tasks are not performed effectively or efficiently because the employees become more concerned with having an overbearing workload. Consequently, the efforts of these employees fail to reach their own, or their employers', standards.

These actions, and employee responses to them, result in employees who attempt to finish incomplete work assignments during personal time, such as lunch breaks, in an effort to keep their jobs (Branham, 2005). When a company expects their employees to perform outside normal working hours, it detracts from those employees relaxation time. Personal time is essential in maintaining relationships, personal wellbeing, and sanity. Lack of communication in the work force is a major contributor to dissatisfaction. This is usually the result of managerial staff that is isolated and does not know how to relate to their employees on a personal or professional level (Branham, 2005). Bad communication leaves employees feeling disconnected from the organization. The extra strain of needing to finish an unreasonable amount of work to keep the job dramatically increases employee anxiety. Employees that struggle to finish their tasks become less likely to attempt advancement and more likely to begin the search for a new job elsewhere.

Those who do not attempt to complete all of the assignments are eventually terminated. The termination of some employees also causes stress to the remaining employees. Those remaining begin to wonder whether they are going to be the next people "on the chopping block." The excessive strain can have a very detrimental effect. Employers that are untrustworthy are a burden to their employees and may cause stress. Distrust can result from a variety of situations (Branham, 2005). Harassment, in any form, may cause a new level of stress for the employee. It becomes increasingly difficult to do a respectable job at work when one is consistently faced with an uncomfortable working environment. This anxiety is caused by trying to avoid troublesome confrontations and situations. Workers may agonize about the consequences they would face if the harassment were to be reported, as well as the repercussions of not reporting it. Dissatisfaction of employees may also arise, with the same result in turnover, when the work environment fails to have any flexibility or any source of amusement for the employees; the tone of the business will become stressful or tedious (Kaye & Jordan-Evans, 1999). Failure to provide

employees with opportunities to grow within the company results in employee frustration. Barriers within the company may prevent some employees from reaching their full potential (Branham, 2005). Employees want to know that their employers recognize their achievements in the workplace. They need to feel appreciated, as workers and as people (Branham, 2005). Such barriers may include favoritism of certain employees or company policies requiring hiring from outside the company. Glass ceilings for minority employees may also cause difficulty in advancement.

2.1.1.14. The relationship among ethics training, organization Responsibility practices and employees' satisfaction

Past scholars have suggested that organization ethical identity has an important impact on stakeholder satisfaction (Berrone, et al., 2007). From stakeholder theory, organization ethical identity is considered a strategic resource and a tool for satisfying the needs of the firm's stakeholders (van Riel, 1995). Ethics training and organization responsibility practices are highly relevant to organization ethical identity activities among the primary stakeholders that is, the employees. Waples, Antes, Murphy, Connelly, and Mumford (2009) conducted a meta-analysis and found that effective ethics training required an effective course design, delivery, and evaluation. For this reason, the present study proposes that the contents of ethics training should include managers' support for ethics training, as well as planning, implementation, content, and evaluation of ethics-training courses. Ethics training focuses on requirements of employees from organizations, the operations of a given code of conduct, and the level of importance that the organization attaches to the code of conduct (Schwartz, 2004). A comprehensive ethics-training program plays a highly effective communicative role and conveys a code of conduct for organizations, to outcomes that can go far in creating a positive ethical climate and can induce satisfaction in employees.

The degree of accordance between ethical expectations and ethical standards determines employees' evaluation of organizational performance (Logsdon & Yuthas, 1997). Moreover, employees would react and express their satisfaction when organizational standards toward ethics match with employees' ethical expectations. Ethical training provides a reference or standard for employees to use in evaluating their respective organization's actions.

Hypothesis: Ethics training will be positively related to employee satisfaction.

Organizations adopt responsibility practices to maximize the positive outcomes and to minimize the negative ones on stakeholders (Egri, et al., 2004).organization responsibility practices focus on:

- 1) Employee directed codes of conduct, which are fair systems of employee selection, promotion, and compensation.
- 2) Support for employees' training and development, and
- 3) Assistance to employees in the balancing of work and family life (Mitchell, Agle, & Wood, 1997).The present study addresses only basic organization responsibility practices in regards to protecting the physical safety of employees, guaranteeing employment, providing reasonable work conditions, and preserving employees' basic rights.

Employees who perceive fairness and justice are more likely to feel satisfied with organizations and their job. Organization responsibility practices would generate relatively favorable attitudes toward the company, including a reduction in them versus us feelings and greater employee satisfaction (Berman, Wicks, Kotha, & Jones, 1999). This in turn will lead to beneficial organizational outcomes, such as greater personal effort and a reduced intention to leave (Greening & Turban, 2000).

Organization responsibility practices could directly influence employee satisfaction by means of the exchange mechanism. Employees are the core of organizational resources and one of the most important stake holders. According to social-exchange theory (Blau, 1964), the implementation of organization responsibility practices could substitute for a certain degree of employee loyalty and of employee efforts.

2.2. Empirical review

2.2.1. Karen Shelton, (University of Wisconsin-Stout, May2001)

The study conducted by Karen Shelton (2001) was aimed at examining the effects of employee training and development programs on job satisfaction and employee's satisfaction. The study findings revealed that it could be used in companies that do not have strong training and development programs, and made into a critical project that offers ways to improve and enhance the organizational culture toward employee training and development to improve the job satisfaction and employee's satisfaction.

2.2.2. Dr. Simon peter okanya (Uganda) the Hague, the Netherlands december2008

The study conducted by Dr. Simon peter okanya (2008) was aimed at examining the reconciling organizational performance and employee satisfaction through training. The study findings revealed that over time, training has begun to be considered a fundamental policy for organizational performance. This has been attested to by the fact that research and financial support has been made in various contexts to promote training. However, most organizations do not really know if the money they dedicate to train their staff is an expense or an investment. The results from this research indicate that more general training has a positive impact on organizational performance as Lado and Wilson (1994) argued. This research has also provided empirical support which allows us to state that training oriented towards human capital development (more general training) has a positive impact on organizational performance and is more appreciated compared to more specific training.

2.2.3. Desalegn Amlaku (Addis Ababa University. June 2010)

The study conducted by Desalegn Amlaku (June 2010) was aimed at examining HRD practices enhancing employees' satisfaction. The study findings revealed that respondents are not satisfied with the Corporation's commitment neither in providing training to do their job effectively nor support to enhance their educational levels. There is minimal support from the Corporation for continuing higher studies unless it is in engineering field and not concerning for their development at all. Some employees possibly think that the organization is not the best place to

develop them and they were not taken any training with in the last one year while the Corporation has minimum hour skill up-grading or refreshing training standards to be given per person per year. Promotion opportunities are poorly related with employees' training record and performance. Respondents believe as they have limited internal job opportunities to realize their career goals inside the Corporation. Respondents are not satisfied with the opportunities of learning around their Work Place. The respondents don't think that there is much knowledge to gain from the work they do for the corporation. The corporation's promotional practice is primarily based on experience and gives very little emphases for employees' performance. This creates an environment where no or little competition for performance among employees. In order to improve the corporation's commitment for HRD; complete faith and support of top management is essential. The Corporation's training practices should incorporate not only induction, basic and counterpart trainings but also Specialized Trainings (based on Training Needs Assessment), Training for special groups, and Leadership and Development programs.

2.2.4. Edith Cowan University (2011)

The study conducted by Edith Cowan University (2011) was aimed at examining the relationship between human resource practices and employee retention in public organizations .The study findings revealed that HRM practices are efficient strategies for contributing to enhanced organizational performance in terms of a more satisfied workforce. Employee's job satisfaction is positively associated with different measures of organizational performance; managers often face the task of increasing employee's job satisfaction. Proper performance appraisal systems which result in pay rise, promotion, and training of the employees that will enhance on employees' job satisfaction is also necessary. In addition to this reasonable compensation to the employees for overtime done or in form of bonus for their sincere effort devoted to earn handsome profit for the organization and human resource department of the organization should maintain healthy industrial relations based.

2.2.5. Idosi publications (2013).

The study conducted by Idosi publications (2013) was aimed at examining the Impact of HR practices i.e. compensation, empowerment and appraisal system on employee satisfaction and employee loyalty. The study findings revealed that results of the study show that employee

compensation is strongly correlated with employee satisfaction which indicates that compensation is a vital factor for generating satisfaction in employees of govt. owned public banks in Punjab. On the other hand employee empowerment is found to be strongly positive correlated with employee loyalty which is an indication that how important employee perceives empowerment to remain loyal to the organization. Similarly, regression analysis also portrays that employee compensation explained larger portion of variance in employee satisfaction followed by appraisal system and employee empowerment. This concluded that employee compensation is a vital factor for creation of satisfaction among employees.

2.2.6. Okechukwu Agwu1 & Tonye Ogiriki2mba, Niger Delta University (2014)

The study conducted by Okechukwu Agwu1 & Tonye Ogiriki2mba was aimed at examining the Human resource development practices (training and development), increased employees' motivation/commitment and organizational performance. The study findings revealed that HRD practices directly/indirectly enhance business performance through improvement in employees' skills, attitudes and behavior. The three major findings of the research are:(1).NLNG's HRD practice of training and development provide their employees with greater intrinsic rewards than other traditional HRD tools.(2)There is a significant relationship between HRD practices (training and development) and increased employees' motivation/commitment in the Nigeria liquefied natural gas company limited, Bonny.(3)There is a significant relationship between HRD practices (training and development) and increased organizational productivity in the Nigeria liquefied natural gas company limited, Bonny. Arising from the findings of this paper, it is suggested that NLNG management should take the measures to improve the gains from its current training and development programs that is NLNG management should review the current training/development procedure to ensure that every employee has equal opportunity of being nominated for both local and foreign training/development programs, appraise employees' job skill requirements to ensure that every employee possesses the right skills required in his/her job, regularly organize training/development programs to bridge knowledge gaps identified in employees' job/skill requirements, regularly improve employees' condition of service to ensure high level of staff morale, commitment, efficiency and low staff turnover and the current team building efforts in NLNG should be improved to promote cohesion and interdependency in

solving operational problems while the incentive scheme should be sustained to maintain high staff morale.

