

***Assessing The Effect Of HRDP On Employees' Satisfaction At  
Ethiopian Electric Utility In Jimma District***

*A Thesis Submitted to the School Graduate Studies of Jimma University Partial  
Fulfillment of the Award of the Degree of Masters of Business Administration  
(MBA)*

By:

**WUBIT BEKELE GURUMU**



**JIMMA UNIVERSITY  
COLLAGE OF BUSINESS & ECONOMICS  
MBA PROGRAM**

**JUNE 5, 2017  
JIMMA, ETHIOPIA**

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Under the Guidance of

Dr. Zerihun Ayenew

And

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## **DECLARATION**

I hereby declare that this thesis entitled “Human Resource Development Practice and Employees’ Satisfaction at Ethiopian Electric Utility (EEU), Jimma district” has been carried out by me under the guidance and supervision of Dr. Zerihun Ayenew and Ato Demissie Beyene.

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

Researcher’s Name

Date

Signature

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## CERTIFICATE

*This is to certify that the thesis entities “Human Resource Development Practice and Employees’ Satisfaction at Ethiopian Electric Utility (EEU), Jimma District”, Submitted to Jimma University for the award of the Degree of Master of Business Administration (MBA) and is a record of valuable research work carried out by Mrs. Wubit Bekele, under our guidance and supervision.*

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

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*Ato Demissie Beyene* \_\_\_\_\_

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## **ABSTRACT**

*Employee satisfaction with regard to HRD practices are one of the most important challenges that public service industries are facing in currently competitive market and HRD practices are found to be most important factor for creating satisfaction among employees. A lot of studies have been conducted to determine predictors of employee satisfaction but these studies not focused at regional level. EEU similar to the other organizations attempt to increase employee job satisfaction. In this regard, HRDP can have a critical role. Among different HRD practices, this study focused on training and development, career development and organizational development. Therefore, the purpose of this study was to assess employees' satisfaction with HRD practices on training and development, career development and organizational development elements in Ethiopian Electric Utility (EEU) of Jimma District. the population of the study covered the entire 512 permanent staffs and the sample size of 220 employees were drawn through stratified sampling method with the combination of simple random sampling technique. self-administered questionnaires and interviews were used as a primary data source while other relevant documents and literature reviews were used as secondary data and analyzed with descriptive statistics (mean and frequency) and inferential statistics (correlation and regression). Accordingly, the findings revealed that the company has poor HRD practices that shows below average level of employees satisfaction such as with respect to on-the-job training, fairness of job promotion and access to training, educational support and financial sponsorship and performance appraisal and feedback practices had been some of the challenges identified that need to be addressed. The results from Pearson Correlation test demonstrated that there is a significant and positive relationship between predictors and dependent variables while the Multiple Regression analysis revealed that the two variables called training and development and career development are an effective predictors while organization development is not effective predictor of the dependent variable in this model.*

**Key Words:** HRDP, Employee Satisfaction, Training and Development, Career Development, Organization Development, EEU.

## **ACKNOWLEDGEMENTS**

Most importantly, I thank the Lord Almighty for seeing and blessing me through this program. The completion of this research is a result of so many people's efforts that deserve appreciation.

It is a great pleasure for me to thank the many people who, in different ways, have supported me and contributed to the process of writing this paper. Firstly, I would like to thank my advisors, Zerihun Ayenew (Dr.) and Ato Demissie Beyene for all their wise and insightful comments, support and direction they gave me. Secondly, I would like to thank and acknowledge all Jimma University health library ICT department staffs for their accommodation while searching for literature review. Thirdly, I acknowledge thankful to Ato Alemu Hunda EEU Jimma district administrator for his frank response to my interview questions and staffs given me their positive support to distribute the questionnaires without which this paper would come to life.

Finally, my sincere and heartfelt gratitude goes to my husband Mohammed Ahmednur who has been initiating, encouraging, mentoring me on regular basis and given me inspiration throughout my academic process as well as writing this thesis.

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## **LIST OF ACRONYMS**

HR	Human Resource
HRD	Human Resource Development
HRDP	Human Resource Development Practice
EEPC	Ethiopian Electric Power Corporation
EEP	Ethiopian Electric Power
EEU	Ethiopian Electric Utility
PPM	Professional Practice Model
TQM	Total Quality Management
SO	Service Organizations
T&D	Training and Development
FIP	Formative Instructional Practices
TTP	Team Training Program

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives, significance, delimitation, scope and organization of the study.

### 1.1. Background of the study

HRD is a planned, continuous effort by management to improve employee skills, education and career development through training, education, and development programs (Mondy and Noe, 1990). There must be sustainable environment to grow, flourish and yield valuable fruit. This is possible through HRD. Hence, development focuses on the preparation needed for future jobs. It should be considered as an investment in the workforce since its benefits are long term (Buhler, 2012:143).

The origin of HRD is indistinct but may be traced back to the 1960's in the United States. It is gaining popularity and is widely practiced these days. Nadler used the term HRD for the first time in the George Washington University in 1968. Now-a-days, every enlightened employer takes interest in it. It is gaining popularity and is widely practiced these days. In 1969, it was used in Miami at the American Society for Training and Development Conference. But by middle of 1970's, it gained more acceptances and then it was being used by many as merely a more attractive term than 'Training and Development' (Sharma, 2015)

There are several trends from which the concept of HRD has emerged. The Commodity, the Factor of Production, the Goodwill, the Paternalistic, the Humanitarian, the Human Resource and the Emerging HRD Concepts. These are the transformation of personnel function from one stage to another in a chronological sequence. Of these, the human resource concept implied that employees are the most valuable assets of an organization and there should be a conscious effort to realize organizational goals by satisfying needs and aspirations of employees (Rao, 2005).

Richard & Elwood (2001) in their books of fundamentals of human resource development, defined HRD is a process for developing and unleashing human education and skills through organization development and personnel training and development for the purpose of improving

performance. This is in short, personnel training and development, career development and organization development the subsets of HRD.

While HRD is a relatively new term, training—the largest component of HRD—can be tracked back through evolution of the human race. The massive development effort that took place in the United States during World War II as the origin of contemporary HRD. Under the name of the “Training within Industry” project (Dooley, 1945), this massive development effort gave birth to systematic (1) performance-based training, (2) improvement of work processes, and (3) the improvement of human relations in the workplace—contemporary HRD.

Although everyone does not agree about the definitive boundaries of HRD within HR, most HRD scholars agree on the following as the three central components of HRD: organization development, career development, and training and development (Nadler and Wiggs 1986: 5; McLagan 1989).

Human Resource Development is a systematic and planned activity by any institution, to provide the required skill and training to their employee and to fulfill the present and future requirement of the job and work place. The Human Resource Development is complete process to train the employee according to the present need and environment of the market. In this process any internal and external both type of systems are included. The functions of Human Resource Development are: (I) Training and Development (II) Organizational Development. (III) Career Development.

Ramesh (2005) studied the changes occurring in the field of human resource management in today's era. In his study, he observed that HR functions are concerned with a variety of activities that significantly influence almost all areas of an organization. The success of an organization depends to a large extent on the existence of a favorable HRD climate and a combination of various factors. It is the human intellect, human energy and human inventiveness, which accomplish excellence for the firm. If a company wishes to make purposeful trade-off, it must create radical decentralization and give autonomy to the employees. A good HR leader can always turn the worst to the best because he/she can really get the employees to work and motivate them to perform better.

Training and development is considered to be the most common HR practice (Tzafrir, 2006). 'Training and development' refers to any effort to improve current or future employees' skills, abilities, and knowledge (Aswathappa, 2008). 'Training and development' has a significant positive impact on employees' job satisfaction (Garcia, 2005). Mushtaq M. (2014), in his study of Impact of Human Resource Practices on Job Satisfaction in textile industry of Pakistan, with the purpose to observe the relationship between HR Practices including training and development are factors lead towards job satisfaction and where they can bring the improvement.

The research topic 'The effects of human resource development on Employee organizational commitment ' conducted at the commercial bank of Mombasa county by Okumu Pamela in university of Nairobi, he showed that HRD practices I.e. training and development as well as career development have a positive and significant relationship with organizational commitment (Okumu, 2014).

Sharma T. (2015), in his study of Human Resource Development in LIC (Life Insurance Company) of India, founded that the Life Insurance provided proper training to their employee. The corporation has a strong set up to develop the human resource. Corporation has three tier arrangement of human resource development (training and development, organizational development and career development).

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 (Hooi Lai 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.

Currently, Ethiopian Electric Power Corporation (EEPCo.) had been divided in to two independent government organization Ethiopian Electric Power (EEP) and Ethiopian Electric Utility (EEU). Both have Human Resource Training and Development department which is responsible for managing the corporations' HRD practices. Accordingly, this research focused on the one part of the partition of former EEPCo, called EEU. Since the need for training and development is of no question, organizations have to ensure employees job satisfaction



regarding organizational HRD practice. However, much of the corporations' HRD practices focused only in very limited areas like generation construction, generation operation and distribution work units excluding non technical and management staffs. This project tried to assess employees' satisfaction with HRD practices in EEU, Jimma District.

## **1.2. Statement of the Problem**

Recruiting, selecting, orienting and then placing employees in jobs do not ensure organizational success and employees' job satisfaction. In most cases, there may be gap between employee knowledge and skill, and what the job demand. The gap must be filled through HR development programs. Hence, among human resource development, personnel training, development 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 ( Scarpello and Ledvika,1998). Even if, the delivery of efficient and effective training is required to enhance the productivity of employees and improve their performance, there is lack of HR development practice that insures employees' job satisfaction and reduces employee turnover risks.

According to Smith (1969), there are five business dimensions affecting job satisfaction and indicating important features of the job (Luthans, 1995: 114): The Work itself, Wage, Opportunity for Progress (promotion), Management and Colleagues. Organizational commitment is one of the highly asserted modern management concepts. as the word, means "show respect, love and loyalty against one" (TDK, 2014).

According to Hamdia and Phadett (2011), Job satisfaction can be influenced by a variety of factors, for example pay practice, quality of one's relationship with their supervisor, quality of the physical environment in which they work whereby turnover refers to the characteristic of a given company or industry, relative to rate at which an employer gains and losses staff. For example, if an employer is said to have a high turnover, it means that employees of that company have a shorter tenure than those of other companies in that same industry.

Vast literatures exist on the relationships between two variables as mentioned. Pierce, Hazel, and Mion (1996) examine the effect of a professional practice model (PPM) on nurses' job satisfaction and turnover. They employ the implementation of a PPM as the characteristics of participative decision making; control over work practices; organizational supportiveness; collegial relationships; open, multilevel communication; and rewards linked to clinical proficiency. The results of their study affirm the significantly correlated with increased job satisfaction and lower turnover rates among staff nurse in rehabilitation hospital. In fact, as a result of their study give an idea about the existent relationship between job satisfaction and turnover (Hackman & Oldham, 1975).

Moreover, the outcomes of various previous empirical studies confirmed that the HRDP has significance association with employee job satisfaction. For instance, Mohammed, (2010) confirmed through his finding it was found that HR practices have significant association with job satisfaction, Md. Tofael, (2012).

Reached to the agreement that, most of the employees are dissatisfied with compensation package followed by reward and motivation, career growth, training and development, management style, and job design and responsibilities; according to Sarbapriya and Ishita (2011) factors like performance appraisal, participation in decision making, training and development, empowerment, compensation influencing human resource management (HR) practices has significant association with job satisfaction. These are among researchers who confirmed HRDP has a direct relationship with employee job satisfaction. Hence, HRDP are correlated with employee Job satisfaction and employee job satisfaction and turnover are basically related by which job satisfaction has direct effect on the turnover.

Thus, in order to alleviate these problems, working on employee satisfaction in an organization was vital. However, various researches were conducted with HRD practice and employee satisfaction this research focused on the three central components of HRD (organization development, career development, and training and development (Nadler and Wiggs, 1986).

When looking at the relationship between employee satisfactions with other HRD components, numbers of studies have been conducted to find the antecedents of employee satisfaction that lead towards satisfaction. However, little attention has been paid in investigating the relationship

between organization development, career development, training and development (T&D) with respect to employee satisfaction.

As per preliminary investigation made by student researcher employees were not in a position being satisfied in HRD practices in EEU Jimma district. Beside other factors employees' dissatisfaction with HRD practices is one factor which results in employee turnover especially among management and non-technical staffs. It was believed that, the organizations' HRD practice mainly focused in very partial areas or sections of the corporation like generation construction, generation operation and distribution work units. Taking these problems in to consideration, this study tried to analyze the degree to which employees' satisfied with different dimensions of HRD practices i.e. training and development, organizational development and career development in Ethiopian Electric Utility formerly called EEPCCo, Jimma District.

### **1.3. Hypotheses**

**H1:** There is a significant relationship between training and development and employee satisfaction.

**H2:** There is a significant relationship between career development and employee satisfaction.

**H3:** There is a significant relationship between organizational development and employee satisfaction.

### **1.4. Objective of the Study**

#### **1.4.1. General Objective:**

- ☞ The main objective of this study was to assess employees' satisfaction with HRD practices of Ethiopian Electric Utility (EEU) of Jimma District.