2.2.7. Ababa Mitiku Asfaw¹, Mesele Damte argaw^{2*}, Lemessa Bayissa (2015

The study conducted by Abeba Mitiku Asfaw¹, Mesele Damte argaw^{2*}, Lemessa Bayissa (2015) was aimed at examining the impact of training and development on employee performance and effectiveness. The study findings revealed that in the last three years District Five Administration Office had been highly involved in providing training and staff development activities. This high level performance was reported by the majority of the respondents as they were involved in training and development interventions. The most frequent methods of training facilitation were on job training (demonstration) and re-demonstration by trainees. We can conclude that the method of training facilitation has a successful outcome which was observed in employee performance and organizational effectiveness. We can conclude that the result of the Pearson correlation and linear regression for the predictor variable training development activities against the critical variable employee performance and organizational effectiveness has a positive correlation coefficient ($r > 0.36$) with statistical significant $P < 0.001$. Finally, we can conclude that the result of this study reveals that the training and development activities of District Five Administration Office have a positive outputs and outcomes. However, it needs to improve the systematic identification of the training need and skill deficit of employees, monitor and evaluate with objective tools or criteria so as the program helps to maximize the impact of training and development activities in the administration office.

2.2.8. Umer Shareef sheikh (research scholar, department of commerce, Aligarh Muslim university, India) Feb. 2016

The study conducted by Umer Shareef sheikh (Feb.2016) was aimed at examining the Relationship between human resource development climate and job satisfaction. The study findings revealed that the prime concern of this study has been to study job satisfaction levels of the employees in relation to the existing HRD climate of the organizations. The study explored the HRD status of all the ten sampled district hospitals of Kashmir and examined the levels of job satisfaction of employees working in these hospitals to verify whether there is any relationship between the two. The study clarifies the effects of HRD climate and its components on Job satisfaction. All the components of HRD climate (performance appraisal and reward,

feedback and counseling, potential appraisal and career development, employee welfare, organization development, and, training and development) have been found influencing job satisfaction. The study demonstrates that training and development is related to job satisfaction. Thus, it supports the view that participation in training enhances employee's job satisfaction (Georgellis & Lange, 2007). The study also shows positive relationship between organization development interventions and job satisfaction. Therefore, it supports the results of George & Jones (2008)

2.2.9. Zemzem Nuredin (Addis Ababa, june2016)

The study conducted by Zemzem Nuredin (june2016) was aimed at examining the impact of human resource development practice on employee performance and motivation. The study findings revealed that the ministry is practicing the HRD in ministry. The respondents are satisfied by the opportunity of further education in ministry. They perform their job quickly and efficiently and improve their performance. HRD department has no experience in collecting trainees' feedback after their return from training or education and also do not use it to improve and provide effective training. HRD practice in the ministry does not decreased turnover of employees, this is because of other factors like need for better salary and status they leave the organization. The correlation between employee's participation in education or training and employee's performance and motivation was positive and significant correlation exists between the variables.

2.2.10. Chijioke Nwachukwu, Helena Chladková (Trends Economics and management) 2017

The study conducted by Chijioke Nwachukwu (2017) was aimed at examining the human resource management practices and employee satisfaction. The study findings revealed that the significant positive association exists between human resource planning, training and development, employee compensation and employee satisfaction. However, an insignificant positive relationship exists between work environment and employee satisfaction. Only three out of the four hypotheses are supported. There for HRM practices are tools used by organizations to get the best out of their workers, thus, achieve superior business performance. The authors, therefore, recommend that organizations that want to remain competitive must ensure that

various stakeholders are satisfied (including employees) by implementing a robust HRM practices.

Summery

The research objective and findings of 10 previous sample taken researches indicated that HRD practice is necessary for job satisfaction and employee satisfaction. From the sample researches some researched companies do not have strong training and development programs, and made into a critical project that offers ways to improve and enhance the organizational culture toward employee development. Most organizations do not really know if the money they dedicate to train their staff is an expense or an investment. Some researchers have also provided empirical support which allows us to state that training oriented towards human capital development (more general training) has a positive impact on organizational performance and is more appreciated compared to more specific training. In some companies respondents are not satisfied with the Corporation's commitment neither in providing training to do their job effectively nor support to enhance their educational levels and not satisfied with the opportunities of learning around their Work Place. The respondents don't think that there is much knowledge to gain from the work they do for the corporation. Others indicates Job satisfaction is positively associated with different measures of organizational performance; managers often face the task of increasing job satisfaction of their employees simultaneously and Proper performance appraisal systems which result in pay rise, promotion, and training of the employees that will enhance on employees' job satisfaction. Reasonable compensation to the employees for overtime done or in form of bonus for their sincere effort devoted to earn handsome profit for the organization. Regression analysis also portrays that employee compensation explained larger portion of variance in employee satisfaction followed by appraisal system and employee empowerment. This concluded that employee compensation is a vital factor for creation of satisfaction among employees. In some organizations HRD department has no experience in collecting trainees' feedback after their return from training or education and also do not use it to improve and provide effective training. HRD practice does not decreased turnover of employees, this is because of other factors like need for better salary and status they leave the organization. Many researches indicate HRD practices: training, education, development and learning are the vital factor for job satisfaction which brings employee satisfaction in parallel to each other.

2.3. Conceptual Frame Work

The study will be guided by the following conceptual frame work shown on figure-1 blow.

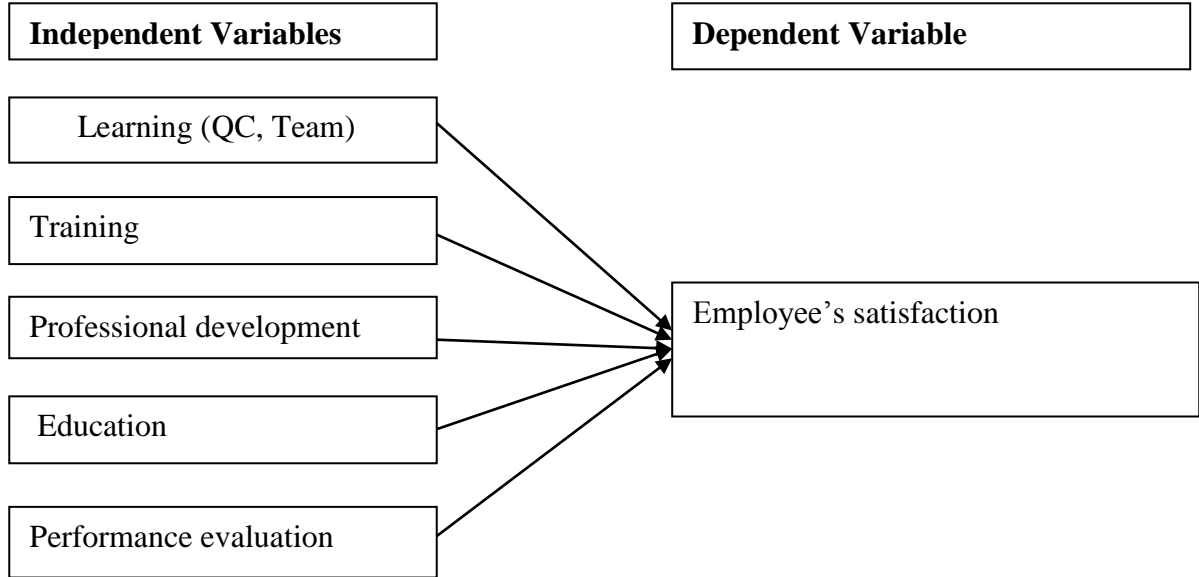


Figure-1

This paper focused on employee satisfaction at individual level (i.e. satisfaction of individual employees).The interrelations between HRD practices construct categories such as: learning, on-job and off-job training, professional development, education and performance evaluation makes employee satisfaction. The above mentioned HRD practices constructs are the key factors which associate and influence employee satisfaction in EEU. This research conclude that the absence of these independent variables can affect employees' satisfaction, which on the other hand improve of these independent HRD variables are improve of employee's performance in EEU.

Learning is not only in class but learning from collogues, experienced person, groups like quality circle, team works and also learning is reaping to do something again and again. Learning begins questions about how it relates to or differs from associated terms such as 'education' and 'training', which are also concerned with knowledge and skill acquisition, and also raises the question of why couple together 'learning' and 'development'? Many authors (for example, Buckley and Caple 1992) have attempted to differentiate the various concepts that have at their core the issue of learning whilst others have concluded that to attempt to make any such

distinction is potentially futile (see Stewart 1999). There is also a more fundamental question of how learning may itself be conceptualized and perceived. The view of learning that was stated at the outset was essentially an optimistic, positive and humanistic one for HRD practice and makes employee's satisfaction.

A business should never stand still and so nor should the development of your staff, who is the key asset in driving your business forward. Regular staff training is essential in helping this ongoing skill development. This can often be a worry to business managers though, due to its ongoing cost to the business. However, if you look past this, there are a number of important reasons why ongoing staff training can be beneficial to the business and should therefore be made a priority as this research is analysed. With a quality training plan in place, you also see your return on investment within your balance sheet.

Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level; it is less concerned with physical skills and is more concerned with knowledge, values, attitudes and behavior in addition to specific skills. Hence, development can be said as a continuous process whereas training has specific areas and objectives. So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization. Training implies constructive development organizational motives for optimum enhancement of quality of work life of the employees. These types of training and development programs help in improving the employee behavior and attitude towards the job and also uplift their morale and satisfaction.

Education is in class which is related with academic. It can change the IQ. Of human being which add skill, performance, the way to thinking, the way to doing things, when the ways of thinking, doing work increase the employee's performance increase and also the employee's satisfaction increase.

Organizations must evaluate performance of employee's. When employee's performance evaluation increase the effort of employee's to get the employee's performance result increase. Because employees expect something after the evaluation result compensation, promotion to high position and authorization on some position in the organization, then employee's satisfaction increase.

Chapter Three

Research Method

3.1. Research design and approach

The study used descriptive and inferential method of research types design. In addition to this the study used the method data collection for the research with semi structured interview, survey questioners and observations, from EEU employees, managers and written documents. From 12046 employees of EEU 372 sample size included by calculation for the study. The investigation used method data analysis descriptive statistics, correlation and linear regression model to test the hypotheses with the help of statistical package for social science (SPSS) version 16.0 Soft ware and also used for data analysis qualitative and quantitative research approach. The very focus of this study was to access HRD practices (learning, training, development. education, employee's performance evaluation) and employee's satisfaction in EEU. The independent variables HRD practices can pick up the level of dependent variable employees satisfaction. Satisfied, motivated employees more produces and increase the performance of EEU than none satisfied employees.

3.2. Target population & method of sampling

The target population was the employees of EEU which has a total number of 12046 permanent employees. Sampling theory is the study of the relationship existing between a population and sample drawn from the population. Sample size determination was to determine the representative for survey population for proposed research.

$n = z^2 \cdot p \cdot q \cdot N / e^2 (N-1) + z^2 \cdot p \cdot q$ —→ the researcher used this formula for this research, because of:

1. The number of population is known.

2. The number of population is finite that is $\text{pop}^n = 12046$. For un known size $\text{pop}^n = \frac{z^2 \cdot p \cdot q}{e^2}$

$$\begin{aligned} n &= z^2 \cdot p \cdot q \cdot N / e^2 (N-1) + z^2 \cdot p \cdot q \\ &= 1.96^2 \cdot 0.5 \cdot 0.5 \cdot 12046 / 0.05^2 (12046-1) + 1.96^2 \cdot 0.5 \cdot 0.5 \\ &= \underline{372} \end{aligned}$$

$$N = \text{pop}^n = 12046$$

e=error term → Sampling error because of using sample as sample size increase
Sampling error decrease

=5% Non-sampling error because error in case of wrong tools of data

=0.05 Collection may be error in analysis etc...

z=confidence interval → since the research is social science confidence =95%=1.96

Because for natural science z=99%

P=success → probability sampling in which at least one of the element of the popⁿ has
=0.5 a known zero chance to be selected from a given group of strata

q = fail → error in case of wrong tools of data collection as mentioned may be error in
= 0.5 analyses etc...

The sampling technique for this research was Probability sampling which is complex random sampling design. One of these popular complex random sampling designs is stratified sampling techniques. If a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample. Under stratified sampling the population is divided into several sub-populations that is individually more homogeneous than the total population (the different sub-populations are called 'strata') and then we select items from each stratum to constitute a sample. Since each stratum is more homogeneous than the total population, we are able to get more precise estimates for each stratum and by estimating more accurately each of the component parts; we get a better estimate of the whole, In brief, stratified sampling results in more reliable and detailed information.

The following three questions are highly relevant in the context of stratified sampling:

- (a) How to form strata?
- (b) How should items be selected from each stratum?
- (c) How many items are selected from each stratum or how to allocate the sample size of each stratum?

Table-1 Stratified sampling

Stratified sampling[n1,n2,n3=n(p/ N)]				
Strata	Total Sample size	Each strata population	Total population	Each strata sample size
Head office	372	1391	12046	43
UEAP	372	637	12046	20
regional	372	10018	12046	309
Total	372	12046	12046	372

n1=strata one sample size, n2=strata two sample size, n3=strata three sample size, n=total sample size, p=strata's population, N=total population.

3.3. Type and sources of data

The data sources of this study were both primary and secondary data. The primary sources of data were collected with semi structured interview and survey questionnaire from employees and managements of EEU. The Secondary sources of data were collected from published books, fact in brief, internet (web page) and magazines of EEU'S.

3.4. Method of data collection

The method of data collection was used survey questioners, interview and observation.

3.4.1. Secondary data collection

The semi structured interview was conducted with human resource department manager, HR and administrative service manager and training institute manager of EEU. The interview was summarizing what looks like the current HRD practices program for employees in EEU. The training institute manager after interview indicates the books and published materials in the institute library. The library was on function for short term or 6(six) month training program employees. The secondary data for the study was collected with observation from EEU annual

bulletining, fact in brief, magazines, published materials in the library and in others administrative and officer's office.

3.4.2. Primary data collection

The method of collecting primary data was field research Survey. The primary data was collected directly from EEU's employees and managers dispatching survey questioner. A structured questionnaire comprising of 39 questions were designed and administered by using a five point Likert response scale that includes strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). And the questionnaire distributed for selected groups of EEU head office, regions and UEAP at Addis Ababa.

3.5. Validity and reliability

Test reliability and validity are two technical properties of a test that indicate the quality and use fullness of the test. These are the two most important features of a test.

The reliability of a test is indicated by the **reliability coefficient**. It is denoted by the letter "r," and is expressed as a number ranging between 0 and 1.00, with $r = 0$ indicating no reliability, and $r = 1.00$ indicating perfect reliability. The researcher does not expect to find a test with perfect reliability. Generally the reliability of a test as a decimal, for example, $r = .80$ or $r = .93$. The larger the reliability coefficient, the more repeatable or reliable the test scores. Table blow serves as a general guideline for interpreting test reliability. The general Guide lines for our reliability test are the following Reliability coefficient value and Interpretation.

Table-2 Reliability coefficient value and interpretation

Reliability coefficient value	Interpretation
.90 and up	Excellent
.80 - .89	Good
.70 - .79	Adequate
below .70	may have limited applicability

Table-3 Reliability coefficient value and interpretation for this study

HRD practices and employees satisfaction	Reliability coefficient value	Interpretation
Learning	.720	Adequate
Training	.749	Adequate
Development	.733	Adequate
Education	.701	Adequate
Performance evaluation	.705	Adequate
Employee's satisfaction	.711	Adequate
Cronbach's Alpha	.743	Adequate

Adequate and reliable to use the independent variables for dependent variable

The general guide lines for Interpreting Validity Coefficients are the following Validity coefficient value and Interpretation. As a general rule, the higher the validity coefficient the more beneficial it is to use the test. Validity coefficients of $r = .21$ to $r = .35$ are typical for a single test. Validities for selection systems that use multiple tests will probably be higher because. It will be using different tools to measure/predict different aspects of development, where a single test is more likely to measure or predict fewer aspects of total development. Table-4 serves as a general guideline for interpreting test validity for a single test.

Table-4 Validity coefficient value and interpretation

Validity coefficient value	Interpretation
above .35	very beneficial
.21 - .35	likely to be useful
.11 - .20	depends on circumstances
below .11	unlikely to be useful

The test value of the validity coefficient value of the independent variables: learning, training, development, education, performance evaluation and dependent variable employees satisfaction

in this study $r > .21$ or $r = .211$. There for it likely to be useful for the research to use the independent variables HRD practices for dependent variable employees satisfaction.

Reliability and Validity,

A document by the: [U.S. Department of Labor Employment and Training Administration 1999](#)

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3.6. Method of data analysis

The data for this study was collected in the month of April/2018 using survey questionnaires and an interview schedule to the identified sample size 372 from 12046 populations. From 372 selected representative sample sizes by stratified sampling technique method only 300 respondents respond in EEU. The data analysis techniques used in this study were: Tabulation, Percentage, descriptive statistics, correlation and regression. The results of the study were presented in tables, percentage, descriptive mean and standard deviation. Both qualitative and quantitative approach methods of data analysis were used for this study.

3.7. Model specification

In simple linear regression, the outcome or dependent variable Y is predicted by only one independent variable. Their relationship can be expressed in a math equation as follows: $Y = \alpha + BX_1 + e$. However it should be stressed that in very rare cases, the dependent variable can only be explained by one independent variable. To avoid omitted variable bias, multiple regressions are applied. Multiple regressions examine the relationship between a single outcome measure and several predictors or independent variables. (O'Brien, D., P. Sharkey Scott, 2012). Its math equation is as follows: $Y = \alpha + BX_1 + B_2X_2 + \dots + B_n X_n + e$. In this study of the investigation of independent variables HRD practices and dependent variable employees satisfaction the researcher used $Y = \alpha + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + e$. Where:

Y= dependent variable, α = constant amount, e= error, X1=learning, X2= training, X3= development, X4= employee's performance evaluation, X5=education

Chapter four

Result and discussion

4.1. Demographic characteristics of respondents

Table-5 Demographic characteristics of respondents

		Frequency	Percent
Gender	Male	239	79.7
	Female	61	20.3
	Total	300	100
Age	20-30	49	16.3
	31-40	126	42
	41-50	65	21.7
	51-60	53	17.7
	61and above	7	2.3
	Total	300	100
Marital status	Single	91	30.3
	Married	203	67.7
	Divorced	6	2
	Total	300	100
Education	Certificate	0	0
	Diploma	14	4.7
	First Degree	219	73
	Master's Degree	67	22.3
	PhD and above	0	0
	Total	300	100
Service years	0-4	19	6.3
	5-9	59	19.7
	10-19	108	36
	20-30	74	24.7
	30 or>30 years	40	13.3
	Total	300	100
Pay satisfaction	Yes	98	32.7
	No	202	67.3
	Total	300	100

On table-5 gender distribution of respondents shows that the male respondents formed majority of the target population with a total of 239 representing 79.7%, while 61 respondents were female representing 20.3%.

Analyzing the data obtained from the questionnaire, on table-5 age respondents reveals that 31-40 years representing 42% which in numbers were 126 respondents the majority which were more inspired to do work. The next largest respondents were between the age of 41-50 representing 21.7% and they were 65 in number. The third groups of respondents were between the age 51-60 years representing 17.7% and they were 53 in numbers. The fourth groups of respondents were between the age 20-30 years which were representing 16.3% and they were 49 in numbers which were youngsters. The fifth groups of respondents were 61 and above ages representing 2.3% and they were 7 in numbers which were keep on the retirement.

Analyzing the data obtained from the questionnaire shows marital status of respondents clearly shows information of the respondents' that majority of the respondents were married which represents 67.7% and they in numbers were 203. The next large numbers 30.3% which in numbers were 91 and represents of single which were unmarried. The 3rd large numbers 2% divorced which in numbers were 6 of the total respondent.

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of learning, education, development and training were most appropriate. On table-5 above presents the data of highest level of education. The Majority of the respondents were the first Degree holders 73% which in numbers were 219. The next large numbers 22.3 % of the respondents were Master's Degree holders which in numbers were 67. They know something about the research problems and questioners from their previous experiences. The 3rd large numbers 4% of respondents which in numbers were 12. They were Diploma holders. There were no respondents of PhD and above and there were no respondents of Certificate holders in general.

There were from 0 to 30 years' service and above 30 years' service respondents in EEU. The respondents were mixed with fresh man and fully experienced employees. There for they know something better about the organization back ground. The large numbers of the respondents 10-19 service years 36% which represents 108 in numbers were experienced in EEU. The next large numbers of respondents 20-30 years' service 24.7% which in numbers were 74. They know something better about the organization HRD practice in EEU from the back ground of the organization. The 3rd large numbers of the respondents 5-9 service years were 19.7% which in numbers were 59. The 4th large numbers of respondents 30 or >than 30 years' service 13.3%

which in numbers were 40. The last large numbers 0-4 service years 6.3% which in numbers were 19. Most of the respondents were degree holders so they response the questioner in good and commented at the end of the questioner in special case about the HRD practice and employees satisfaction in EEU. On Table-5 above shows the numbers of respondents respond no satisfaction on the monthly salary payment paid by EEU for employees. 67.3% which in numbers were 202 respond no pay satisfaction. The next large numbers 32.7% of respondents which in numbers were 98 respond yes. From the numbers of respondents of EEU it was concluded that even there was employee's job satisfaction in EEU on HRD practices: learning, training, development, education and employees performance evaluation but there was no actual employee's satisfaction on payment paid by EEU for the employees. Because the large numbers of the respondents respond no pay satisfaction.