### **1.4.2. Specific Objectives:**

- ☞ To explain the effects of training and development on employee satisfaction.
- ☞ To explain the effect of career development on employee satisfaction.
- ☞ To explain the effect of organizational development on employee satisfaction.
- ☞ To describe the HRD practice and trends of the EEU/Jimma district; and
- ☞ To identify HRD determinants/factors of employees' satisfaction in EEU/Jimma district

### **1.5. Significance of the Study**

This study was the comprehensive study of Human Resource Development Practice problems with an emphasis on employee job satisfaction in Ethiopian Electric Utility, Jimma district. It has both practical and theoretical significance. The employee job satisfaction problem and its relationship to HRDP in Ethiopia was an area that was under researched.

The outcomes of this research was intended to better inform HRDP and will be significant in various aspect. Firstly, It advances knowledge and understanding of how key HRD variables which may affect employee job satisfaction in public organizations; and identify employees' complaint areas, it may also be used to assist public organizations in giving signal and formulating HRD strategies to increase job satisfaction, retention and organizational commitment among employees. Secondly, it will help as a source of reference and a stepping stone for those researchers who want to make further study on the area afterwards. Thirdly, it gives the researcher the opportunity to gain deep knowledge in contemporary practice of human resource development.

### **1.6. Scope of the Study**

The research was conducted only in one Region, Jimma district in particular. The information for this research was limited to the employees' perception towards HRD practices of the Ethiopian Electric Utility of Jimma District.

Moreover, the amorphous nature of HRD make very difficult to clearly determine the scope and boundaries for HRD. Therefore, given the time and financial constraint, in the study the

scope of HRD was limited with training and development, career development and organizational development with respect to employees' satisfaction.

### **1.7. Limitations of the Study**

The present study has a number of limitations including external (uncontrollable) variables that deter the smooth implementation of the project in addition to the limitations of the research design itself and small sample size.

Respondents' unwillingness to complete and fill the questionnaires and unavailability of relevant HR documents, manuals, policies and additional secondary data within the company, company's lack of employee database system that clearly shows the exact number of workers were also the major constraint during the study.

The other observed limitations were also the time and financial constraint as well as absence of relevant and up to date literatures were also the major restrictions during the study.

### **1.8. Organization of the Study**

Generally, the organization of this study paper was categorized in to five chapters. The first chapter is the introductory (background) of the study; chapter two reviews the theoretical and empirical literatures on human resource development (training and development, career development, and organizational development). Chapter three deals with the establishment and historical development of Ethiopian Electric Utility and its human resource development practice and trends, chapter four presents the overall results and findings from the analysis of the quantitative data collected using the study instrumentation along with a discussion of the qualitative data gathered during this study. It includes a summary of the descriptive statistics and correlations between the variables. Finally, chapter five discussed the overall findings of the study, including the implications for the target groups and directions for further research. It offers recommendations arising from the findings, reports on the limitations of the study, indicates areas for future research and offers the final conclusion.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1. Definition and Functions of HRD

#### 2.1.1. HRD Meanings and Definitions:

Organizations that have all the other core components in place cannot be successful without resources to do the work. Effective organizations have clear plans for resource development and the human capacity to implement those plans. Too many organizations depend on a few skills of a single staff person to support their work from year to year. Sustainable resource development requires clear program and financial objectives, a long-range plan and an annual plan for skilled staff, and effective systems Ann and Sandra (1995-1999).

HRD (Human Resources Development) has been defined by various scholars in various ways which are limited to the organizational context. A human resource development is set of planned and systematic activities designed by an organization to provide opportunities to its members to learn skills necessary for the present and future job requirements. Human Resource Development (HRD) is planned, continuous effort by management to improve employee competency levels and organizational performance through training, education, and development programs (Mondy and Noe, 1990).

Differences in perspective also lead to different definitions of HRD (Swanson & Holton, 2001, 4). Researchers have proposed various definitions of HRD, suggesting their own perspective. McLean, (2001:322) proposed a global definition of HRD and defined HRD as “Any process or activity that, either initially or over the long term, has the potential to develop adults, work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or ultimately the whole of humanity”.

To appreciate the significance of the term ‘HRD’ many economists, thinkers, social scientists, and industrialists come forward to define the term from different aspects. In the words of M.N.

according to Khan (1987), “HRD is the process of increasing knowledge, skills, capabilities and positive work attitude and values of all people working at all levels in a business undertakings”.

“HRD is a development oriented planning efforts in the personnel area which is basically concerned with the development of human resources in the organization for improving the existing capabilities and acquiring new capabilities for achievement of the corporate and individual goals” (Sanker, 1984).

Stewart and Mc Goldrick, (1996) wrote authoritatively in the HRD area, suggest that the question of what is HRD is not amenable to any definite answer; therefore he offered a ‘tentative’ definition of HRD as “Human resource development encompasses activities and processes which are intended to have impact on organizational and individual learning. The term assumes that organizations can be constructively conceived of as learning entities, and that the learning processes of both organizations and individuals are capable of influence and direction through deliberate and planned interventions.

With the advent of globalization, where mergers and acquisitions are taking place, there exists a difference among the perceptions and practices of HRD in different countries, there national culture is reflected in their thoughts having influence of their internal environment of their economy. Therefore, the definition given by Swanson and Holton, (2001) has been referred as the Western Definition of HRD which is “HRD is a process for developing and unleashing human expertise through organization development and personnel training and development for the purpose of improving performance” Since more and more organizations are going global and the whole world is emerging as one single economic market there is a need for a global concept of HRD which is applicable everywhere. In this regard G.N.Mc Lean and L.D.Mc Lean offered a definition which could be termed as the Global definition of HRD which is: “HRD is any process or activity that, either initially or over the long term, has the potential to develop work based knowledge, expertise, productivity and satisfaction, whether for personnel or group/team gain, or for the benefit of an organization, community, nation or ultimately, the whole of humanity” (Deb, 2010).

According to Susan (2010), human resource development (HRD) is the frame work for helping employees develops their personal and organizational skills, knowledge and abilities. Human

Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

### **2.1.2. HRD Functions:**

Human resource Development (HRD) as multi-facet field with its core functions is considered to play a major role in dealing with challenges of training and development specifically while implementing and managing organizational change. In general, According to Sharma (2015), the functions of Human Resource Development are: Training and Development (T&D), Organizational Development and Carrier Development.

Training program is directed toward helping employees effectively perform their jobs after training, while developmental program helps the individual handle future responsibilities, with little concern for current job duties (Werther and Davis, 1996). Training is a program focused on leadership competency and organizational issues. Education, on the other hand, is learning experiences that improve overall competence in a specific direction (Scarpello and Ledvinka, 1988). The term education mainly is associated with university or college programs in a particular field of study. Either in public or private organizations "non managers are much more likely to be trained in the technical skills required for their current jobs, whereas managers frequently receive assistance in developing the skills required in future jobs-particularly conceptual and human relations skills" (Stoner et.al., 1996).

### **2.1.3. HRDP Activities and Components**

However, an activity can vary by level, by function and frame. HRD activities are developed to deal with the learning and development needs of people in whatever area they are performing, various scholars had agreed in common. The component of human resource development could be treated differently as indicated in different literatures. Many author agreed on the issues that human resource development comprises three main activities.

According to Michael Armstrong (2006), human resource development has three main components as:



**Individual Learning and Development:** The main components of individual learning and development i.e. Self-directed learning, coaching and mentoring techniques;

**Training:** Training is one of several responses an organization can undertake to promote learning using systematic and planned instruction activities. The approach can be summarized in the phrase “learner-based training”. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.

**Management Development:** Management development is concerned with improving managers’ performance in their present roles and preparing them for greater responsibilities in the future. It has been described by Meyer (2008) as “an attempt to improve managerial effectiveness through a learning process”.

Although everyone does not agree about the definitive boundaries of HRD within HR, most HRD scholars agree on the following as the three central components of HRD: organization development, career development, and training and development (Nadler and Wiggs, 1986).

According to Sharma (2015), Human Resource Development is a systematic and planned activity by any institution, to provide the required skill and training to their employee and to fulfill the present and future requirement of the job and work place. The Human Resource Development is complete process to train the employee according the present need and environment of the market. In this process any internal and external both type of systems are included. The functions of Human Resource Development are: Training and Development, Organizational Development and career Development (Sharma, 2015).

There are three fundamental component areas of human resource development (HRD): individual development (personal), career development (professional), and organizational development. The importance of each component will vary from organization to organization according to the complexity of the operation, the criticality of human resources to organizational efficiency, and the organization's commitment to improved human resources (<http://www.explorehr.org/>).

**Training and Development:** Training and educational programs is that provide the competencies to meet current and future work expectations. It improves the knowledge, skill and business aptitude of employee. It prepare the employee for short term requirement of the organization and for any specific job i.e.,- (i) Employee orientation (ii) Skill and Technical Training (iii) Coaching (iv) Counseling etc (Shama, 2015).

As Nurul, Tahlil, Balasundaram and Akhter, (2010) referred 'Training and development' is considered to be the most common HR practice (Tzafirir, 2006). 'Training and development' refers to any effort to improve current of future employees' skills, abilities, and knowledge (Aswathappa, 2008). 'Training and development' has a significant positive impact on employees' job satisfaction (Garcia, 2005). Thang and Buyens, (2008) stated that training and development lead to superior knowledge, skills, abilities, attitudes, and behavior of employees that ultimately enhance excellent financial and nonfinancial performance of the organizations.

Training is crucial for organizational development and its success which is indeed fruitful to both employers and employees of an organization. Hence, the benefits of training and development are increased productivity, less supervision, job satisfaction and skills development.

Training and development practices are among the HRD practice which play a significant role on employee satisfaction which is continuous and cyclical activity. In training and development programs, there should be a number of processes involved to make the training and development program more effective to raise performance, improve morale and increase organizational potentials. It consists of a serious of inter related and interdependent functions that are practically linked together and integrated in to the whole system of the organization (Gumeze, 1997).

Designing training and development process have to be arranged in logical manner. Designing a training development program involves a sequence of steps that can be grouped in to four phases: need assessment, design, and implementation and evaluation. According to Trace, (1984) training and development processes include: assessment phase, implementation phase and evaluation phase. Even though the phases which are suggested by different authors are different, the components which are included in different phases remains similar.

Training and development is one of the key HR functions. Most organizations look at training and development as an integral part of the human resource development activity. The turn of the century has seen increased focus on the same in organizations globally. Many organizations have mandated training hours per year for employees keeping in consideration the fact that technology is deskilling the employees at a very fast rate (<http://www.managementstudyguide.com/training-development-hr-function.htm>).

Training may be described as an endeavor aimed to improve or develop additional competency or skills in an employee on the job one currently holds in order to increase the performance or productivity. Technically training involves change in attitude, skills or knowledge of a person with the resultant improvement in the behavior. For training to be effective it has to be a planned activity conducted after a thorough need analysis and target at certain competencies, most important it is to be conducted in a learning atmosphere.

## **Components of Training and Development**

### **2.1.4. Training and Development**

#### **I. Employee orientation;**

T&D programs aimed at a high-profile performance problem will be looked at very differently from a program dealing with a nice-to-know topic such as general communication skills or new employee orientation (Richard and Elwood, 2001). The goal of transfer is the full application of new knowledge and skills to improve individual and/or group performance in an organization or community. Important actions by a learning project manager and other stakeholders to support transfer of new knowledge and expertise are required for learning transfer.

#### **II. Skill and technical training;**

Included instruction in mathematics, mechanical and freehand drawing, and other practical skills needed by workers.

## **On Job Training:**

Some commentators use a similar term for workplace learning to improve performance: "training and development". There are also additional services available online for those who wish to receive training above and beyond that which is offered by their employers. Some examples of these services include career counseling, skill assessment, and supportive services (<https://en.wikipedia.org/wiki/Training>).

## **III. Off the job training:**

Off-the-job training method takes place away from normal work situations- implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training method also involves employee training at a site away from the actual work environment. It often utilizes lectures, case studies, role playing and simulation, having the advantage of allowing people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas. Many personnel selection companies offer a service which would help to improve employee competences and change the attitude towards job. The internal personnel training topics can vary from effective problem solving skills to leadership training (<https://en.wikipedia.org/wiki/Training>).

## **IV. Coaching:**

Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional goal by providing training, advice and guidance. The learner is sometimes called a coach. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development (<https://en.wikipedia.org/wiki/Coaching>).

Haslinda and Abdullah, (2009) defined coaching as: 'The art of facilitating the enhanced performance, learning and development of others.' It takes the form of a personal (usually one-to-one) on-the-job approach to helping people develop their skills and levels of competence. As Armstrong (2006) referred Hirsh and Carter (2002), state that coaching is aimed at the rapid

improvement of skills, behavior and performance, usually for the present job. A structured and purposeful dialogue is at the heart of coaching. The coach uses feedback and brings an objective perspective.

The need for coaching may arise from formal or informal performance reviews but opportunities for coaching will emerge during normal day-to-day activities (Michael Armstrong, 2006).

## **V. Mentoring:**

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but she or he must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which mentors engaged (<https://en.wikipedia.org/wiki/Mentoring>).

Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time.

## **VI. Education:**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational (<https://www.en.wikipedia.org/wiki/Education>).

### **2.1.5. Career Development:**

Career development is an educational and experiential program to meet the needs of organizations and appeal to the interests of individuals. Career development is a continuous and unending process in which the individual makes progress through a series of training until he achieves his personal level of maximum achievement. (i) Career planning, (ii) Career Management the different type of training, FIP, TTP and Special training. The Executive and administrative worker is getting the training. The corporation is developing the professionalism of their employees (Sharma, 2015).

Career development refers to "the outcomes of actions on career plans as viewed from both individual and organizational perspectives" (Gutteridge 1986:52). The outcomes desired by organizations include achieving the best match between people and jobs.

Slavenski and Buckner (1988) divide the career development process into three distinct phases: (1) staffing and orientation, (2) evaluation, and (3) development. Each of these phases is composed of strategies from which the employer may choose to create a customized career development system.

The staffing and orientation phase is composed of providing career information to the job candidate (whether internal or external) and using selection techniques to match potential workers with the right job. The type of career information provided may include knowledge of jobs within the organization and possible career paths for the employee (Harrison, 1989).

According to him, the next phase is the evaluating phase. Two key tasks in this phase are performance review and succession planning. The purpose of performance review, from a career development perspective, is to provide feedback to employees on their skills and knowledge, both to increase job satisfaction and to help them prepare for their next job. Succession planning, at the initiative of the employer, links information from and about individual employees to the human resource needs of the organization.

During the developing phase, more visible career development strategies are employed. Tools used during this phase include career discussions between employee and supervisor, career resource centers, self-assessment and career counseling, and career planning workshops.

Career discussions between employee and supervisor form an integral part of any career development system. Training supervisors for their career discussion role is necessary for success; even more important and difficult is convincing supervisors to apply that training (Harrison, 1989).

## **2.2. Organization Development:**

Organizational development is a systematic planning for change in human and structural processes to facilitate change among individuals, groups, and organizations. It prepares the organization for future responsibilities. It improves the capacity to perform at the current job. It prepares organization to fulfill the objective of the department and organizations. The training and development is two types (i) Management Training, (ii) Supervisory Development. It develops the professional capacity in the employees (Shama, 2015).

### **2.2.1. Types of Organizational Development:**

#### **I. Management Development (Management Training)**

The realization of organizational objectives depends to a greater extent on the quality of leadership provided by administrators/managers. To this effect, organizations need to improve supervisory, managerial, and executive skills so that they may lead and motivate employees for the betterment of their organizations. There are many types of development programs for managers/administrators. The most common types are briefly discussed below.

##### **A. Formal Training**

Formal training courses of managers can be conducted in classroom using instructors from within the organization or by experts from other institutions. The classroom instruction may be coupled with field assignments. Subjects that are going to be covered may include decision-making, financial management, setting objectives and priorities, motivation

techniques, performance appraisal, communication, holding meetings and other managerial topics. Field assignments may consist of controlled exercises in simulated situations or actual work with colleagues who act as coaches, often called monitoring (Holt, 1993).

### **B. Off-the-job Training**

In this program, managers/administrators are removed from their work situation for concentrated programs. With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions. The Ethiopian Management Institute is a professional organization serving many organizations with development courses and seminars (Tamrat, 2007).

### **C. Job Rotation**

This involves rotating trainees for one job to other related jobs to broaden their managerial experience. Besides, giving an opportunity to acquire new managerial skills, rotation enables the organization when resignation, retirement, death, transfer or vacations occur.

Advocates of job rotation assets that, this approach broadens the manager's back ground, accelerates the promotion of highly competent individuals, introduces more new ideas into the organization, and increases the effectiveness of the organization (Glueck, 1978).

### **D. Development Position**

In this management development program, organization assigns less experienced administrator to work temporarily as an assistant to more experienced administrator. This learning program involves the implication that experienced administrator will create a condition whereby the assistant acquire knowledge and skill needed for effective performance of the world of managing. It is also a means through which organizations develop employees' managerial skills to provide a pool of competent administrators to meet future needs (Tamrat, 2007).



### **2.3. Definition and components of job satisfaction**

Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision (Spector, 1997). Others believe it is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved (Hulin, & Judge, 2003). Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction) (Thompson & Phua, 2012) or cognitions about the job (cognitive job satisfaction), (Moorman, 1993).

Job satisfaction is the phenomena that defines the harmony of employees' job satisfaction, expectations and job's characteristics. This phenomenon is a composition of social security, fair wages, job and work security, balance between job skills and knowledge job-related pride, promotion opportunities, management policies and the social climate (Oral, 2005). According to Robbins, (1999) Job satisfaction is also defined as an individual's general attitude regarding his or her job. Mullins, (1993) mentioned that motivation is closely related to job satisfaction. Various factors such as an employees' needs and desires, social relationships, style and quality of management, job design, compensation, working conditions, perceived long range opportunities, and perceived opportunities elsewhere are considered to be the determinants of job satisfaction (Byars and Rue, 1997; Moorhead and Griffin, 1999).

Job satisfaction has a significant influence on employees' organizational commitment, turnover, absenteeism, tardiness, accidents, and grievances (Byars and Rue, 1997; Moorhead and Griffin, 1999). According to Robbins (1999), a satisfied workforce can increase organizational productivity through less distraction caused by absenteeism or turnover, few incidences of destructive behavior, and low medical costs.

### **2.4. Factors that affects employee satisfaction**

Satisfaction is an important goal for organizations to reach as it has been shown that profitability, productivity, employee retention, and customer satisfaction are linked to Employee Satisfaction. Satisfied, motivated employees will create higher customer satisfaction and in turn

positively influence organizational performance. Past research that focused on employee satisfaction (Becker and Gerhart, 1996; Becker and Huselid, 1998; Wright and Boswell, 2002), as referred by (Hooi Lai Wan 2007), established the link between human resource development and organizational performance. Other behavioral theories too suggest that the impact of human development management practices on performance is mediated by employee satisfaction, commitment and well-being (Hooi Lai Wan, 2007).

Theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work, if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction. Locke, (1976) noted three “schools” of thought about causes of employee satisfaction: physical-economic (physical working conditions), social (supervision and cohesive work groups), and nature of work (mentally challenging tasks, opportunities for mobility within organization, working for supervisors who actively assist their subordinates to address job-related problems and work-related variables). Research by Goldfarb Consultants (1999) on the private and public sectors in Canada revealed similar results. The study showed that the top five most important factors that influenced employee satisfaction have more to do with interpersonal relationships (quality of decision makers, communication and relations between managers and employees), atmosphere at the workplace (work ethic, level of innovation and physical environment) and sense of personal achievement (personal growth opportunities and level and range of responsibility) than it has to do with attributes that can be measured (amount of time off, benefits, work hours and salary).

In other way, according to (Smith, 1969) there are five business dimensions affecting job satisfaction and indicating important features of the job (Luthans, 1995: 114): the Work itself: the sense of satisfaction for the content of the Job (providing the possibility of taking responsibility, be engaging, enabling person the opportunity for learning) Wage: the sense of satisfaction for the wage (perception of equal wages when compared to different organizations) Opportunity for Progress (promotion): the sense of satisfaction for future career in the workplace (having the chance to promote in the organization) Management: the sense of satisfaction for the management (Management having ability of providing behavioral and

technical support) Colleagues: the sense of satisfaction for friendship relations (the levels of social support of the colleagues with technical expertise)

As far as the effect of HRD policies on employee satisfaction is concerned; limited literature on this shows a positive correlation. According to Lee (2000), organizations that invest in HRD are more likely to increase employee satisfaction.

## **2.5. The Importance of Job Satisfaction**

Job satisfaction has been linked to many variables including performance, absenteeism and turnover, which will be discussed further in this section.

Job satisfaction is significant because a person's attitude and beliefs may affect his or her behavior. Attitudes and beliefs may cause a person to work harder or work less. Job satisfaction also impacts a person's general well being for the simple reason that people spend a good part of the day at work. Consequently, a person's dissatisfaction with work could lead to dissatisfaction in other areas of life (Francis, 2006).

### **2.5.1. Employee performance**

The relationship between job satisfaction and job performance has a long and controversial history. Researchers were first made aware of the link between satisfaction and performance through the 1924-1933 Hawthorne studies (Naidu, 1996). Since the Hawthorne studies, numerous researchers have critically examined the idea that "a happy worker is a productive worker". Research results of Iaffaldano and Muchinsky (1985) have found a weak connection, approximately 0.17, between job satisfaction and job performance. However, research conducted by Organ (1988) discovered that a stronger connection between performance and satisfaction could not be established because of the narrow definition of job performance. Organ (1988) believes that when the definition of job performance includes behaviors such as organizational citizenship (the extent to which one's voluntary support contributes to the success of an organization) the relationship between satisfaction and performance will improve. Judge, Thoreson, Bono, and Patton (2001), discovered that after correcting the sampling and measurement errors of 301 studies, the correlation between job satisfaction and job performance

increased to 0.30. It is important to note that the connection between job satisfaction and job performance is higher for difficult jobs than for less difficult jobs (Saari & Judge, 2004).

In 2006, researcher Michelle Jones analyzed three studies combining 74 separate investigations of job satisfaction and job performance in 12,000 workers. She wrote: "The conclusions drawn by these researchers, and many others, indicate the presence of a positive, but very weak, relationship between job satisfaction and job performance" (Jones, 2006). Jones argues that we have been measuring the wrong kind of satisfaction. Instead of job satisfaction, we should be looking at the link between overall satisfaction with life and output at work (Bright, 2008). In this study, Jones implies that the more satisfied we are with our life in general, the more productive we will be in our jobs.

### **2.5.2. Employee absenteeism**

One of the more widely researched topics in Industrial Psychology is the relationship between job satisfaction and employee absenteeism (Cheloha, & Farr, 1980). It is only natural to assume that if individuals dislike their jobs then they will often call in sick, or simply look for a new opportunity. Yet again, the link between these factors and job satisfaction is weak. The correlation between job satisfaction and absenteeism is 0.25 (Johns, 1997). It is likely that a satisfied worker may miss work due to illness or personal matters, while an unsatisfied worker may not miss work because he or she does not have any sick time and cannot afford the loss of income. When people are satisfied with their job they are more likely to attend work even if they have a cold; however, if they are not satisfied with their job, they would be more likely to call in sick even when they are well enough to work.

### **2.5.3. Employee turnover**

According to a meta-analysis of 42 studies, the correlation between job satisfaction and turnover is 0.24 (Carsten, & Spector, 1987). One obvious factor affecting turnover would be an economic downturn, during which unsatisfied workers may not have other employment opportunities. On the other hand, a satisfied worker may be forced to resign his or her position for personal reasons such as illness or relocation. This holds true for the men and women of the US Armed Forces, who might fit well in a job but are often made to relocate regardless. In such case, it would be

next to impossible to measure any correlation of job satisfaction. Furthermore, a person is more likely to be actively searching for another job if they have low satisfaction; whereas, a person who is satisfied with his or her job is less likely to be job hunting.

Another researcher viewed the relationship between job satisfaction and an employee's intent to leave the organization, turnover intention, as mediated by workplace culture. Medina (2012) found that job satisfaction was strongly inversely correlated with turnover intention and this relationship was mediated by satisfaction in workplace culture. The study provides evidence that should be further explored to aid in the understanding of employee turnover and job satisfaction; particularly in how job satisfaction and employee turnover relate to workplace culture (Medina, 2012).

#### **2.5.4. Employee Retention**

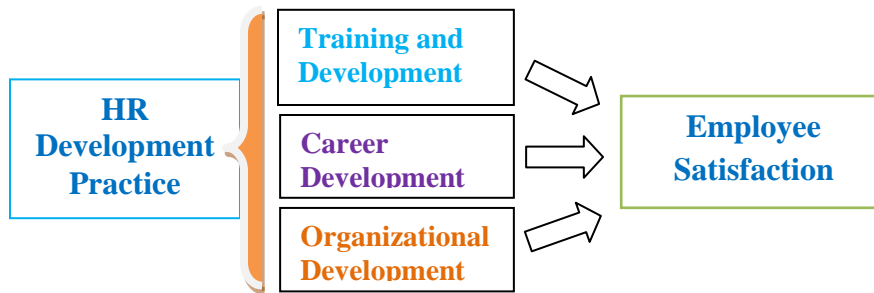
Job turnover can result from various conditions such as job satisfaction. Job satisfaction is multi-faceted, implying that one can be satisfied in one area but does not necessarily mean satisfaction in all areas; likewise, dissatisfaction in one area does not mean complete job dissatisfaction (Kazi, & Zadeh, 2011). Additionally, job turnover can also be related to work-life conflict. The work life and personal life is an individual's experience to maintain harmony (balance) between work and personal relationships. Kazi & Zadeh (2011) propose that an imbalance or dissatisfaction in work leads to dissatisfaction in personal life. This can lead to job turnover. This is precisely what Swift (2007) reported in his article about having a more fulfilled and productive workforce. For organizations to remain competitive, they need to understand and address the issues around work-life balance to maintain job satisfaction among employees. To support this idea, Bright (2008) article reports that people who are happy with life are happier employees and show better organizational citizenship, courtesy and conscientiousness.