4.2. Current human resource development practices and employees satisfaction in EEU

4.2.1. Learning

Table-6 Learning

Descriptive Statistics	Mean	Std. Deviation
I have the opportunity to work with up-to-date technologies	3.09	1.500
I am possibility of learning from my job and colleagues in my organization work .(from quality circle and team work)	3.78	1.397
I have opportunity to learn skill in EEU. After learning skill soon EEU gives me chance for promotion and up-grade my position and salary.	3.79	1.330
In my organization employees have interest in team work to learn each other.	3.12	1.476
Supervisors/team leaders support employees' effort to learn each other	3.10	1.490

The HRD practice independent variable learning respondents respond that they have the opportunity to work with up-to-date technologies, because, the mean value on the first row on the Descriptive Statistics Table-6 show 3.09 mean and standard Deviation 1.500 the respondents understand that there is the learning opportunities in the organization. The mean value on the second row show 3.78 and standard deviation 1.397. which shows there is opportunity to learn

skill from job and colleague in the organization at work. The mean value in the 3rd row show 3.79 and standard Deviation 1.330 which indicates after learning skill soon EEU gives the employees chance for promotion and up-grade their position and salary. In the 4th row the mean value indicates that 3.12 and standard Deviation 1.476 which is greater than the average and implies that employees have interest in team work to learn each other. On the 5th row the mean value 3.10 and standard Deviation value 1.490 which indicates that Supervisors/team leaders support employees' effort to learn each other. From this one can conclude that in the eyes of respondents' incorporation there is learning in the organization. As the result this would indicate that likert scales greater than the average agreement of the actual distribution of the responses

4.2.2. Training

Table-7 Training

Descriptive Statistics	Mean	Std. Deviation
May organization is good in providing training program such as local and abroad.	3.62	1.357
Employees have equal access to job related training opportunity in EEU.	3.54	1.398
Employees are satisfied with the training program of EEU. Because EEU startup-grade their position and salary after training seeing their performance.	3.79	1.201
The organization training and development programs improve my chance for promotion.	3.10	1.437
HRD department prioritize training identify who to train and makes use of the trainees feedback to improve the effectiveness of the trainings in the organization.	3.10	1.490

In the HRD practice independent variable Training the respondents respond that the organization is good in providing training program such as local and abroad. The mean values on the first row on the Descriptive Statistics Table-7 show 3.62 and standard Deviation value 1.357 the respondents understand that there is training program such as local and abroad. The mean value on the second row indicates 3.54 and standard deviation value 1.398, which indicates there is job related training opportunity in the organization. The mean value in the 3rd row show 3.79 and standard Deviation value 1.201. This indicates managers and supervisors evaluating employee's performance. The employee's performance increase and their position and salary also increase as

the result of training. In the 4th row the mean value indicates that 3.10 and standard Deviation value 1.437 which indicates the training program in EEU improve their chance for promotion. On the 5th row the mean value 3.10 and standard Deviation value 1.490 which indicates HRD department prioritize training identify who to train and makes use of the trainees' feedback to improve the effectiveness of the trainings in the organization. This indicates that likert scales greater than the average agreement of the actual distribution of the responses.

4.2.3. Development

Table-8 Development

Descriptive Statistics	Mean	Std. Deviation
My organization is the best place to develop myself.	3.75	1.368
The organization is good to develop employees' profession and career.	3.11	1.461
Managers/supervisors support and encouraged for professional development in the organization.	3.85	1.363
The company does a good job of providing opportunities for development and growth for all employees.	3.12	1.476
Really HRD practice improves employee satisfaction in EEU. Because every time EEU'S policy and procedure improved for professional developed employees to up-grade their position and salary.	4.02	1.109

The mean values on the first row on the Descriptive Statistics Table-8 show 3.75 and standard Deviation value 1.368. This indicates that the respondents understand that there was the opportunity of developing employee's in the organization. The mean value on the second row indicates 3.11 and standard deviation value 1.461. which indicates the organization was good to develop employees' profession and career. The mean value on the 3rd row indicates 3.85 and standard Deviation value 1.363. This indicates managers and supervisors support and encouraged employees for professional development in the organization. In the 4th row the mean value indicates that 3.12 and standard Deviation value 1.476. This indicates there was a fair opportunities for all employees to develop in the organization. On the 5th row the mean value 4.02 and standard Deviation value 1.909. This indicates there was policy and procedure improved for professional developed employees to up-grade their position, salary and access for further

education. These results indicate that the likert scales greater than the average agreement of the actual distribution of the responses.

4.2.4. Employees performance evaluation

Table-9 Employees performance evaluation

Descriptive Statistics	Mean	Std. Deviation
In my view, education, training and Development in EEU have helped employees and managers to improve their performance and organization efficiency.	3.78	1.168
In EEU employees are supported by IT equipment there for employees? performance is increased	3.45	1.296
With regard to the appropriateness of the skills increased by HRD programs improved performance, promotion and increased compensation. So my level of satisfaction increased up to date in EEU.	3.12	1.476
EEU is bench-marking with other similar organizations, so that it has good HRD practices which helped us to improve our performance and satisfaction.	3.88	1.228
Since HRD practice increased by EEU financial performance is increased. Because bill is collected fast by HRD practiced employees.	3.10	1.437

In the descriptive Statistics Table-9 above HRD practice independent variable performance evaluation the respondents respond that the mean values on the first row on the Descriptive Statistics show 3.78 and standard Deviation value 1.168 the HRD practice helped employees and managers to improve their performance and organization efficiency. The mean value on the second row indicates 3.45 and standard deviation value 1.296 which indicates employees are supported by IT equipment for this case employees' performance increased. The mean value in the 3rd row show 3.12 and standard Deviation value 1.476 which indicates with the increase of HRD practice employees' performance and employees' job satisfaction increase. In the 4th row the mean value indicates that 3.88 and standard Deviation value 1.228 which indicates EEU is bench-marking with other similar organizations, so that it has good HRD practices which helped employees' to improve their performance and job satisfaction. On the 5th row the mean value 3.10 and standard Deviation value 1.437 which indicates HRD practice increased financial performance is increased because bill was collected fast by HRD practiced employees. The

respondents respond that HRD practice employee’s performance evaluation supports employees’ performance and employee’s job satisfaction. There for this would indicate that likert scales greater than the average agreement of the actual distribution of the responses.

4.2.5. Education

Table-10 Education

Descriptive Statistics	Mean	Std. Deviation
In my opinion, I think that employees’ are being benefited from HRD practices	3.12	1.476
My organization policy and procedure support me to improve my education level, After improving my education soon EEU gives me chance for promotion and up-grade my position and salary.	3.77	1.387
I believe that further education opportunities increase employees’ job satisfaction in my organization	3.80	1.281
Employees’ have equal access to job-related further education opportunities.	4.09	1.096
My organization sponsored/will sponsor me for further education to acquire new skills, knowledge and abilities.	3.10	1.437

In the HRD practice independent variable Education the respondents respond that they are practice as HRD practices because the mean values on the first row on the Descriptive Statistics Table-10 show value 3.12 and slandered Deviation value 1.476 the respondents understand that there is the Education opportunities in the organization. The mean value on the second row show 3.77 and slandered deviation value 1.387. which shows there is opportunity to the Education. The mean value in the 3rd row show 3.80 and standard Deviation value 1.281 which indicates after Education skill soon EEU gives the employees chance for promotion and up-grade their position and salary and there is job satisfaction in their organization. In the 4th row the mean value indicates that 4.09 and standard Deviation value 1.096 which indicates there is access to job-related further education opportunities and greater than the average value. On the 5th row the mean value 3.10 and standard Deviation value 1.437 which indicates there is access for further education. That means Supervisors and /team leaders support employees’ effort to learn each other. The respondents respond that agree and strongly agree because the likert scales greater than the average agreement of the actual distribution of the responses. Education is what makes

develop IQ of human being. It is one of the most important social institutions, affects all aspects of the culture, from economic development to consumer behavior. If consumers have different levels of literacy, advertising, packaging, labels and instructions will need to be adapted. In countries with low literacy levels, advertisers would avoid communications which depended upon written copy, and would favor radio advertising with an audio message or visual media such as billboards. There for this would indicate that the HRD practice education is need for human being in today fast moving world.

4.2.6. Employees satisfaction

Table-11 Employees satisfaction

Descriptive Statistics	Mean	Std. Deviation
HRD practice is a planned and systematic approach for the development of employees' both for the organization and employees benefit.	3.09	1.500
Since employees and organization performance increase by HRD practice, financial performance increase in EEU.As the consequence of performance increase, the current level of employees' satisfaction increase	3.11	1.461
I think employee satisfaction is increase, because with HRD practice EEU up-grade educated and professionally developed employees.	3.15	1.527
Employees are involvement in decision-making in EEU. There for employees are satisfied in the work environment.	3.12	1.476
HRD practice is good, EEU mission and goals are successful, because customers are satisfied with the organization un interrupted electric supply. The employees are satisfied with the service given.	3.10	1.437
Because of the good training practices of the organization, employees are satisfied, committed for their work and for the organization	3.13	1.474
Satisfied, motivated employees facilitate higher customer satisfaction and, in turn, positively influence.	3.10	1.490

In the descriptive Statistics Table-11 above the independent variables HRD practices which produces the dependent variable employee's satisfaction the respondents respond that the mean values on the 1st row on the Descriptive Statistics table above show 3.09 and standard Deviation value 1.500. The respondents respond that HRD practices were a planned and systematic approach for the development of employees' both for the organization and employees benefit, because the mean value was above the average value. The mean value on the 2nd row indicates

3.11 and standard deviation value 1.461. This indicates HRD practices increase employees' performance and employee's job satisfaction. The mean value in the 3rd row of employees' satisfaction indicates that the mean value 3.15 and standard Deviation 1.527. Professional developed employees up graded due to that employees' satisfaction is increase. In the 4th row the mean value 3.12 and standard Deviation value 1.476. Employees are involvement in decision-making in case of that employees satisfaction increase. On the 5th row the mean value 3.10 and standard Deviation value 1.437 which indicates the organization mission and goals are successful customers are satisfied by the organization service. In the 6th row the mean value indicates that 3.13 and standard Deviation value 1.474. This indicates that good training practices on employees make them satisfied, committed for their work and for the organization. In the 7th row the mean value indicates that 3.10 and standard Deviation value 1.490. This result point out that Satisfied, motivated employees facilitate higher customer satisfaction and, in turn, positively influence the organization performance.

Summary

Effective businesses focus on creating, using, and reinforcing employee satisfaction to get the most out of their human capital. Properly constructed employee satisfaction surveys provide the insights that are foundational to creating and reinforcing pleasurable work environments. In the previous research (Desalegn amlaku of Addis Ababa University researcher) at this case area the employees' were not satisfied with HRD practice, because the descriptive statistics mean value show below the average value (1.76, 2.33 < 3.0). That indicates there was no HRD practice in the organization. Respondents are not satisfied with the Corporation's commitment neither in providing training to do their job effectively nor support to enhance their educational levels. Especially, respondents were very discontented with the Corporation's commitment in enhancing employees' education level. As most respondents write in open ended questions, there is minimal support from the Corporation for continuing higher studies unless it is in engineering field. When employees have negative perception towards the corporation's commitment for HRD, as one might expect it makes employees to believe that the Corporation is not concerning for their development. Furthermore, it reduces employees' satisfaction and moral. For this reason, some employees possibly think that the organization is not the best place to develop them. But in this research the human resource development practice increase in EEU, because the mean value and

standard deviation value as shown on Tables above the average mean value above the average or >3.0 . There for this would indicate that likert scales greater than the average agreement of the actual distribution of the responses. That is above the average in all independent HRD practices. This indicates that the HRD practices increase well than before in the company. With interview was occurred with human resource development department manager and training center manager of EEU the improvement was in case of that the organization was improved after the turn key by Indian company for transformation period and for organization improvement. Secondly the improvement comes after the agreement for training and development for HRD between Addis Ababa University of commerce and EEU.

The decision by Elaine Allen and Christopher A seaman on online learning and face to face learning show that while 60%-plus of the respondents perceived online learning as equal to or better than face-to-face, there is a persistent minority that perceived online learning as at least somewhat inferior. If these data were analyzed using means, with a scale from 1 to 5 from inferior to superior, this separation would be lost, giving means of 2.7, 2.6 and 2.7 for these three respectively. This would indicate a slightly lower than average agreement rather than the actual distribution of the responses. Ref: Elaine Allen is an associate professor of statistics and entrepreneurship at Babson College in Babson Park, MA. She has a doctorate in statistics from Cornell University in Ithaca, NY. Allen is a senior member of ASQ. Christopher A. Seaman is a doctoral student in mathematics at the Graduate Center of City University of New York.

4.3. The association between HRD practice and employee’s satisfaction and the current level of employee’s satisfaction in EEU.

Table-12 the association between HRD practices and employee’s satisfaction and the current level of employee’s satisfaction in EEU.

		S average	Lavg	EDavg	DVavg	EPavg	ETavg
S average	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	300					
Lavg	Pearson Correlation	.536**	1				
	Sig. (2-tailed)	.000					
	N	300	300				
EDavg	Pearson Correlation	.355**	.202**	1			
	Sig. (2-tailed)	.000	.000				
	N	300	300	300			
DVavg	Pearson Correlation	.404**	.233**	.346**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	300	300	300	300		
EPavg	Pearson Correlation	.438**	.315**	.597**	.364**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	300	300	300	300	300	
ETavg	Pearson Correlation	.422**	.233**	.225**	-.015	.260**	1
	Sig. (2-tailed)	.000	.000	.000	.799	.000	
	N	300	300	300	300	300	300

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

S average=employee's satisfaction.

Lavg=Learning.

EDavg= Education.

DVavg=Development.

EPavg=Employee's performance.

ETavg=employees training.

Table-12 shows the association between independent variables (learning, employee's training, development, education, employee's performance evaluation,) and dependent variable employee's satisfaction.

Association is a measure of the linear relationship between two variables. It is used when a researcher wishes to describe the strength and direction of the relationship between two normally continuous variables. Association is a very useful research tool but they do not address the predictive power of variables. SPSS can investigate the relationship between two variables, while controlling for another variable. According to **Alwadael**, (2010) Value of coefficient Relation between variables 0.70-1.00 Very strong association, 0.50-0.69 Substantial association, 0.30-0.49 Moderate association, 0.10- 0.29 Low association, and 0.01-0.09 negligible association. The researcher should focus on the actual size of Pearson's r and the amount of shared variance between the two variables. To interpret the strength of the correlation coefficient, it is advisable to take into account other research that has been conducted in that particular area. It is also possible to find correlation where the direction is inverse or negative. Correlations are used for the exact same purpose (assessing the relationship between two variables) and are interpreted in the same way (they range from -1 through +1).

1st the association between learning and employees satisfaction is .536 at sig. (2-tailed) =.000. There for the association between learning and employees satisfaction is **strong**, because the coefficient of correlation value is $>.5$.

2nd the association between employees training and employees satisfaction is .422 at sig. (2-tailed) =.000. There for the association between employees' training and employees satisfaction is **moderate**, because the coefficient of correlation value is between .3 and .5.

3rd the association between development and employees satisfaction is .404 at sig. (2-tailed) =.000. The association between development and employees satisfaction is **moderate**, because the coefficient of correlation value is between .3 and .5.

4th the association between employees performance evaluation and employees satisfaction is .438 at sig. (2-tailed) =.000. The association between employees' performance evaluation and employees satisfaction is **moderate**, because the coefficient of correlation value is between .3 and .5.

5th the association between education and employees satisfaction is .355 at sig. (2-tailed) =.000. There for the association between education and employees satisfaction is **moderate**, because the coefficient of correlation value is between .3 and .5.

All the independent variables learning, employees performance evaluation, employees training, development and education are respectively associated with the dependent variable employees satisfaction because the coefficients of correlation value is >.3 in all cases and p<.0005.

4.4. Assumptions of Linear Regression

Linear regression is an analysis that assesses whether one or more predictor variables explain the dependent (criterion) variable. The regression has five key assumptions:

Multivariate normality, No or little multicollinearity, linear relationship, No auto-correlation

4.5. Normality test

Statistical errors are common in scientific literature and about 50% of the published articles have at least one error. The assumption of normality needs to be checked for many statistical procedures, namely variable tests, because their validity depends on it. The aim of this commentary is to overview checking for normality in statistical analysis using SPSS.

Table-13 Normality test

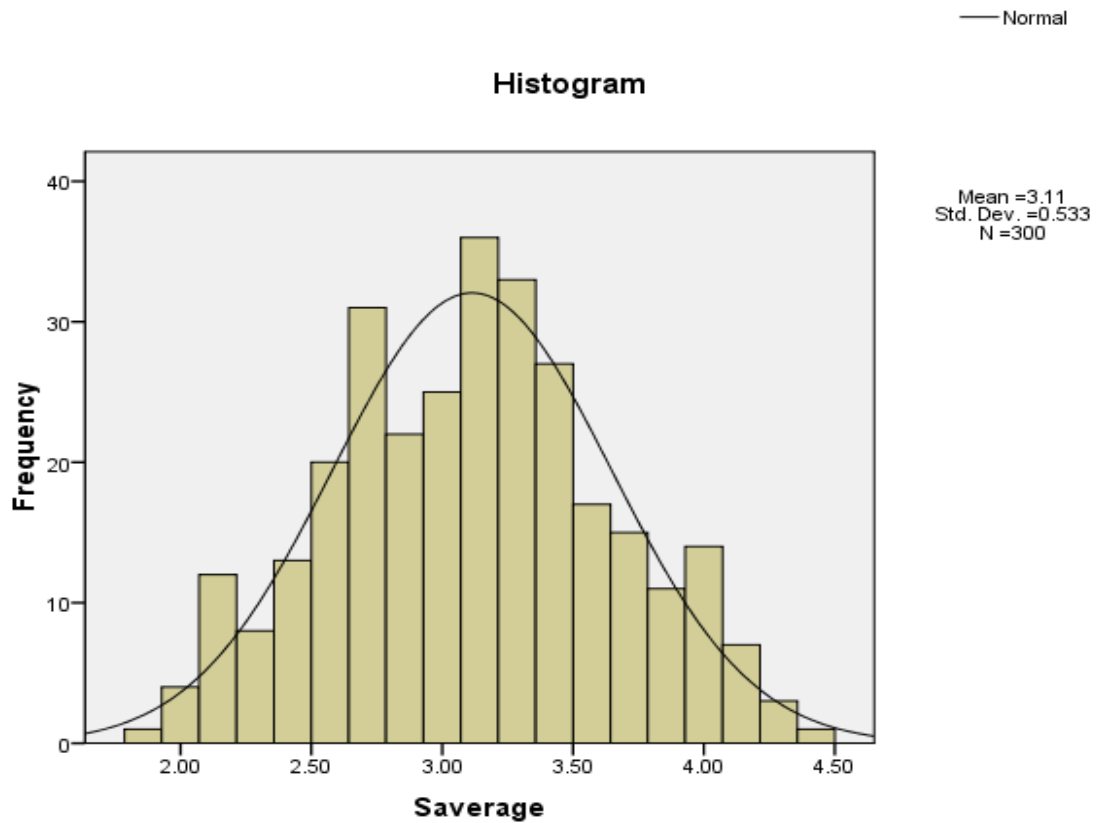
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
S average	.070	300	.001	.986	300	.006

A, Lilliefors significance correction

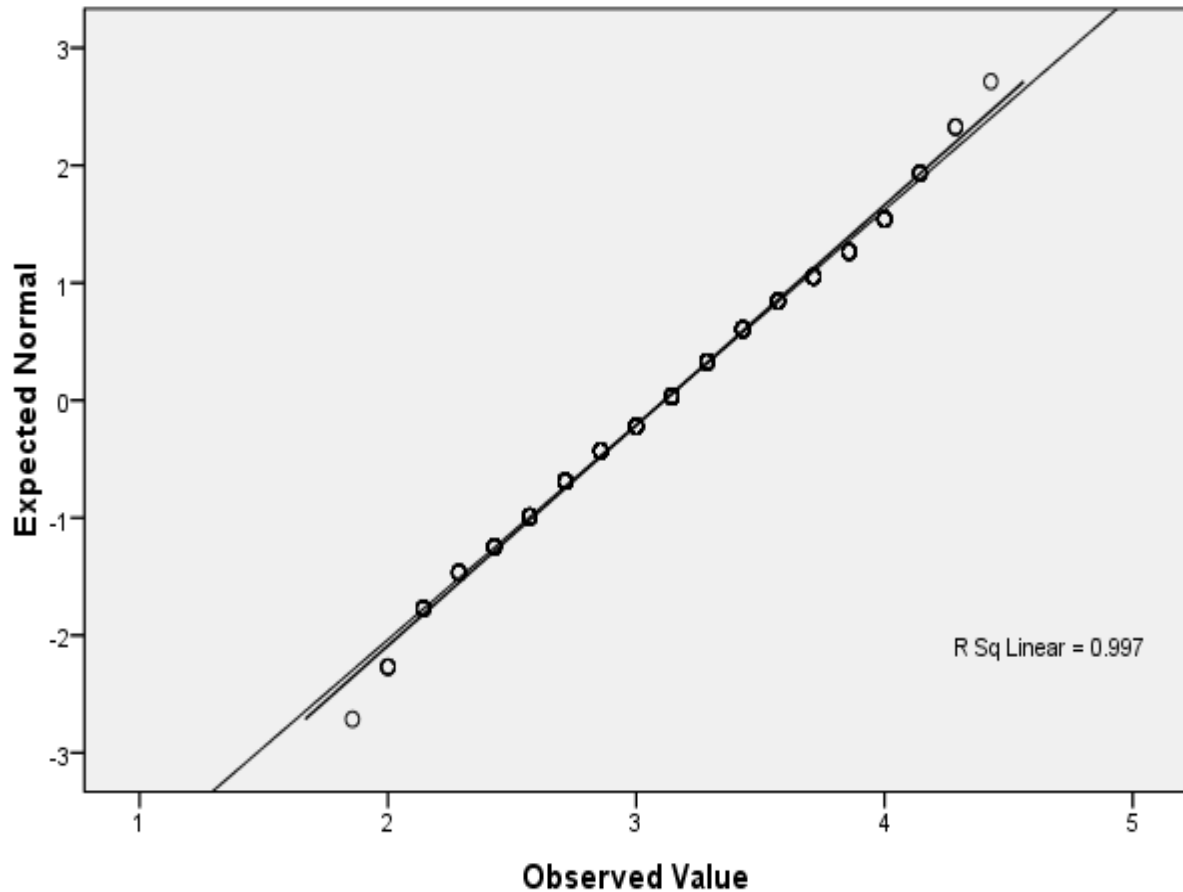
The tests mentioned above compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation; the null hypothesis is that “sample distribution is normal.”