Employee satisfaction is of utmost importance for employees to remain happy and also deliver their level best. Satisfied employees are the ones who are extremely loyal towards their organization and stick to it even in the worst scenario. The first benefit of employee satisfaction is that individuals hardly think of leaving their current jobs. Employee satisfaction is essential to ensure higher revenues for the organization. Satisfied employees tend to adjust more and handle pressure with ease as compared to frustrated ones.

## 2.6. Research Framework:

On the basis of the reviewed literature, a research model was formulated as follows. So, the conceptual framework of the study would be:

**Figure 2.1:** Conceptual Framework



**Source:** Mushtaq (2014)

Among different HRD practices, this thesis focused on Training and Development, Career Development, Organizational Development with Employees' Satisfaction.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This study was basically a descriptive study and so descriptive statistics was used to describe and interpret the results of the study and Correlation analysis was used to measure the degree of association between HRD practices (Training and Development, Career Development, and Organizational Development) with employees' satisfaction.

#### 3.1. Population and Sample Techniques

Ethiopian Electric Utility has been selected to evaluate the employees' satisfaction through HRD practices. The respondents were selected from Enforcement, Key account, Energy Audit, Finance, Billing, Customer Service, ICT/MIS, Wire Business, Distribution and Maintenance departments. All respondents were selected as per probability sampling with sample frame of the list of employees working in the company.

Stratified probability sampling used in this research because of a stratified sample was more representative than a simple random sample. Accordingly, the whole study population were divided in to two strata called non-management and management. The total study populations are 512 which holds 452 of non-management and 60 management staffs. After stratification accordingly, the sample size of each stratum resulted to the study sample size of 220 were 194 from non-management staffs and 26 from management staffs as showed in sample framework table 3:1 below.

Non-Management Staffs			Management Staffs		
Study Population	Sample size	Sample size in %	Study size	Sample size	Sample size %
452	194	88%	60	26	12%

Table3: - Number of employees sourced from payroll

Hence, stratified random sampling was applied in carrying out the selection from a sample population of 512 which is based up on the following formula.

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

Source: C.R. Kothari (2004)

**Where,**

**p** = sample proportion,

**q** = 1 – p;

**z** = the value of the standard variant at a given confidence level and to be worked out from table showing area under Normal Curve;

**n** = size of sample.

**Given:**

**Z**= 1.96 (At 95% confidence level)

**P** = the population proportion (assumed to be .50 since this would provide the maximum sample size).

**N** = 512 which is population size

**e** = 0.05 which is acceptable sample error

Accordingly, 220 samples were taken from the population. The samples taken were representative of target population in which the study was undertaken.

### **3.2. Source of Data**

In attempt to address the assessment of employee satisfaction with HRD practices of the company (EEU)/Jimma district and to provide possible recommendations, the researcher was used both primary and secondary data sources. With regard to primary data, the data was collected through questionnaire filled by the non-management and management staffs of the company and interview was conducted with company administration head in order to be acquainted with over all environment of the organization. Employees satisfaction was assessed and quantified by using 5-point liker scale method



As far as secondary data is concerned, relevant data were collected from the organization, such as EEU Collective Agreement, HR Report 2009, district and satellite staff plan, related official websites, additional available literatures sources were reviewed.

### **3.3. Data Collection and Instruments**

The data was collected and compiled with the help of primary data. Questionnaires were developed and distributed for all 220 sample respondents and interview was conducted with the company's district administration. The questionnaire comprises two sections: Section I contains demographical questions about the respondents including sex, age, years of work experience, length of service with the company and educational level while, Section II items incorporate HR development practices (training and development, career development and organizational development) questionnaires of 5-point Liker scale that range from 1 (strongly disagree) to 5 (strongly agree) were used. Interview questions were also the other form primary data collection instrument conducted with the company's district administration.

### **3.4. Data Analysis**

In meeting the objectives stated in the above section, the raw data gathered from primary sources were first checked for completeness, reliability and consistency which were done through analysis of internal reliability and internal consistency then processed (edited, classified, coded, tabulated) and finally analyzed using statistical techniques such as means, standard deviation, percentage, frequency. Pearson correlation and multiple linear regression to analyze the relationships among dependent and independent variables were used to explain and to determine the significant mean differences between and among respondents views on HRD practice with respect to employees' satisfaction. All the above mentioned quantitative techniques were computed using the Statistical Package for Social Science (SPSS statistics) version 16.

Accordingly, descriptive statistics were used to describe and interpret the results of the study. Correlation analysis was used to measure the degree of association between HRD practices i.e. Training and Development, Career Development and Organizational Development

and Employees' satisfaction. From inferential statistics, regression analysis was used to test the hypothesis of the study.

### **3.5. Validity and Reliability**

Quality and significance of the research can be judged by logical tests including constructing validity and reliability. In this study questionnaires were formed and used on the basis of existing studies and literature to construct the relationship between the HR development variables (training and development, career development and organization development) with job satisfaction.

This thesis work was conducted by using a structured procedure that confirms the reliability of the study. In this study a job satisfaction assessment model is prepared that is derived from the facts of books and scientific articles. Comprehensive questionnaires are developed for data collection and the way used to contact the respondents is stated. This procedural way to conduct the research confirms the reliability of the study.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

#### 4.1. Non-Management Staffs Respondents

##### 4.1.1. The Response Rate

This section records data gathered and provides specific information about Human Resource Development Practice and employee satisfaction in the company. The researcher dispatched 220 questionnaires for 220 targeted sample respondents. However, 197 respondents completed and returned the survey questionnaire making 89.54% return rate, 6 questionnaires were found to be incomplete and could not be used for the study, while 17 questionnaires were not returned. Since this is within the acceptable rate for a survey (Kothari, 2004), the data analysis was conducted.

##### 4.1.2. Demographic Characteristics

Research such as this demands a high degree of objectivity when drawing conclusions, so measures were taken to ensure that the sample of respondents in the survey. In the total, 197 from Billing Department 15, Customer Service 28, Distribution 13, Energy Audit 15, Enforcement 16, Finance 14, HR administration 8, ICT/MIS 16, Key Account 6, Maintenance 27, Management 9, Retail Business 14 and Wire Business 16.

According to the overall sample, Males made up 81.72 and females 18.27%. Of the respondents, 89.34% from non-management staffs while the other 10.66% were from management staffs.

**Respondents Age Category:** According table 4.1 below, the male respondents distribution are 15 under 25 years old, 62 between 25 and 35 which is the largest from male category, 44 of the respondents categorized between 36 and 40 which composes the second largest from male gender group 19 between 41 and 50 whereas, only 2 of the respondents are under age category of 51-60.

Accordingly, 142 (80.68%) of the total respondents are male while the remaining 34 (19.32%) female. In other way, the largest number from the female respondents 17/34 are categorized in

25-35, the second larger 9/34 are between the age 36-40 whereas few respondents with equal distribution of a total 8/34 are categorized under 25 and between 41-50. From this we can infer that 26 (76.47%) of females are categorized under the working force age category of 25-40.

**Table-4.1.** Respondents Age and Gender category

Gender	Age (Non-Management Staffs Respondents)					Total
	< 25	25 – 35	36 – 40	41 – 50	51 - 60	
Male	15	62	44	19	2	142
Female	4	17	9	4	0	34
Total	19	79	53	23	2	176
<b>Total %</b>	<b>10.80%</b>	<b>44.90%</b>	<b>30.10%</b>	<b>13.10%</b>	<b>1.10%</b>	<b>100.00%</b>

**Source:** own survey, 2017.

To sum up, 19 (10.80%) respondents are under 25, 79 (44.90%) between age 25-35, 53 (30.10%) are between 36-40 while, 23(13.10%) of the total from both gender are between age category 41-50 but few which are 2 (1.10%) are between age 51 and 60. Accordingly, this data implies that the workforce compositions of the respondent are young (under 40) and thus may require a strong HRD programs.

**Gender and Level of Education:** This part of the questionnaire requested a limited amount of information related to personal and professional characteristics of respondents. Accordingly, a cross tabulation data of 176 non management staff respondents of two variables- gender and level of education is given in table 4.2 below.

**Table-4.2.** Respondents gender and level of education (Cross Tabulation)

Non-Management Staffs Level of Education								
Gender	Respondents	Under Grade 12	12 Complete	TVET	College Diploma	First Degree	Second Degree	Total
Male	Count	15	15	34	53	22	3	142
	% within Level of Education	78.90%	62.50%	85%	84.10%	81.50%	100%	80.70%
Female	Count	4	9	6	10	5	0	34
	% within Level of Education	21.10%	37.50%	15%	15.90%	18.50%	0%	19.30%
<b>Total</b>		<b>19</b>	<b>24</b>	<b>40</b>	<b>63</b>	<b>27</b>	<b>3</b>	<b>176</b>
<b>Percent</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Source:** own survey, 2017.

The above table 4.2 shows that, of the total sample, 15 and 4 male and females respectively are under grade 12, nearly two-third of more male 15 (62.5%) than female 9 (37.5%) are grade 12 complete, TEVET graduates n=34 and n=6 are male and female respectively, from 63 respondents 53 (84.1%) are male while 10 (15.9%) female collage diploma holders, of the 27 respondent 22 (81.5%) are male and 5 (18.5%) females are first degree holders, and only 3 males are second degree holders among 176 non management respondents which compose of nearly 142 (80.7%) are male and 34 (19.3%).

The non-management staffs respondents also represented various levels of academic attainment: the majority of the respondents are college diploma holders (n=63, 35.79%) whereas (n=40, 22.72%) and (n=30, 17.05%) of the respondents are Technical School graduate, first and second degree holders respectively. while the remaining (n=55, 31.25), 24 and 19 respondents are identified their levels of education as certificate and under grade 12, no individuals are identified third degree or PhD holders.

Given the fact that the majority of the workforces are young (table 4.1) with college diploma or BA/BSc Degree (table 4.2), it is not doubtful that employees give high concern for their education and career development. This create burden on the EEU in satisfying employees' such demand and also give an option for EEU in enhancing employees' satisfaction through designing an effective HRD system that allow employees to be developed in their profession and career.

Therefore, to satisfy and retain employees', EEU is advisable to induce employees that the corporation is the best place to develop their profession and career.

**Table-4.3.A. Service Years in the EEU.**

Year's Range	Respondents Service Year In EEU	
	Frequency	Percent
<3	46	26.10%
4-5	45	25.60%
6-7	36	20.50%
> 7	49	27.80%
<b>Total %</b>	<b>176</b>	<b>100</b>

**Source:** own survey, 2017.

**Table-4.3.B. Service Years on Current Job**

Year's Range	Respondents Service Years On Current Job In EEU	
	Frequency	Percent
0 - 4	80	45.5
5 - 9	70	39.8
10 - 19	18	10.2
20 - 30	8	4.5
<b>Total %</b>	<b>176</b>	<b>100</b>

**Source:** own survey, 2017.

Table 4.3.A. above shows that 46 (26.10%) of the respondents had served in the EEU for less than three year, 45 (25.60%) serviced between 4 and 5 years, 36 (20.50%) of them served 6-7 years whereas, the majority of the respondents 49 (27.80%) had served the company for more than seven years. This implies that the respondents had taken enough time in the EEU to access the required information thus were suitable for the study.

Regarding service year on the current year in the company, Table 4.3.B. above showed that 80 (45.5%) of the respondents had served in the EEU for less than four year, 70 (39.8%) serviced between 5 and 9 years, 18 (10.2%) of them served 10-19 years whereas, few of the respondents 8 (4.5%) had served the company for 20 to 30 years. This implies that the respondents had taken adequate time in the EEU to admit the essential information thus were proper for the study.

### **Assignment in profession**

The respondents had given differently regarding the question that asks whether the company assigned them according to their profession. According to the table below, majority of the respondents 114 (64.8%) reacted positively that they are assigned according to their skills, educational as well as professional status, while 62 (35.2%) showed their opinion indifferently that they did not assigned according to their profession. This shows that the company's HR allocation was good, however it requires more attention for future implementation.

**Table 4.4:** Professional Assignment

<b>Do you think you assigned in your profession?</b>			
<b>Distributions</b>	<b>Items</b>	<b>Frequency</b>	<b>Percent</b>
	<b>Yes</b>	114	64.8
<b>Frequencies</b>	<b>No</b>	62	35.2
	<b>Total</b>	176	100
<b>Descriptive</b>		<b>Mean = 1.35</b>	<b>St. Deviation = .479</b>

Source: own survey, 2017.

## **4.2. Employees' Satisfaction with Core features of HRD Practices**

The investigation focused on four variables: Training and Development, Career Development, Organizational Development and Employee Satisfaction. The first three are independent variables while the last one is dependent.

All independent variables were measured on a 5-point Likert scale although the dependent variable was measured by correlation and regression analysis. The scale used to interpret the variables ranged from 1.0 –1.5 corresponding to responses of Strongly Disagree / Extremely Dissatisfied, followed by 1.50 –2.49 for Disagree /Dissatisfied, 2.50 –3.49 for Neutral /Not Sure, 3.50 –4.49 for Agree /Satisfied; and finally 4.50 –5.00: Strongly Agree /Extremely Satisfied.