The normality tests are supplementary to the graphical assessment of normality. The main tests for the assessment of normality are Kolmogorov-Smirnov (K-S) test, Lilliefors corrected K-S test, Shapiro-Wilk test, Anderson-Darling test, Cramer-von Mises test, D’Agostino skewness test, Anscombe-Glynn kurtosis test, D’Agostino-Pearson omnibus test, and the Jarque-Bera test. Among these, K-S is a much used test, and the K-S and Shapiro-Wilk tests can be conducted in the SPSS

S average



Normal Q-Q Plot of Saverage



- The frequency distribution that plots the observed values against their frequency provides both a visual judgment about whether the distribution is bell shaped and insights about gaps in the data and outliers outlying values. In this test there is no Normality problem between independent variables learning, education, development, employee's performance evaluation and training. Because the histogram becomes bell shaped.
- Q-Q plot (quantile-quantile plot) shows normality between independent variables learning, education, development, employee's performance evaluation and training. Because the box plot shows the median as a horizontal line inside the box and the interquartile range (range between the 25th to 75th percentiles) as the length of the box.

- Also there is no linearity problem between independent variables learning, education, development, employee's performance evaluation and education. Because the graph shows straight line.

Table-14 Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	ETavg, DVavg, Lavg, EDavg, EPavg ^a		Enter

- a. All requested variables entered.
- b. Dependent Variable: S average

Table-15 Coefficients^a

Model	Un standardized coefficients		Standardized coefficients	T	Sig.	Collinearity statistics	
	B	Std' Error	Beta			Tolerance	VIF.
1 (constant)	-.622	.234		-2.662	.008		
Lavg.	.313	.039	.356	7.953	.000	.854	1.171
EDavg.	.055	.055	.053	.998	.319	.616	1.624
DVavg.	.275	.048	.264	5.711	.000	.804	1.243
EPavg.	.127	.058	.121	2.204	.028	.573	1.744
ETavg.	.309	.046	.300	6.779	.000	.876	1.142

- a. Dependent Variable: S average

Multicollinearity refers to when independent variables are highly correlated with each other. This is an issue, as your regression model will not be able to accurately associate variance in your outcome variable with the correct predictor variable, leading to muddled results and incorrect inferences. So that we can check multicollinearity in two ways:

1. With Correlation coefficients

To check it using correlation coefficients, simply throw all your predictor variables into a correlation matrix and look for coefficients with magnitudes of .80 or higher.

There is no multi Collinearity between independent variables learning, training, development, education and employee’s performance evaluation. Because R value <0.8

2. With variance inflation factor (VIF) values.

If your predictors are multicollinear, they will be strongly correlated. However, an easier way to check is using VIF values, which we will show how to generate below. You want these values to be below 10.00, and best case would be if these values were below 5.00.

There is no multi Collinearity between independent variables. Because the Variance inflation factors (VIF) <10.This indicate that the assumption is met.

- R value<0.8
- Tolerance value >10%
- VIF<10

4.6. The effective power of HRD practices on employee’s satisfaction in EEU

The effect of HRD practices learning, training, development, employee’s performance evaluation and education factor on employee’s satisfaction of employees of EEU was checked by productive power of regression. Regression is particularly useful to understand the predictive power of the independent variables on the dependent variable once a causal relationship has been confirmed. To be precise, regression helps a researcher understand to what extent the change of the value of the dependent variable causes the change in the value of the independent variables, while other independent variables are held unchanged.

Table -16 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704 ^a	.496	.487	.38187

a. Predictors: (Constant), ETavg, DVavg, Lavg, EDavg, EPavg

Evaluating the model:

The model Summary on table-16 provides that R and R^2 values. The R value represents the simple correlation and is .704 (the "R" Column), which indicates a high degree of association between HRD practices and employees satisfaction. The R^2 value (the "R Square" column)

indicates how much of the total variation in the dependent variable, employees satisfaction, can be explained by the independent variables, employees training, development, learning, employees performance evaluation and employees education. In this case, 49.6% can be explained, the total variation an average.

Table-17 ANOVA

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.160	5	8.432	57.823	.000^a
	Residual	42.872	294	.146		
	Total	85.033	299			

- a. predictors:(constant), ETavg, DVavg, Lavg, EDavg, EPavg
- b. Dependent variable: S average

Evaluating the model

ANOVA indicates on table-17 above that the regression model predicts the dependent variable significantly well. How do we know this? Look at the **Regression** row and go to the **Sig.** column on table-17. This indicates the statistical significance of the regression model that was run. Here, $p < 0.0005$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Evaluate each of the independent variables

Regression is particularly useful to understand the productive power of the independent variables on the dependent variable once a causal relationship has been confirmed. In this research the independent variables are HRD practices learning, Training, development, Education, and employee’s performance evaluation which effect of factor on the dependent variable employee’s satisfaction.

To find out how well each of the variables predicts the dependent variable, we must now look on Table 18 in the row of Model. This information contains a summary of the results, with all the variables entered into the equation. Upon reviewing the **Standardized Coefficients Beta (β)**

Column there is five variables that make a statistically significant contribution. The t of each coefficient β needs to be greater than 2 or less than -2; and the sig. level less than .05.

Table-18 coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations			Co linearity Statistics	
	B	Std. Error				Beta	Lower Bound	Upper Bound	Zero order	Partial	Part	Tolerance
1 (Constant)	-.622	.234		-2.662	.008	-1.082	-.162					
Lavg	.313	.039	.356	7.953	.000	.236	.391	.536	.421	.329	.854	1.171
EDavg	.055	.055	.053	.998	.319	-.053	.164	.355	.058	.041	.616	1.624
DVavg	.275	.048	.264	5.711	.000	.180	.370	.404	.316	.237	.804	1.243
EPavg	.127	.058	.121	2.204	.028	.014	.240	.438	.127	.091	.573	1.744
ETavg	.309	.046	.300	6.779	.000	.219	.399	.422	.368	.281	.876	1.142

a. Dependent Variable: S average

From this mentioned HRD practice independent variables:

- The 1st productive power on (how much leaning supports employee's satisfaction), the dependent variable employees satisfaction is Learning which has a β of .356 at a sig. level of .000, and t=7.953.
- The 2nd productive power on the dependent variable employees satisfaction is Employees training which has a β of .300 at a sig. level of .000, and t=6.779.
- The 3rd productive power on the dependent variable employees satisfaction is Development which has a β of .264 at a sig. level of .000, and t=5.711.
- The 4th productive power on the dependent variable employees satisfaction is Employees performance Evaluation which has a β of .121 at a sig. level of .028, and t=2.204.

Therefore, we can conclude that the more employees are pleased with the Learning each other in group at work, quality circle and learning from experienced employees and experienced managers. Learning is what reaping to do to be perfect. The second more employees are pleased is the training given on job and off job on specific work. The third more employees are pleased is

development given on the work area and out of work area. The fourth more employees are pleased is employee's performance evolution after training and development and give value like promotion, compensation and employees empowerment. But Education is not as much can predict employees' perceived satisfaction significantly. Because education which has β .053 at a sig. level of .319, and $t=.998$.

4.7. Research findings

- Respondents are satisfied with the opportunities of learning at their Work Place of EEU. There is HRD practice learning in the organization, learning each other, learning in group and learning from experienced employees. The likert scales show large numbers of the respondents respond agree and strongly agree. The mean value show above the average value, which is above 3.79 and standard deviation 1.330. Learning β produce employees satisfaction by β of 35.6% at a sig. level of .000, and $t=7.953$. Learning is significant employees' satisfaction and there is strong association between learning and employees satisfaction in EEU. Learning theories is the basic materials which are usually applied in all educational and training activities. When one has a certain learning motive one could be expected to participate in a certain learning activity in order to gain knowledge and/or skills (De Hoon, 2008; Geerts, 2006; Vercoulen, 2006). Bolhuis (2000) distinguished four learning activities: learning through experience, learning through social interaction, learning through theory, and learning through critical reflection. Van der Krogt (2007) distinguished four learning activities as well: gaining and sharing experiences, reflecting and interpreting, conceptualizing, and experimenting. The more one understands learning theories, the better he or she is able to make decisions and apply them to achieving the objectives (IRRI, 1990). When the learning motives of an employee are met by the organization, the job satisfaction is most likely to increase which consequently leads to e.g. a higher degree of commitment which are positive consequences for an organization (Lambert & Paoline, 2008). According to the motivation-hygiene theory (Herzberg, Mausner & Snyderman, 1959), if a working environment full fills the needs of employees, then they can develop themselves professionally.

When the needs of employees are fulfilled, it will, most likely, lead to a higher degree of employee satisfaction.