### **4.2.1. Employees' Response with Training and Development**

In this section, employees' level of satisfaction regarding: components of training and development (counseling, coaching and mentoring) of the EEU HR development practices, employees' development opportunities within the company, and supervisors/managers guidance and encouragements for employee development were reviewed below.

#### **On the job training:**

To measure employees' level of satisfaction, employees were asked whether they have been given training or not for the last two year and the statements of their responses are summarized in table 4.5 below.

**Table 4.5:** Practice of on the job training

<b>Rating</b>	The Company conducts frequent workshops and seminars for the employees.		I have given a training to improve my skills and do my job effectively in the Company.	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<i>Strongly Dis.</i>	62	35.2	45	25.6
<i>Disagree</i>	63	35.8	87	49.4
<i>Neutral</i>	14	8.0	11	6.2
<i>Agree</i>	18	10.2	26	14.8
<i>Strongly Agree</i>	19	10.8	7	4.0
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.26</b>	<b>Std. D. = 1.326</b>	<b>Mean = 2.22</b>	<b>Std. D. = 1.107</b>

**Source:** own survey, 2017.

Table 4.5 above, Frequency and percentage distribution shows that the company trends of addressing employees through workshops, seminars, orientation and technical skill training for employees' satisfaction with getting the training need to do their job well.

According to the respondents replay regarding the company's trends of training arrangement, majority of them 62 (35.2%) and 63 (35.8%) of the total responded that they disagree with the trend respectively while 37 (21.0%) of the respondents agreed that they took trainings in the form of conference and workshops within the last two consecutive years. Regarding the training offered by the EEU jimma, two third of the respondents 132 (75.0%) together disagreed while only 33 (18.8%) agreed and few 26 (14.8%) of them kept neutral.

As illustrated in table 4.5, above implies that a mean value of 2.26 and 2.22 indicates the respondents are dissatisfied on both variables mentioned. Hence, for majority of the respondents response implies that the company's trends of on the job employee training and development to improve their skills and do their job effectively were poor. As everybody seeks satisfaction in his or her work being able to perform effectively and efficiently, it is likely to deter employees' satisfaction with their job. The finding indicates that the trends of EEU workshops and seminars for members of staff are very limited or not adequate enough with respect to employees training need, moreover the amount of technical and skill training offered by the company is not



significantly enough to develop the skills of employees that enables to effectively and efficiently perform their job.

According to the interview conducted with the human resource head, it is one of EEU's policy to provide a minimum of 10 hour skills upgrading or refreshing training per person and per year. Thus, it is possible to say that the company's training provision practice was by far below from its own training and development policy.

**Orientation and access to information:**

**Table 4.6:** Orientation and access of information

<b>Rating</b>	<b>I had been given sufficient job orientation during my recruitment.</b>		<b>The company clearly communicates its goals and strategies to me.</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<i>Strongly Disagree</i>	43	24.4	38	21.6
<i>Disagree</i>	40	22.7	44	25.0
<i>Neutral</i>	25	14.2	30	17.0
<i>Agree</i>	42	23.9	25	14.2
<i>Strongly Agree</i>	26	14.8	39	22.2
<b>Total</b>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.82</b>	<b>Std. D. = 1.419</b>	<b>Mean = 2.90</b>	<b>Std. D. = 1.465</b>

**Source:** own survey, 2017.

In relation to the statement whether the company gives orientation to new employees about their positions and responsibility, 83 (47.1%) of the respondents disagree that shows they were not addressed with orientation or have no information about their positions work condition, 68 (38.7%) of the overall respondents argued that through orientation have adequate information, while 25 (14.2%) kept indifferent. In other way, the respondents were asked to give their opinion concerning the company clearly communicates its goal and strategies to employees, 82 (46.6%) disagreed, 64 (36.4%) agreed while, 30 (17.0%) responded neutral.

Accordingly, a mean value of (2.82) and Std. D. (1.419) showed that employees are disagreed with the variable whether the company offered sufficient orientation to employees and a mean value of 2.90 Std. D. 1.465 also confirmed that the company was not clearly communicating its goals and strategies to new recruiting employees. It is known that, it is the attitudes or

orientations that connect the identity of the employee to the organization (Sheldon ,1971: 43). This implies that the company’s HR orientation and information dissemination was considered poor. Accordingly, job position orientation and responsibility briefings should be conducted and goals and strategies of the company in general should be communicated at recruitment.

### Counseling/ Guidance

Counseling involves assisting the employees to understand his/her own performance, factors contributing to it, contribution of his/her own strength and weaknesses, and assisting employees to identify the extent to which he/she can influence the outcome of his/her work and thereby plan for improving competence and performance. As of employees’ satisfaction with the co-workers supportive communication and supervisors counseling trend, employees were asked to indicate their opinion through the statement “There are people to whom I can go for help when I have work related problems” and “My supervisor is available when I need him/her”; their response is summarized in table 4.7 below.

**Table: 4.7.** Counselling and Guidance

Rating	There are people to whom I can go for help when I have work related problems.		My supervisor is available when I need him/her.	
	Count	%	Count	%
<i>Strongly Disagree</i>	25	14.2	51	29.0
<i>Disagree</i>	30	17.0	32	18.2
<i>Neutral</i>	29	16.5	49	27.8
<i>Agree</i>	68	38.6	27	15.3
<i>Strongly Agree</i>	24	13.6	17	9.7
<b>Total</b>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 3.20</b>	<b>Std. D. = 1.280</b>	<b>Mean = 2.59</b>	<b>Std. D. = 1.311</b>

**Source:** own survey, 2017.

Table 4.7 above shows, frequency, percentage distribution and descriptive statistics for respondent opinion of counselling and guidance practices of the company 92 (52.2%) were agreed, 55 (31.2%) disagree while 29 (16.5%) of the respondents neither agree nor disagree with the availability of supportive co-workers; concerning the supervisor availability for guidance 83

(47.2%) showed disagreement, 44 (25.0%) showed their agreement while 49 (27.8%) kept neutral.

A descriptive statistics table 4.7 above showed that, a mean value of 3.20 indicates an average response are on the middle-of-the-road of satisfaction among the respondents for the variable ‘There are people to whom I can go for help when I have work related problems.’ While, 2.59 mean values of respondents signifies that they were disagree with the supervisor’s availability for counseling and guidance when needed. Researchers suggested that job satisfaction is developed through interaction with people such as co-workers and supervisors within the context of the work environment (Naumann, 1993). However the availability of supportive co-workers communication with in the company was good the interaction between co-workers and supervisors was poor requires development or improvement.

### Coaching

Pertaining to employees’ satisfaction with coaching and support provided by their supervisors, employees were asked to indicate their degree of agreement with the statements: “My supervisor provides me with the appropriate amount of guidance” and “My supervisor assists me to identify my training needs” and their response is summarized in table 4.8 below:

**Table 4.8:** Perceptions regarding managers/supervisors support

<b>Rating</b>	<b>My supervisor provides me with the appropriate amount of guidance.</b>		<b>My supervisor assists me to identify my training needs.</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<i>Strongly Disagree</i>	19	10.8	38	21.6
<i>Disagree</i>	43	24.4	34	19.3
<i>Neutral</i>	32	18.2	35	19.9
<i>Agree</i>	67	38.1	49	27.8
<i>Strongly Agree</i>	15	8.5	20	11.4
<b>Total</b>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 3.09</b>	<b>Std. D. = 1.182</b>	<b>Mean = 2.88</b>	<b>Std. D. = 1.336</b>

**Source:** own survey, 2017.

As frequency and percentage distribution in the above table 4.8 illustrates, more than half of the respondents 67 (38.1%) showed their agreement regarding the provision of appropriate amount

of guidance by supervisors, 62 (35.2%) reflected their disagreement while 32 (18.2%) responded indifferently. However, with regard to the supervisor assistance to identify training needs, around 72 (40.9%) disagreed, 69 (39.2%) agreed while 35 (19.9%) kept indifferent.

The mean value (3.09) and the std. d. (1.182) regarding supervisors provision of appropriate amount of guidance; a mean value of (2.88) and std. d. (1.336) for supervisor assistance of identifying employees training needs. It can be inferred from the above data that the main disagreement factors in coaching practices is inappropriate amount of guidance and assistance provided by managers/supervisors. This could happen when managers either have no enough information, experience, and/or reluctant to coach their subordinates. In general, majority of the respondents are not satisfied with the guidance, pragmatic advice and continuing support provided to enhance individual developments. Specifically, respondents' dissatisfaction is high regarding the supports and encouragements provided to improve their educational level.

### **Mentoring:**

Mentoring presents tool that organizations can include as part of comprehensive suite of career development. Mentoring helps to ensure that employees have the appropriate resources and guidance to further their careers adequately. Organizations offer mentoring programs as an effective and low cost aid to employee development. Employees were asked to indicate their opinion towards the statements of "Supervisors or team leaders support employees' effort to learn" and "My supervisor is willing to listen to my ideas" and their response is summarized in table 4.9 below:

**Table 4.9:** Employees mentoring perception

<b>Rating</b>	<b>Supervisors or team leaders support employees' effort to learn.</b>		<b>My supervisor is willing to listen to my ideas</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<i>Strongly Disagree</i>	34	19.3	25	14.2
<i>Disagree</i>	59	33.5	30	17.0
<i>Neutral</i>	48	27.3	29	16.5
<i>Agree</i>	22	12.5	68	38.6
<i>Strongly Agree</i>	13	7.4	24	13.6
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.55</b>	<b>Std. D. = 1.155</b>	<b>Mean = 3.20</b>	<b>Std. D. = 1.280</b>

**Source:** own survey, 2017.

Regarding mentoring practices, the Table 4.9 above shows that, 35 (19.9%) of the respondents are in agreement with that of they received adequate amount of support from their supervisor; but the majority 93 (52.8%) disagree, while 48 (27.3%) were kept impartial. Regarding the respondents opinion towards the variable “My supervisor is willing to listen to my ideas”, a sum of 55 (31.2%) disagreed, 92 (52.2%) agree while 29 (16.5%) kept indifferent.

The descriptive statistics with regard with levels of supervisors support and supervisors willing to give attention to the employee idea indicates that majority of the respondents received few support from their supervisors which is a mean value of 2.55 and supervisors' willingness to give attention to ideas of their subordinate mean value is 3.20 which implies that they received good.

The finding from the respondents implied that managers/supervisors should also focus on helping employees progress in their career and encourage their professional development. Managers that support their subordinates' professional development and improve communication with their subordinates through ongoing feedback are likely to stimulate employees' satisfaction.

#### **4.2.2. Employees' Response with Career Development**

##### **Opportunity for promotion and advancement:**

Opportunities for promotion would help reduce the negative impact of the ongoing war for talent. It enable employees plan for the future and to be better equipped with the right skills to

remain competitive. Providing employees with internal job opportunities is a means of demonstrating that they can realize their career goals inside rather than outside of the company.

As mentioned in the literature review part, it is one of the determinants of employees' satisfaction. In addition to company nomination, employees have to be given the opportunity to apply and move to new positions as vacancies occur.

With the promotional opportunities provided in the corporation, respondents were asked to express their level of agreement regarding the statement that says "I am provided with adequate opportunities for promotion" and "I feel that I can advance or promote at the corporation" and their response is summarized in table 4.10 below:

**Table 4.10:** Promotion Opportunities

<b>Rating</b>	<b>I am provided with adequate opportunities for promotion.</b>		<b>I feel that I can advance or promote at the corporation.</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<i>Strongly Disagree</i>	16	9.1	30	17.0
<i>Disagree</i>	31	17.6	47	26.7
<i>Neutral</i>	36	20.5	35	19.9
<i>Agree</i>	54	30.7	47	26.7
<i>Strongly Agree</i>	39	22.2	17	9.7
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 3.39</b>	<b>Std. D. = 1.260</b>	<b>Mean = 2.85</b>	<b>Std. D. = 1.261</b>

**Source:** own survey, 2017.

As illustrated above, majority 91 (52.9%) of the respondents replied positively (agreed), 47 (26.7%) responded negatively (disagreed) while, 36 (20.5%) of them are neutral with the promotional opportunities within the company. Of the total respondents 64 (36.4%) responded their agreement, 77 (43.7%) showed their disagreement while the remaining 35 (19.9%) responded moderately i.e. kept indifferent regarding 'I feel that I can advance or promote at the company.

The descriptive analysis showed, mean value of 3.39 and 2.85 for the two factors (table 4.10 above) signifies that respondents' reaction for the variable is in the range of neutral that implies they are under level of satisfaction. From this one can recognize that respondents' judge as they don't know the company's plan of promotion for employees either to advance or promote

their career goals inside the company. Accordingly, however the opinion of respondents were reflected agreement and disagreement respectively for the service i.e. availability of promotion and advancement of the company, their level of satisfaction is still not recognizable which implies low.

### Learning from jobs within the organization

Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work. This can be described as continuous learning. Working in intellectually stimulating and challenging job and opportunity to work with up-to-date technologies allow employees to develop while they are doing their job.

The following table (table 4.11), shows the respondents' degree of agreement with the statements designed to understand their corresponding level of opinion with acquired knowledge of work and given more responsibilities at the company.

**Table 4.11:** Opportunities to learn from jobs

Rating	I am more efficient in my job now compared to when I started.		I have been given more responsibilities since when I started.	
	Count	%	Count	%
<i>Strongly Disagree</i>	28	15.9	16	9.1
<i>Disagree</i>	47	26.7	46	26.1
<i>Neutral</i>	58	33.0	65	36.9
<i>Agree</i>	28	15.9	18	10.2
<i>Strongly Agree</i>	15	8.5	23	13.1
<b>Total</b>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.74</b>	<b>Std. D. = 1.160</b>	<b>Mean = 2.06</b>	<b>Std. D. = 1.290</b>

**Source:** own survey, 2017.

As the above tables 4.11 clearly demonstrate 75 (42.6%) of the respondents are disagreed with their job efficiency improvement in the company, 43 (24.4%) are either agree or disagree while 58 (33.0%) responded not taking sides. Regarding to their responsibility engagement, 41 (23.3%) responded agreed whereas a total of 62 (35.2%) showed their response disagreed; while 65 (36.9%) responded impartial.

A mean value of 2.74 indicates, most of the respondents are indifferent with regard to the improvements of their job efficiency in the company than they joined the company; moreover, a mean value of 2.06 with standard deviation of 1.290 also failed in the range of neutral implicated how much they have no choice either from agreement or disagreement with the idea. Because of this, obviously employees' are not sure of job efficiency improvement when compared with the time they joined the company and they are not very sure for their level of satisfaction regarding whether they are offered with more responsibilities than at the time they joined the company.

### Performance Appraisal Review and Supervisors Feedback

**Table 4.12:** Performance Appraisal review and feedback

Rating	My organization reviews a performance appraisal at least once a year.		My supervisor has given me good feedback on how I can advance my career at the corporation.	
	Count	%	Count	%
<i>Strongly Dis.</i>	25	14.2	24	13.6
<i>Disagree</i>	30	17.0	38	21.6
<i>Neutral</i>	29	16.5	40	22.7
<i>Agree</i>	68	38.6	57	32.4
<i>Strongly Agree</i>	24	13.6	17	9.7
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 3.20</b>	<b>Std. D. = 1.280</b>	<b>Mean = 3.03</b>	<b>Std. D. = 1.216</b>

**Source:** own survey, 2017.

According to table above (table 4.12), the respondents approach to the first variable was very wide, more than half of the sample population 92 (52.2%) respondents confirmed their agreement, the second large group 55 (31.2%) showed their agreement negatively while, 29 (16.5%) responded indifferent regarding company's trends of performance appraisal review. On the subject of the idea 'My supervisor has given me good feedback on how I can advance my career at the company more than a half of the sample population 74 (42.1%) showed agreement, while, 62 (35.2%) showed their disagreement while, 40 (22.7%) responded that they are not taking sides or they are indifference of supervisors feedback on their advancement in the company.

Feedback of performance appraisal is an important controlling measure. Knowledge of one's strengths help one to become more effective to choose situations in which one's strength is



required, and to avoid situations in which ones weaknesses could create problems. This also increases the individual satisfaction. Often, people do not recognize their strength, managers in HRD system have the responsibility for observation and feedback to subordinates about their strengths and weaknesses on a continuous basis that helps the employees' for their career advancement within the company.

In addition to the frequency distribution analysis for the two variables showed above, the descriptive statistical analysis in the table 4.12 above reveals that the level of agreement of total respondents for the variable 'My organization reviews a performance appraisal at least once a year' falls in the mean range of 3.20 and the mean value for the variable 'My supervisor has given me good feedback on how I can advance my career at the corporation' categorized under the mean of 3.03. Taking in to consideration the total respondents, this result implies that the respondents' test of agreement were categorized below the level of satisfaction. Even though the company's practices of these variables looks well, it does not predict the employees' test of satisfaction. Accordingly, the company has to take time to overview performance appraisal procedures and managers or supervisors feedback system and work towards employees' satisfaction regarding the issues.

### **Job Promotion award and access to training and career development fairness**

Career planning essentially means helping employees to plan their career in terms of their capabilities within the context of organizational needs. The HRD philosophy is that people perform better when they feel trusted and see meaning in what they are doing. People want to know the possibilities for their own growth and career opportunities. As managers or supervisors have information about the growth plans of the organization, it is their responsibility to transmit information to their subordinates and to assist them in planning their careers development within the organization.

**Table 4.13:** Job promotions and training award fairness

<b>Rating</b>	Job promotions are awarded fairly based on performance appraisal review.		Employees have equal access to job-related training and career opportunities.	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<i>Strongly Disagree</i>	25	14.2	27	15.3
<i>Disagree</i>	55	31.2	62	35.2
<i>Neutral</i>	29	16.5	35	19.9
<i>Agree</i>	43	24.4	35	19.9
<i>Strongly Agree</i>	24	13.6	17	9.7
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.92</b>	<b>Std. D. = 1.294</b>	<b>Mean = 2.73</b>	<b>Std. D. = 1.220</b>

**Source:** own survey, 2017.

As the above table 4.13 shows, the majority of the sample population 80 (45.4%) replied that they disagree, the second large target groups 67 (38.0%) showed their agreement while, few 29 (16.5%) indicated that they are indifferent of the item job promotion fairness. On the other hand, on the variable equal access to job related training and career opportunity, the majority or half of the total sample population of the target 89 (50.5%) showed their disagreement, 52 (29.6%) responded their agreement while 35 (19.9%) of respondents were indifferent regarding the availability of equal access to job related training and career opportunity in the company.

The descriptive statistics results of the two variables showed in table 4.13 above, the mean values (2.92) Std. d. (1.294) for the fairness of job promotion awards within the company the respondents tests of satisfaction were below the average level while, a mean values of 2.73 Std. 1.220 for the variable equal access to job related training and career development also implies below the level of satisfaction. Accordingly, the employee opinion in terms of the two item negative that employees have no trust the company.

## Team Work

**Table- 4.14:** Team work practice with in the organization

Rating	When problems arise employees discuss the problems openly and try to solve them rather than keep accusing each other behind the back.		Because team spirit is of high-order in this company, there is strong relationship between employees.	
	Count	%	Count	%
<i>Strongly Disagree</i>	44	25.0	28	15.9
<i>Disagree</i>	61	34.7	25	14.2
<i>Neutral</i>	39	22.2	17	9.7
<i>Agree</i>	14	8.0	80	45.5
<i>Strongly Agree</i>	18	10.2	26	14.8
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.44</b>	<b>Std. D. = 1.236</b>	<b>Mean = 3.29</b>	<b>Std. D. = 1.323</b>

**Source:** own survey, 2017.

As illustrated in table 4.14 above, more than half of the respondents 105 (59.7%) showed their disagreement, 32 (18.2%) agreed while, 39 (22.2%) kept indifferently concerning employee's discuss the problem openly. Accordingly the result of the respondents described as mean of 2.44 and standard deviation of 1.236 showed that the majority categorized below the level of satisfaction regarding the employees discuss the problems openly and try to solve problems within the EEU Company Jimma district.

Regarding 'team spirit is of high order in the company', majority of the respondents 106 (60.3%) showed their agreement, 53 (30.1%) responded oppositely while, 17 (9.7%) not taken sides.

The descriptive statistics showed that a mean value of (2.44) and std. d. (1.236) and a mean value of (3.29) std. d. (1.323) of the two items above depicted that, however the experience of employee in solving work related problems were poor, have strong interpersonal relationship. The level of employee satisfaction with respect to the two variables still remained below average.

### 4.2.3. Employees' Response with Organization Development

#### Organizations Educational and Training Support Commitment

One way that organizations leadership staffs can show their commitment for HRD is through providing support to employees to improve educational level. Education is activity which aim

at developing the knowledge, skills, moral values and understanding required in all aspects of life. Respondents were asked to indicate their degree of agreement concerning company's commitment to provide educational sponsorship or financial support company's leadership staffs individual support in department and their responses are summarized in table 4.15 below:

**Table 4.15:** Company education opportunity support

<b>Rating</b>	Company provides financial assistance/sponsors me to attend my formal education.		Company Leadership Staff supports Individual Training & Development within my department.	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<i>Strongly Disagree</i>	51	29.0	21	11.9
<i>Disagree</i>	37	21.0	28	15.9
<i>Neutral</i>	53	30.1	60	34.1
<i>Agree</i>	8	4.5	57	32.4
<i>Strongly Agree</i>	27	15.3	10	5.7
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.56</b>	<b>Std. D. = 1.359</b>	<b>Mean = 3.04</b>	<b>Std. D. = 1.092</b>

**Source:** own survey, 2017.

As it is possible to observe from the above table majority 88 (50%) of the respondents disagree, 35 (19.8%) of them argue with the variables in company's commitment for providing financial assistance while, a total of 53 (30.1%) of the total respondents showed that they are indifferent. The other question raised by the researcher concerning company's leadership training and development support. Based on their response, 67 (38.1%) of the sample population reflected their agreement, 49 (27.8%) disagreed while, 60 (34.1%) remained not taking sides.

The descriptive statistics showed that, a mean value of (2.56) and STD (1.351) from the first item and mean value of (3.05) and STD (1.092) implies that the employees were not reached to the level of satisfaction regarding the two above mentioned variables.

In contrast, the company's and employee union bilateral agreement showed that the company promised to encourages its employee in attending their education during their spare time and thus promise includes reimbursing 100% educational fee costs. Here, according to the respondents and the HR development head interview result, there is no educational sponsorship or financial support for employees.

## Company's and manager's/supervisor's employee development plan

Training and development program can be designed to improve performance and to bring about measurable changes in knowledge, skills, attitudes and social behavior of work force for doing a particular job. Company's and leadership staffs concerned for the development and improvement of the employee is vital for employee job satisfaction. To measure, the table below illustrates that to what extent the company and managers/supervisors gave focus of employee development and improvement within the company.

**Table 4.16:** Employees' development

Rating	Development of the subordinates is seen as an important part of their job by managers/supervisors.		The company actively collects ideas for development and improvements from employees	
	Count	%	Count	%
<i>Strongly Disagree</i>	40	22.7	35	19.9
<i>Disagree</i>	52	29.5	62	35.2
<i>Neutral</i>	29	16.5	55	31.2
<i>Agree</i>	32	18.2	14	8.0
<i>Strongly Agree</i>	23	13.1	10	5.7
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.69</b>	<b>Std. D. = 1.351</b>	<b>Mean = 2.44</b>	<b>Std. D. = 1.073</b>

**Source:** own survey, 2017.

The table 4.16 above shows that about two-third 92 (52.2%) of the respondents were disagree; 55 (31.3%) agreed; while 29 (16.5%) kept indifferent on the issues 'Development of the subordinates is seen as an important part of their job by managers/supervisors'. Beside the frequency and percentage response of the respondents, the descriptive statistics i.e. mean value (2.69) and Std. (1.351) showed that the respondents are disagree because managers or supervisors did not take employee development as parts of their job. While, on the subject that asks 'The company actively collects ideas for development and improvements from employees', 97 (55.1%) of the respondents disagree, 24 (13.7%) agreed whereas, 55 (31.2%) among the respondents are in the middle-of-the-road. As a result, the descriptive statistics of the result of the variables showed that, a mean value of 2.44 and Std. 1.073 of the company's information regarding the employee development need implied that disagreed. Accordingly, the level of the two above variables is in the company were low. Thus, the company has to strongly work on these variables in order to enhance employees' satisfaction on their job.

## Managers/Supervisors' leadership efficiency and skills

**Table: 4.17:** Leadership efficiency

Rating	The organizational leadership practices make positive contribution to the overall employee career development.		My supervisor is skillful in resolving workplace violence and conflicts between employees.	
	Count	%	Count	%
<i>Strongly Disagree</i>	44	25.0	35	19.9
<i>Disagree</i>	60	34.1	34	19.3
<i>Neutral</i>	38	21.6	45	25.6
<i>Agree</i>	25	14.2	41	23.3
<i>Strongly Agree</i>	9	5.1	21	11.9
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.40</b>	<b>Std. D. = 1.157</b>	<b>Mean = 2.88</b>	<b>Std. D. = 1.302</b>

**Source:** own survey, 2017.

According to the table 4.17 above concerning organizational leadership practices to overall employee career development, more than two third of the respondents 104 (59.1%) showed their disagreement, 38 (21.6%) kept indifferent while the rest 34 (19.3%) showed their agreement. Moreover, the employees response regarding supervisors' skill in resolving workplace violence and conflicts between employees 69 (39.2%) of them showed their disagreement, 62 (35.2%) responded their agreement while, 45 (25.6%) are not taking sides.

Regarding overall level of satisfaction on these issues, a mean value of 2.40 (STD=1.157) implies that the range failed under dissatisfaction shows that most employees are not satisfied with company's leadership practice while the mean value of 2.88 with a standard deviation 1.302 implies the respondents were not agree with regard to their supervisors skills of resolving conflicts between the employees in EEU jimma district.