- There is training opportunity in the organization for employees. Because the likert scales show large numbers of the respondents respond agree and strongly agree. The mean value indicates above the average value 3.79 and standard deviation indicates 1.201. Training β produce employees satisfaction by β of 30% at a sig. level of .000, and $t=6.779$. The HRD practice training is significant employee's satisfaction at .000 sig. level and there is moderate association between training and employees satisfaction in EEU. Training acts as a pathway for learning, Learning and Development is an important factor in creating a sense of progression and purpose that leads to organizational commitment (Armstrong, 2009). Choo and Bowley (2007) found that training positively impacts productivity, which results in higher level of employee satisfaction and customer satisfaction thus increasing brand value.
- The HRD practice development in EEU indicated by respondents that there is policy and procedure improved for professional developed employees. The likert scales show large numbers of the respondents respond agree and strongly agree. The mean value is above 4.02 and standard deviation value is 1.109. Development β produce employees satisfaction by β of 26.4% at a sig. level of .000, and $t=5.711$. Development is significant employee's satisfaction and there is moderate association between development and employees satisfaction in EEU. Employee satisfaction is mainly concern with the satisfactions that derived from the individual as a professional person. One common research finding is that employee's job satisfaction is associated with life satisfaction (Rain, et al, 1991). This association is reciprocal, meaning people who are satisfied with their lives tend to be satisfied with their jobs vice visa.
- The EEU respondents respond that employee's performance increase in cause of HRD practice in the organization and there is performance evaluation in the company. The employees performance increase due to the company supports with IT, bench marking with others organization and training given in the company. The mean value is greater than 3.88 and standard deviation value is 1.228. Employees performance evaluation β produce employees satisfaction by β of 12.1% at a sig. level of .028, and $t=5.711$. Employees performance evaluation is significant employee's satisfaction and there is moderate association between employees performance evaluation and employees

satisfaction in EEU. The measurement of an employee's performance allows for rational administrative decisions at the individual employee level. It also provides for the raw data for the evaluation of the effectiveness of such personnel system components and processes as recruiting policies, training programs, selection rules, promotional strategies, and reward allocations (Zedeck). In addition, it provides the foundation for behaviorally based employee counseling. In the counseling setting, performance information provides the vehicle for increasing satisfaction, commitment, and motivation of the employee. Performance measurement allows the organization to tell the employee something about their rates of growth, their competencies, and their potentials. There is little disagreement that if well done, performance measurements and feedback can play valuable role in effecting the grand compromise between the needs of the individual and the needs of the organization (Zedeck, 1983).

- Education is what makes develop IQ of human being. It is one of the most important social institutions, affects all aspects of the culture, from economic development to consumer behavior. The respondents respond that there was access for further education in EEU. Supervisors/team leaders supported employees' effort to learn. The descriptive statistics mean value indicates above the average value that is 4.09 and standard deviation value 1.096. The education β produce employees satisfaction by β of 5% at a sig. level of .319, and $t=.998$. Education is not significant employees' satisfaction, because education sig. = .319 is $> .05$. But there is moderate association between education and employees satisfaction in EEU. Because education is involved in learning with focus on the learner's future job. According to Nadler & Nadler (1989)
- The objective of this research is to investigate what human resource development practice there and to investigate if there is employee's satisfaction exists in EEU. Then to investigate if there was relation between HRD practice and employees satisfaction. The study includes also how much the HRD practices produce employees satisfaction without adding others factors. As researches were investigating Satisfied, motivated employees facilitate higher customer satisfaction and, in turn, positively influence at work. The data analysis on the descriptive statistics of employees satisfaction show that the mean value is greater than 3.09 and standard deviation value is 1.500. This indicate that the likert

scale show the respondents responded agree and strongly agree. There for there were HRD practices and employees satisfaction in EEU.

The association between learning and employee's satisfaction is .536 at sig. (2-tailed) =000 .It is strong association. The association between education, development, employees training, employee's performance evaluation and employee's satisfaction are .355, .404, .422 and .438 respectively. It is moderate associations between them. This indicates that there is association between HRD practices and employees satisfaction in EEU. The strong association between learning and employee's satisfaction, the moderate associations between education, development, training, employee's performance evaluation and employee's satisfaction show the current level of HRD practices and employees satisfaction. The effective power of β L average on employee's satisfaction equals to 35.6% at the significance level of .000. The effective power of DV average on employee's satisfaction equals to 26.4%, at a significance level of .000. The effective power ET average on employee's satisfaction equals to 30% at a significance level of .000 and the effective power of EP average on employee's satisfaction equals to 12.1% at significance level of .028. Expect HRD practice education all HRD practices have the effective power on employees satisfaction in EEU.

EEU employees improved their corporation. Employees are more loyal and productive when they are satisfied Hunter & Tietyen, (1997), and these satisfied employees affect the customer satisfaction and organizational productivity, Potterfield, (1999). Employee satisfaction is the terminology used to describe whether employees are happy, contented and fulfilling their desires and needs at work. According to Heskett et al (1994), more satisfied employees, stimulate a chain of positive actions which end in an improved company.

Chapter five

Conclusion and recommendations

5.1 Contents summary

Ethiopian Electric light was introduced to Ethiopian in the late 19th century, in the year 1898 in Addis Ababa during the regime of Minilik. EELPA which was established in 1956, after having undergone restructuring was reorganized as the Ethiopian Electric power Corporation (EEPCO). Later EEPCO split into two companies and one of these companies is the Ethiopian Electric power (EEP), The EEP, which was established in 2013 by the council of Ministers Regulation No, 302/2013 is responsible for generating, transmitting and wholesale of electricity nationwide and to neighboring countries. The other is the EEU which is Responsible for handles of power distribution services and develop the nation electric service and to buy and sales distributed electric power to a nationwide. There are resources for the organization to exist. Fiscal, financial and human resources are the main resources for the organization existence. From these resources human resource is the factor for the others resources. HRD is a process of developing or unleashing human expertise through organization development and personnel training and development for the purpose of improving performance, Swanson (1994).As to International Journal of Academic Research in Business and Social Sciences (2013) HRD is a frame work for helping employees develop their personal and organization skills, knowledge and abilities.

These research studied HRD practices (learning, training, development, education, performance evaluation) and employee's satisfaction in EEU. Providing an effective human resource development program was required to enhance both EEU's competitiveness and employee satisfaction. HRD practices activities and employees satisfaction were helped in the integrated growth of workers, helped workers to know their strength, weaknesses, enable them to improve their performance and that of organizations and helped the organization to stay the workers in the organization and decrease employees turn over. Employees are more loyal and productive when they are satisfied (Hunter & Tietyen, 1997), and these satisfied employees affect the customer satisfaction and organizational productivity (Porterfield, 1999). Employee satisfaction is defined as the combination of effective reactions to the differential perceptions of what he/she wants to

receive compared with what he/she actually receives (Cranny, Smith, & Stone, 1992). Therefore, the organizations should try to supply the employee expectations in order to approach the employee satisfaction. This research shows that satisfied, motivated employees facilitate higher customer satisfaction and, in turn, positively influence organizational performance. Organizations that invest in measuring employee opinions and attitudes, by incorporating employee satisfaction surveys into their existing HR processes, can develop such a workforce. HRD has a wide ranging scope as its objectives include: Providing a comprehensive framework for the development of human resource in the organization and developing climate for employees to discover, develop and use their full capabilities for the organization, the capability of an organization to attract retain and motivate talented employees. The literature reviews discussed theoretical review, empirical review and conceptual frame work. The research was used the means of obtaining information for the research by observations, interview and survey questioners at EEU employees and managers. The investigation of the research used qualitative and quantitative research approach and Descriptive survey which was more appropriate to gather variety of data related to the study.

5.2. Major findings and implications

Modern organizations use their resources (money, time, energy, information, etc.) for permanent training, advancement, education and learning of their employees. Hence, organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services (Vemi, 2007). Organizations that do not provide sufficient training opportunities for employees are also doing themselves a disservice. These organizations are missing out on employees that are dedicated to their companies and knowledgeable in their fields, and with sufficient training, have the potential to do well in higher position.

This research investigated that there was HRD practice and employees satisfaction in EEU and there was the association between them. The HRD practices effective power move the level employee's satisfaction from low to up. According to the training manager of EEU was interviewed by the researcher, the training given to employees in EEU was helping to improve the skills, knowledge, abilities and competencies. The researcher could confirmed this point from

response of the respondents that the purpose of training in the organization is delivered and accomplished as the organization needs and helped workers to improve their performance. Trained and employee job satisfied should get opportunities to grow within the company. Failure to provide employees with opportunities to grow within the company results in employee frustration. Barriers within the company prevent some employees from reaching their full potential (Branham, 2005). Such barriers may include favoritism of certain employees or company policies requiring hiring from outside the company.

Employee satisfaction refers to “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” Grigoroudis & Siskos, 2010, p. 72). Employee satisfaction is one of the important drivers for organizational success. Du Plessis (2015), and Nel et al. (2014) assert that identifying the key factors that motivate employees at work place is necessary for the organization to recognize and understand the key motivational factors that influence their employees’ behavior and action can be taken to help the organization create appropriate and suitable strategies to motivate their employees to perform work at a high level. In addition, Stone (2013) claims that knowing how to motivate employees can help the organization to increase productivity and improve customer service and is one factor that creates a competitive advantage over competitors. There for EEU must be continues to work on HRD practice supported with research and development to pick up the level employees satisfaction.

5.2.1. Key finding

- The majority of respondents agree with the EEU’s HRD practices. The mean value indicates equal to 3.09 and above. This indicates the likert scales greater than the average agreement of the actual distribution of the responses. There for there is HRD practice in EEU.
- Employees are satisfied at work in EEU. The mean value indicates above 3.09. There for this would indicate that likert scales greater than the average agreement of the actual distribution of the responses. $L\beta = 35.6\%$, $ET\beta = 30\%$, $DV\beta = 26.4\%$, $EP\beta = 12.1\%$ and $ED\beta = 5\%$.
- The investigation in the study show that there is association between HRD practices and employees satisfaction:

1. Respondents are satisfied with learning in EEU. The coefficient of correlation value between HRD practice and employees satisfaction is $>.5$. There for there is strong association between learning and employees satisfaction in EEU.
 2. Respondents are satisfied with training in EEU. The coefficient of correlation value between training and employees satisfaction is between $.3$ and $.5$. This indicates that there was moderate association between training and employees satisfaction in EEU.
 3. The HRD practice professional development association with employee's satisfaction was between $.3$ and $.5$. This indicates that the HRD practice Development is moderate association with employee's satisfaction.
 4. The HRD practice employee's performance evaluation associated with employees satisfaction was between $.3$ and $.5$. This indicates that HRD practice employee's performance evaluation was moderate association with employee's satisfaction.
 5. The HRD practice education association with employee's satisfaction was between $.3$ and $.5$. This indicates that the HRD practice education was moderate association with employee's satisfaction.
- Currently the existing status of HRD practices and employees satisfaction is increase in EEU. Because the mean value of all independent variables HRD practice increase as shown in this investigation. The mean value was above 3.09 and standard deviation value was 1.500. This indicates that the likert scales on the descriptive statistics show large numbers of the respondents respond agree and strongly agree. But in the previous research (Desalegn amlaku of Addis Ababa University researcher, June 2010) at this case area the employees' were not satisfied with HRD practices, because the HRD practice mean value and standard Deviation value was show below the average value. This indicates there was no better HRD practice in the organization. Respondents are not satisfied with the Corporation's commitment neither in providing training to do their job effectively nor support to enhance their educational levels. (Mean values of 1.76 and 2.33 respectively). Especially, respondents were very discontented with the Corporation's commitment in enhancing employees' education level. As most respondents write in open ended questions, there is minimal support from the Corporation for continuing higher studies unless it is in engineering field. When employees have negative perception towards the corporation's commitment for HRD practice, as one might expect it makes

employees to believe that the Corporation is not concerning for their development. Furthermore, it reduces employees' satisfaction and moral. For this reason, some employees possibly think that the organization is not the best place to develop them. But in this research the current level of HRD practices and employees satisfaction is increase than before as responded by the respondents and investigated by the researcher in EEU.