## Job Rotation

**Table: 4.18:** Job rotation programs.

Rating	Organization assists less experienced employee to work temporarily as an assistant to more experienced employee.		The company conducts job rotation and information sharing among different sections	
	Count	%	Count	%
<i>Strongly Dis.</i>	47	26.7	27	15.3
<i>Disagree</i>	28	15.9	50	28.4
<i>Neutral</i>	39	22.2	27	15.3
<i>Agree</i>	30	17.0	50	28.4
<i>Strongly Agree</i>	32	18.2	22	12.5
<i>Total</i>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>
<i>Descriptive Stat.</i>	<b>Mean = 2.84</b>	<b>Std. D. = 1.453</b>	<b>Mean = 2.94</b>	<b>Std. D. = 1.299</b>

**Source:** own survey, 2017.

The table above 4.18 shows that 75 (42.6%) of the respondents disagree, 62 (35.2%) of them showed their agreement on the statement the employees asked ‘Organization assists less experienced employee to work temporarily as an assistant to more experienced employee’ to show their satisfaction level while, 39 (22.2%) from the total sample kept impartial. On the other hand, the employees are asked to show their perception about company’s job rotation and information sharing between employees 77 (43.7%) showed their disagreement, 72 (40.9%) responded their agreement while, 50 (28.4%) remained on the middle-of-the-road.

The descriptive statistics for both issues showed in the table above that a mean value of 2.84 and (Std. 1.453) the practices of the company in assisting less experienced employee to work temporarily as an assistant to more experienced employee very low whereas, the mean value of 2.94 and Std. 1.299 proves that respondents disagree in average that the practice of job rotation and information sharing within the company is low too. To conclude that the company’s practice of both assisting employees in pairing to have experience and skills transfer as well as job rotation and information sharing between the employees were low and it requires to work more on these particular issues to maintain employees job satisfaction with in the company.

### 4.3. Inferential Analysis

#### 4.3.1. Reliability

The HRD practice and Job Satisfaction Survey is a 34-items instrument developed to assess employee attitudes about company's HRD practice with respect to job satisfaction. Moreover, nine demographic questions, which address job tenure, age, gender, employment type, and service year, level of education, field of specialization, position and department were also included.

Data from the pilot study were used to establish instrument reliability. Though the survey tools used are standard, the reliability of the final questionnaire when computed based on the pilot study and the main data, internal consistency of the four scales yield the coefficient of Cronbach alpha were found to be .795 for the training and development, .791 for the career development, .756 for the organization development and .719 for job satisfaction scales. As a result, the coefficient of Cronbach alpha for all elements of HRD practice included in this study were .861 excluding demographic questions.

#### 4.3.2. Correlation Analysis

In order to address the research questions and the hypotheses made in chapter one, the researcher tried to identify the correlation types and the relationship strengths between dependent variable and independent variables i.e. employee satisfaction and HR development elements (training and development, career development and organizational development).

Table 4.19. Pearson Correlation Analysis Result

<b>Correlations</b>				
	<b>TD</b>	<b>CD</b>	<b>OD</b>	<b>JS</b>
<b>TD</b>	1			
<b>CD</b>	.819**	1		
<b>OD</b>	.417**	.574**	1	
<b>JS</b>	.807**	.874**	.525**	1

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



According to the collected results correlation - table 4.19 above there is 95% confidence that the relationship of each of the targeted HRD practices related to employee Job satisfaction is significant and positive, P-value is less than 0.01.

All the three HRD practices under study are found to be strongly and positively correlated with dependent variable called job satisfaction. The value ( $r = .807$ ) suggests that training and development is significantly and positively correlated with job satisfaction, ( $r = .874$ ) shows career development significantly and positively correlated with job satisfaction while, ( $r = .525$ ) shows a positive and weak relationships with employee job satisfaction as well. Based on the formulated framework as well as hypothesis of the study, this research is intended to conduct multiple linear regression analysis for all independent (predictors) with dependent variable.

### **4.3.3. Regression Analysis**

As of the other statistical tool, the study applied the regression analysis to the study and investigated whether the constructed model is significant or not. In addition, the regression analysis tool in SPSS has calculated the 'total explained variance' of this model from the model summary table 4.19 below in the output of regression analysis, the regression equation has been composed and this equation indicates the mathematical relationship between the dependent variable (employee satisfaction) and independent variables (training and development, career development and organization development).

### **4.3.4. Checking Assumptions**

#### **4.3.4.1 Correlations**

As can be observed from Pearson correlation coefficients in table 4.19 above there is a positive relations between the dependent and independent variables used for the study. According to the finding there was some relationship between the independent variables as mentioned. The correlations were even less than .5 and this means that there is no strong significant relationship between independent variable to distort the level by which the dependent variable is influenced; therefore all variables will be retained.

#### 4.3.4.2 Collinearity Diagnostics

In order to determine whether the problem of collinearity or multiple collinearity exists or not, we can examine two diagnostics, tolerance and the variance inflation factor (VIF). A tolerance value of 1 indicates that the variable is not correlated with the other(s), and a value of 0 that it is perfectly correlated. Likewise, a VIF value of more than 2 indicates a close correlation, and a value approaching 1 indicates little or no association.

The results of coefficient table from regression analysis and table 4.20 below which is deduced from the original table for analysis the values of Tolerance and VIF (Variance Inflation Factor) taken into consideration for the analysis. According to the values mentioned in the table, the tolerance value is more than (.10) and the VIF, which is just the inverse of the Tolerance value, is less than 10 which is the cut-off point, A problem of multi collinearity does not exist in this study.

**Table 4.20.** Statistics of collinearity

	Collinearity Statistics	
	Tolerance	VIF
Training and Development	.325	3.080
Career Development	.263	3.796
Organization Development	.662	1.511

#### 4.3.4.3 Normality

The Results to check normality are available in the figure labeled Normal P-P Plot (Annex- VI). Based on the normal P-P Plot all the points are clearly shown to lie in a reasonable straight diagonal line from the bottom left to top right. This would suggest that there are no major unconventionalities from normality.

### 4.3.4.4. Model Results

Table 4.21. Result of the coefficients (Model summary table and ANOVA)

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.889 <sup>a</sup>	.791	.787	.367	.791	216.784	3	172	.000

a. Predictors: (Constant), OD, TD, CD

b. Dependent Variable: JS

The results presented in the table 4.21 labeled Model Summary under the heading R Square and ANOVA<sup>b</sup>. These will tell how much of the variance in the dependent variable is explained by the model. The analysis revealed that R is .889; this explains the correlation between the predictor variables and dependent variable. R Square ( $R^2$ ) is the square of the measure of correlation and indicates the variance in the dependent variable which is accounted for by the model that indicated 78.7% of variance in employee job satisfaction is explained by the predictor called HRD. The Adjusted R Square value of ( $R^2 = .787$ ) in the output is to be used to provide a better estimate of the true population. In this case, the three independent variables are reasonably correlated ( $R = .889$ ).

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	87.779	3	29.260	216.784	.000 <sup>a</sup>
	Residual	23.215	172	.135		
	Total	110.994	175			

a. Predictors: (Constant), OD, TD, CD

b. Dependent Variable: JS

In addition the statistical findings summarized in ANOVA table shows above, regression effect is statistically significant where  $F(3,172) = 21.6784$ ,  $p < 0.01$ , indicating that prediction of the dependent variable is accomplished effectively. The  $p < 0.01$ , shows that the model has a strong significance and explanatory power of prediction. From this it can be also assumed all independent variables contribute jointly to the prediction of employee job satisfaction.

Table 4.22 Beta under standardized coefficients

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.057	.146		.392	.695
TD	.298	.064	.286	4.671	.000
CD	.749	.084	.607	8.932	.000
OD	.079	.059	.057	1.334	.184

a. Dependent Variable: JS

Table 4.22 above (coefficient table) shows which of the variables included in this study contributed to the prediction of the dependent variable, the output box labeled Coefficients to be applied in the column Beta under Standardized Coefficients. The adjusted  $R^2$  of 0.787 implies that the 3 elements of HRD variables explained about 78.7 % of the variance in the compliance with employee job satisfaction, as depicted in the table 4.22 (summary table). The Beta values indicated the largest beta coefficient is 0.607 (Sig.000) which is career development, followed by the second largest beta 0.286 (Sig.000) which is training and development and the third large relatively small beta 0.057 are organization development but with different significance of (Sig 0.184).

From this therefore it is clear to understand that HRD variables make the strongest contribution to explaining the dependent variable. These two variables make the strongest unique contribution to explaining the dependent variable but when looking at significance level; organization development had  $p > 0.01$  and low beta value of 0.057 (Sig.0.184) shows that it made relatively least contribution to the prediction of the dependent variable. When looking at the t statistics, when coefficient of  $t > 1.96$  with a significance less than 0.01 ( $p < 0.01$ ), that indicates the independent variable is a significant predictor of the dependent within the sample. This is true for the two variables (training and development and career development) as they hold t statistics value of 4.671 and 8.932 respectively and all with  $p < 0.01$ . However, organization development had  $t = 1.334$  which is less than 1.96 and this result suggest that organization development is not effective predictor of the dependent variable in this model.

It can be further interpreted that every increase in training and development would lead to an increase of employee job satisfaction by 0.286, every increase in career development would increase employee job satisfaction by .607 and finally every increase in organization development would lead to an increase in employee job satisfaction by .057. Therefore the overall result of regression analysis indicates positive relationship between the three HRD elements and employee job satisfaction. Therefore, the three formulated hypotheses “There is a significant relationship between training and development; career development; organization development and employee satisfaction” were accepted this study.

#### **4.4. Management Staffs Response Analysis:**

##### **Demographics:**

##### **4.4.1. The response Rate:**

The questionnaire was distributed to 25 management staffs. From these 21 (84%) were kind enough to fill the questionnaires properly and return them on time. The rest 4 (16%) were failed to complete and return the questionnaire.

**Table 4.23: Returned and unreturned Questionnaires**

<b>Questionnaires</b>	<b>Numbers</b>	<b>Percentages</b>
Total Distributed	25	100
Returned	21	84
Unreturned	4	16

**Source:** own survey, 2017.

The data acquired from the completed and returned questionnaires is summarized and narrated in table 4:23 above. Since this is within the acceptable rate for a survey (Kothari, 2004), all the returned questionnaires were complete and considered for the analysis.

**Table. 4:24:** Management Level and Service Year

Management Level	How long you Serviced in EEU?				
	<3	3-5	6-7	>7	Total
Junior Management	1	-	-	3	4
Line Management	1	1	-	2	4
Middle Management	1	2	1	9	13
<b>Total</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>14</b>	<b>21</b>

**Source:** own servey, 2017.

According to the above table, majority 14 (66.67%) of the management staffs respondents have more than seven years work experience with in the EEU among these the middle management level respondents are the greater part. Regarding service of the overall management respondents, three of them are below three years, three of them also have 3-5 service years, one categorized between 6-7 years while 14 managers have recorded over seven years service experience with in the company.

To the end, almost more than half of the respondents have been working for more than seven years in EEU which indicates their long period experience in the company and that contributes to both the quality and quantity of the information they will provide to the study.

**Table. 4:25:** Management Level and Educational Status

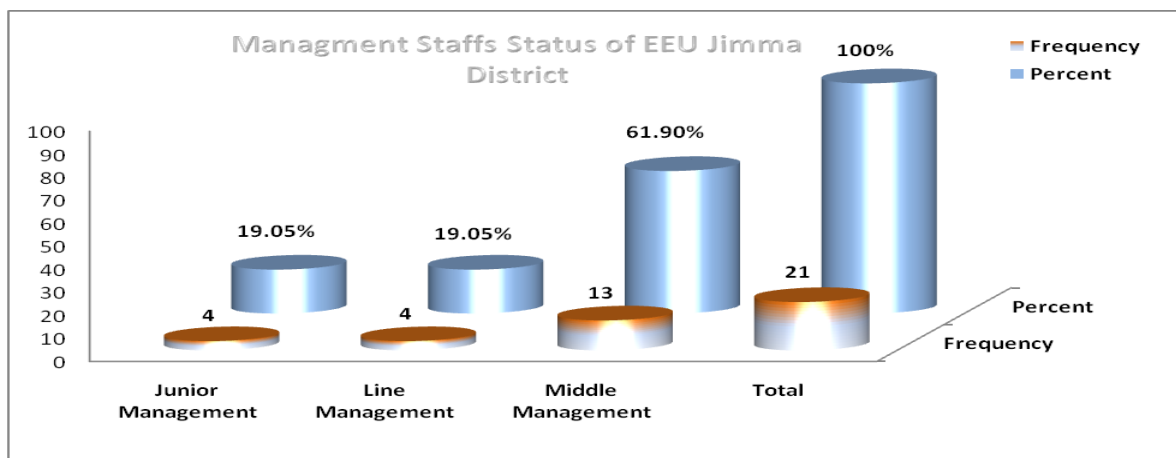
Level of Education	What is your highest educational status?			
	Junior Management	Line Managment	Middle Management	Total
First Degree	3	4	9	16
Second Degree	1	-	4	5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>13</b>	<b>21</b>

Source: own servey, 2017.