5.2.2. Conclusion

- There is HRD practices in EEU and HRD practices applied for employees in EEU.
- There is employee's satisfaction in EEU.
- It was investigated that there is strong association between HRD practice learning and Employee satisfaction and moderate association between others HRD practices training, development, performance evaluation, and education in EEU.
- It was investigated that there is effective power of HRD practices on employee's satisfaction except HRD practice education in EEU.
- The current level of employee satisfaction in EEU increase.
- HRD practices are concrete with employee's job satisfaction, performance and employees' satisfaction in EEU.
- EEU has a separate department and institution responsible for manpower training and development. The availability of this department and institution could make things easy to coordinate as well as control in EEU. From this, it can be concluded that now a day public organizations gave more attention for manpower training to enhance their skills, attitudes, and general performance. Therefore there were the guidance, encouragement and support provided by their manager/supervisor for employees' development in EEU.

5.3 Recommendations

- Problems in human resource development system arise when HRD practices (Learning, education, training, development and employees performance evaluation) of EEU fail to accommodate employees' of EEU needs. To achieve EEU' objectives always there need to coordinate the basic resources of the EEU i.e. money; material (raw or semi-processed); machinery (or fixed assets or plants) and men/women (or human resources).It is understandable that the Human Resource is an important (critical) resource in coordinating the non-human resources. Even though EEU started HRD practices,

research and development is necessary for EEU to hold together HRD practices and employees satisfaction. There for EEU must be persist on the HRD practices and research by collecting feed-back from trainees and developed employees in un-interrupted process.

- There is more moderate bridge than strong bridge between HRD practices and employees' satisfaction in EEU. There for EEU must make strong bridge between HRD practices and employees' satisfaction making more practicing on HRD practices and motivating learned, educated, trained and developed employees' placement according to their profession on the job and evaluating employees to come to job efforts and responsibility.
- EEU must concrete HRD practices with employees' job satisfaction, employee's actual satisfaction to pick up the level of employees' satisfaction more. Because the result which the researcher was measured on HRD practices not enough for full or very strong employee's satisfaction, so that there must be others additional employee's satisfaction for the employees in the organization.
- The organization should collects feedback more from employees to increase more the employees' satisfaction. This indicates that to forward the organization need with employee's need.
- The HRD practice education was no effects on employees' satisfaction. The significance was >0.05 that was .319. There for EEU must improve placement of employees after they educated, professional developed and stop keeping for two or more years without promoting or up grading educated and professionally developed employ's.
- EEU must give HRD practices for all employees' uniformly to strong more the association between HRD practices and employees satisfaction.
- The research and development must be continuous without interrupted every time in the organization to solve the problems of EEU and to change EEU better and its employee's.

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training programs as it increases the organization staff efficiency, skills and productivity. Due to this fact, organizations must be cleared about HRD practices: learning, educating, training, developing and performance evaluation requirement for employees. Therefore, both managers and employees must collaborate effectively and communicate the

requisite for performance. For instance if a training session is organized then it must be arranged and designed according to their need and profession to enhance their capability to perform (Vemiü, 2007).

5.4. Limitation of the study

- EEU employees are throughout the country because they give service for all Ethiopian people due to this the study was in limited area of EEU. Data collection, interview and observations in all districts and in all regions were impossible because it was too wide area and costly to do all of these company areas. In the limitation of the above mentioned the interview and the questioner were distributed in the EEU head office (corporate), UEAP office and some regions in Addis Ababa.
- During data collection, interview and observations to collect reliable data many times the respondents not get in their office, their office was closed to get them.
- Many respondents during data collection refuse to fill the questioners.

5.5. Future research

The objective of this study was to investigate the HRD practice and employees satisfaction in EEU. In this research there was the investigation of the association between HRD practices and employee's satisfaction and the effect of HRD practices on the level employees' Satisfaction in EEU. In addition to this many of the investigation of the independent variables considered the HRD practices learning, development, education, training and employees performance evaluation which were produced employees' satisfaction in EEU. The employees' satisfaction in this case considered more of it employees' job satisfaction. The Future study will consider in addition to these HRD practices others independent variables which will produces employees actual satisfaction like employees family visit by managers, rewards for employee's like compensation, promotion and authorization of employees in addition to the HRD practices independent variables in this research to produce more employees satisfaction then in this research.

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Appendix-A
Jimma University
College of Business and Economics
Department of Management
Questionnaire

Dear respondent

This survey is meant to collect relevant information from selected staff, to collect information about HRD practices to aid in the assessment of the level of employees' satisfaction in the organization. The information required is strictly for academic purpose and any information provided would be treated with the utmost confidentiality and shall be used only for the intended purpose. Your candid opinion is highly solicited. There is no need of writing your name. It will be much appreciated if you could spare some minutes to complete this questionnaire.

Thank you

Section 1: Demographic Data [Please tick (√)]

- 1. Gender:** Male [] Female []
- 2. Age (in years):**
20 – 30 [] 31 – 40 [] 41 – 50 [] 51 – 60 [] 61 and above []
- 3. Marital Status:** Single [] Married [] Divorced []
- 4. Highest level of education**
Certificate [] Diploma [] First Degree []
Master's Degree [] PhD and above []
- 5. Number of years you have worked in the company (in years):**
a. 0-4 [] b. 5-9 [] c. 10-19 [] d. 20-30 [] e. 30 years or more []
- 6. Are you satisfied with the amount of pay you get?**

Yes []

No []

7. What type of industry are you in? _____

Section 2: HRD Practices

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

Using the scale above (1 – 5) please tick (✓) the levels of agreement in each of the items below with regards to the HRD practices of your organization

No	Questions or descriptions	SD	D	N	A	SA
	Learning					
1	I have the opportunity to work with up-to-date technologies					
2	I am Possibility of learning from my job and colleagues in my organization work. (from quality circle and team work)					
3	I have Opportunity to learn skill in my Company. After learning skill soon the Company gives me chance for promotion and up-grade my position and salary.					
4	In my organization employees have interest to learn each other in team work.					
5	Supervisors/ team leaders support employees’ effort to learn each other.					
	Education					
1	In my opinion, I think that employees are being benefited from HRD practices of EEU.					
2	My organization policy and procedure Support me to improve my education level. After improving my education soon EEU gives me chance for promotion and up-grade my position and salary.					
3	I believe that further education opportunities increase employees’ job satisfaction in my organization.					
4	Employees have equal access to job-related further education opportunities.					
5	My organization sponsored/will sponsor me for further education to acquire new skills, knowledge and abilities.					
	Development					

1	My organization is the best place to develop myself.					
2	The organization is good place to develop employees' profession and career.					
3	Managers/supervisors support employees and encouraged employees for professional development in the organization.					
4	The company does a good job providing opportunities for development and growth for all employees					
5	Really HRD practice improves employee satisfaction in EEU. Because every time EEU's policy and procedure improved for professional developed employees to up-grade their position and salary.					
	Training					
1	My organization is good in providing training program such as local and abroad.					
2	Employees have equal access to job related training opportunities in EEU.					
3	Employees are satisfied with the training program of EEU. Because EEU start up-grade their position and salary after training Seeing their performance.					
4	The organization training and development programs improve my chance for promotion.					
5	HRD department prioritize training, identify who to train and makes use of the trainees' feedback to improve the effectiveness of the trainings in the organization.					
	Employee Performance.					
1	In my view, education, training and Development in EEU has helped employees and managers to improve their Performance and organization efficiency.					
2	In EEU employees are supported by IT equipment there for employees performance is increased.					
3	With regard to the appropriateness of the skills increased by HRD programs improved Performance, promotion and increased compensation. So my level of satisfaction is increased up to date in EEU.					
4	EEU is bench-marking with other similar organizations, So that it has good HRD practices which helped us to improve our performance and satisfaction.					

5	Since HRD practice increased by EEU financial performance is increased. Because bill is collected fast by HRD practiced employees.					
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Section 3: employee satisfaction

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
Using the scale above (1 – 5) please tick (√) the levels of agreement in each of the items below with regards to the employee satisfaction of your organization				

	Employee satisfaction	SD	D	N	A	SA
1	HRD practice is a planned and systematic approach for the development of employees' both for the organization and employees benefit.					
2	Since employees and organization performance increase by HRD practice, financial performance increase in EEU. As the consequence of performance increase, the current level of employees' satisfaction increase.					
3	I think employee satisfaction is increase. Because with HRD practice EEU up-grade educated and professionally developed employees					
4	Employees are involvement in decision-making in EEU. There for employees are Satisfied in the work environment.					
5	HRD practice is good, EEU mission and goals are successful because customers are satisfied with the organization un interrupted electric supply. The employees are satisfied with the service given.					
6	Because of the good training practices of the organization, employees are satisfied, committed for their work and for the organization					
7	Satisfied, motivated employees facilitate higher customer satisfaction and, in turn, positively influence EEU performance.					

Comment:

Please write something about the questioner.

Thank you very much!!!!

Appendix-B

Questions for interview

1. Does EEU have a HRD policy & procedure?
2. Is there a separate department in EEU that is responsible for HRD?
3. What is your base for selecting appropriate trainees for appropriate training and development?
4. Do you think that the organization gives enough emphasis for the development of all employees in the organization?
5. Does the organization allot sufficient funds to carry out training and development program effectively?
6. How the organizations support employees training, learning, education and development?
7. Are the employees of EEU motivated by the HRD practice of the organization?
8. Do you think employees' personally benefited beyond improving their job performance in the training, learning, educating and development programs?
9. If the more experienced employees leaving the organization. Does the HRD practice of the organization decrease turnover of employees?
10. How HRD practices increase organization efficiency

Thank you very much!!!!