From table 4.25. Above, we can deduce the following facts. Of 21 management staffs 16 (76.19%) of them (3= junior, 4= line, and 9= middle management staffs) are first degree holders, while 5 (23.81%) of them (1= junior and 4 middle) are second degree holders. This assures the company capacity of having professional management members. Here can be inferred that, the number of management staffs are adequate enough for the quality and relevance of information for the study.

#### 4.4.2. Management Status of EEU Jimma District:

**Figure- 4:1:** Level of Management



**Source:** own survey, 2017.

According to figure 4.3 above, the respondents of the management staff groups of the sample population in terms of management status which is according to the above diagram implies that 21 management staffs from different level i.e. junior, line and middle level management staffs are active in EEU jimma district. Accordingly, among the total 4 (19.05%) are junior managers, 4 (19.05%) line managers while the majority of the target groups 13 (61.90%) are middle level managers. Accordingly, it can be inferred from the data that, the number and levels of management staffs would play a great roll in terms of quality and relevant information to reach to the conclusions.

## Management Training Program

**Table 4.26:** Management training programs

<b>Please indicate on the following topics that have been included in the training programs that you have participated so far? (<i>More than one answer is possible</i>).</b>		
<b>Management Training Program Content</b>	<b>Count.</b>	<b>%</b>
Communication & Customer Service Skills	4	19.0
Motivation and Performance Management	4	19.0
Planning, Performance Management	1	4.8
Resource Management	10	47.6
Resource Management, Leadership Recruitment and Retention, Career Paths.	2	9.5
<b>Total</b>	<b>21</b>	<b>100%</b>

**Source:** own survey, 2017.

The above (table 4.26) reveals that, as majority of the respondents 10 (47.6%) respondents replied resource management is the main management training content; 8 (38%) showed that communication, customer service skills, motivations and performance management are the second major contents; while only 3 (14.3%) responded as the other contents of management training program exercised in EEU Jimma district.

Accordingly, 10 (47.6%) of the respondents received more than one training in general, the response related to the extent to which the given management functions are included as appropriate and desired management training content implies, that EEU effectiveness in incorporating the desired and relevant content of the program is very narrow which is not significant in terms of management development needs. This programs are very vital that helps each management group in executing their management functions effectively and efficiently which contributes a lot to ward achievement of ultimate value of the EEU as well as contributes to employees satisfaction at any level.



## Management Staffs Training's Instruction Methods and Media

The instructional method and media depend on the program content. The content in turn is shaped by training or development need identification and established objectives. The EEU Jimma district management training media or method trends are lecture, conference, case study method and programmed instruction.

**Table 4.27:** Training's instruction methods and media

<b>Please indicate on the following instructional method and media used in management training programs you have taken (<i>More than one answer is possible</i>).</b>		
<b>Method/Media</b>	<b>Count</b>	<b>%</b>
Lecture	6	28.57
Conference	11	52.38
Self-study and Programmed learning	3	14.29
Case Study Method	1	4.76
Role playing and behavior modeling	0	0
In basket exercise	0	0
Management Games	0	0
All of the above	0	0
Mention Other (if any)	0	0
<b>Total</b>	<b>21</b>	<b>100.00</b>

**Source:** own survey, 2017.

Base up on the responses of the total sample management staffs as shown in table 4.27 above, majority of the respondents 11 (52.38%) showed that conference is the mostly used method/median of training, 6 (28.57%) indicated lecture, 3 (14.29%) showed Self-study and Programmed learning and the least one is Case Study Method by 1 (4.76%) of the respondents, while the remaining methods are not totally used as media of instruction/training for management staffs. The implication for the conference method mostly and frequently used is that it is the most widely accepted method and also economical because a large number of people can be trained using one instructor. A conference is a group meeting conducted according to an organized plan in which the members seek to develop knowledge and understanding by obtaining a considerable amount of oral participation (Ahuja, 1988).

## Relevancy of management staffs training

**Table 4.28:** Relevance of management development

<b>To what extent the contents of the training you have taken are relevant for your current Job?</b>		
<b>Degree of relevance</b>	<b>Count</b>	<b>%</b>
Highly relevant	2	9.5
Less Relevant	3	14.3
Moderately relevant	16	76.2
Not relevant	0	0
<b>Total</b>	<b>21</b>	<b>100</b>

**Source:** own survey, 2017.

One of the basic aim of management development program to improve current job performance of each departments which ultimately improves the productivity of the organization as a whole by updating the skills and knowledge of departmental managers. As the above table shows, majority of the respondents 16 (76.2%) said, the training they took so far is moderately relevant in improving their current job performance and 3 (14.3%) responded as less relevant while 2 (9.5%) reacted as it is highly relevant since it highly contributes to the improvement of their performance.

Thus, management development program in EEU is encouraging in its positive contribution to the job performance of its leaders but to enhance the level of training relevancy from moderate to high relevance, the company training and development program has to incorporate the management related training through conducting skills audit which is the process of measuring and recording the skills of an individual or group. In a company this is done to identify the skills and knowledge that the company currently has, in relation to what the company needs in order to fill the existing management gaps.

## Types of Management Development Program

**Table 4.29:** Management development Program

<b>Which of the following types of management development programs are exercised in EEU Jimma District? (<i>More than one answer is possible</i>).</b>		
<b>Type</b>	<b>Count</b>	<b>%</b>
Formal Training	9	42.9
Off- the-Job training	12	57.1
Other	21	100

**Source:** own survey, 2017.

The achievement of organizational objectives depends to a greater extent on the quality of leadership provided by supervisors/ managers. To this end Organizations need to improve supervisory, managerial and executive skills so that they may lead and motivate employees for the well of their organizations. As table 4.29 above depicts, EEU uses to a greater extent formal training as the most commonly used types of its management development programs. The formal training is the least among the programs. The formal management training is conducted in classroom using instructor from or within the company (in house training) or by experts from other institutions. Accordingly, it can be able to infer that, the way that the company conducting a training for management groups were not adequate so more of-the-job trainings are required.

### **Analysis of Management development needs**

However, evaluation is a means to verify whether employees in the program do the jobs for which they have been trained is the final phase of human resource development program; development planning including need assessment is the vital and to be conducted by the organization through assessing the training and development needs of company's employee in every level.

**Table -4.30:** Management development needs

<b>Does your Company analyze managers development needs periodically?</b>		
<b>Response</b>	<b>Count</b>	<b>%</b>
Yes	6	28.6
No	12	57.1
I Don't Know	3	14.3
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own survey, 2017.

As shown in table 4.30, 6 (28.6%) of the management staff responded that the EEU conducts evaluation to assess the gaps of the management team which require additional development program, the other 12 (57.1%) responded as no evaluation takes place and 3 (14.3%) responded indifferently regarding the company's conduct of management development analysis.

The results of their reaction implies that there exists problems in EEU in relation to evaluation of human resource development needs and assessment since not all the management staff members have no common opinion with the evaluation program.

#### **Financial assistance/sponsorship to attend formal education**

As shown in table 4:31, below the respondents 6 (28.6%) agree that the EEU provide formal education financial or sponsorship support for employees including management staffs, 11 (52.4%) of the respondents negatively responded that they disagree while, 4 (19%) of the total management staffs responded that they do not know whether the company provide sponsorship or formal education financial support or not.

**Table -4.31:** Education financial assistance or sponsorship

<b>Company provides financial assistance/sponsorship to attend formal education.</b>		
<b>Degree of relevance</b>	<b>Count</b>	<b>%</b>
Agree	6	28.6
Disagree	11	52.4
I Do Not Know	4	19.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own survey, 2017.

In the interview session with the company's HR head, he indicated that "this educational sponsorship financial support were offered by the company as part of HR development program few years ago, but the new management of the company discarded moreover, it has been long time since the company stopped sponsoring some master or higher level education (like MBA) except in some electrical engineering or utility management programs. According to the head, usually the company does not sponsor social science fields of studies for higher level studies; including first degree and second degree studies. Organizations and company's like EEU needs high level professionals in diversified professions such as management, marketing, finance and other. Hence, educational support for employees in management level should be offered because it is important to satisfy and retain talented managers since they are engines for other related resources such as physical, information, and financial resources of the EEU.

### **Employee performance appraisal system**

The main objectives of performance appraisal are to measure and improve the performance of employees and increase their future potential and value to the company. Other objective includes providing feedback, improve communication and understanding training needs. Performance appraisal system is one of the factors that can enhance employees' satisfaction. As of management staffs with the existence of performance appraisal system within the company, managers were asked to indicate their outlook and level of their satisfaction.

**Table 4.32:** Employee performance appraisal system

<b>Does your Company have employee performance appraisal system?</b>		
<b>Degree of relevance</b>	<b>Count</b>	<b>%</b>
Yes	17	81.0
No	1	4.8
I do not know	3	14.3
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own survey, 2017.

According to table 4.32 above, majority of the respondents 17 (81.0%) confirmed the presence of performance appraisal system, 1 (4.8%) of the responded negatively while 3 (14.3%) have no information regarding the system. This implies that the company is in a good position to evaluate employee performance. However, the great issue is not conducting the appraisal but reviewing and forwarding feedback is the vital that helps to conduct job promotion and identifications of employee training and skill gaps. Hence, managers in the company's system have the responsibility for observation and forward feedback to subordinates about their strengths and weaknesses that helps the employees' for employees' career development plan and advancement within the company.

### **Employees' job description**

Some organizations have very structured job description, with detailed processes and automated systems to keep up with job descriptions. However, other organizations have more limited resources or may not have a formal human resources department, or may not have an embedded process for creating and maintaining effective job descriptions. A well-crafted job description can also be used for performance management.

**Table-4.33:** Availability of job description

<b>Does your Company have job description for the employees and management teams?</b>		
<b>Degree of relevance</b>	<b>Count</b>	<b>%</b>
Yes	19	90.5
No	2	9.5
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own survey, 2017.

As showed in table 4.33 above, according to the survey conducted on 21 management staffs regarding the availability of job description for all employees, majority of the respondents 19 (90.5%) agree from three options which implies that job description are available and applicable within the organization while only few 2 (9.5%) responded negatively that showed unavailability.

Hence, the existence and uses of job descriptions for both non-management and management staffs are vital for the organization in general and employees in particular because of the fact that it provides as a millstone to conduct performance appraisal and forward feedback for employees. The above data implies that the company's efficiency to address employees with their work responsibilities through job description.

### **Management development policy**

Skilled managers impact more than just the organization itself; they are critical to organizational success and even national economic well-being. For this reason, management development is at the forefront of the agenda in enhancing the skills, competencies and knowledge of managers. For these and other facts, the presence of written formal management development policy is mandatory. To assess the policy availability, the question "Does your Company have a written management development policy?" was presented for management staffs of the company.

**Table-4.34:** Availability of management development policy

<b>Does your Company have a written management development policy?</b>		
<b>Degree of relevance</b>	<b>Count</b>	<b>%</b>
Yes	13	61.9
No	6	28.6
I Do Not Know	2	9.5
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own survey, 2017.

Table 4:34 above illustrates that the majority 13 (61.9%) respondents showed their agreement that the company have clear written management development policies and guidelines; 6 (28.6%) negatively showed their disagreement; while a few respondents 2 (9.5%) showed their opinion neutral. This implies that the company have clear written management polices that managements are aware of their concern.

### **Growth and Development**

An employee’s perception of internal growth and development opportunities is one of the most important predictors of employee satisfaction. The researcher asked the management staffs through the question to rate their agreement with the three choices and responded as follows:

**Table-4.35:** Opportunity for growth and development

<b>The Company does a good job of providing opportunities for development and growth for all employees.</b>		
<b>Degree of relevance</b>	<b>Count</b>	<b>%</b>
Agree	5	23.8
Disagree	14	66.7
I Do Not Know	2	9.5
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own survey, 2017.

According to the table above (4:35), two-third of the respondents 14 (66.7%) responses were quarrel or disagree i.e. the company have not given attention for employees growth and



development, very few of the respondents 5 (23.8%) showed their agreement while, only 2 (9.5%) were responded they do not know or kept neutral.

Based up on the staffs’ perception, it is founded that the opportunity for growth and development issues suggest employees attach their perceptions for growth and development to promotions and advancement prospects that increase their satisfaction in the organization. A study conducted on promotion and advancement concludes that employees demonstrate greater levels of satisfaction and commitment if they are given ample opportunity for personal as well as professional growth in their organization (Al- Ahmadi, 2002). Hence, the company has gaps for giving attention on employee growth and development that results to employee satisfaction.

### **Organizational environment for development**

**Table-4:36:** Organizational environment for development

<b>Employees are leaving the Company since the Company is not good place to develop employees’ profession and career.</b>		
<b>Degree of relevance</b>	<b>Count</b>	<b>%</b>
Agree	14	66.7
Disagree	5	23.8
I Do Not Know	2	9.5
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own servey, 2017.

The table above (4:36) revile that, majority of the respondents 14 (66.7%) are agreed or assured that because of the absence of employees professional and career development in the company they are leaving or resulted for turnover, the least respondents 5 (23.8%) opposed that this was not the reason why the employees are leaving the company, while 2 (9.5%) of the respondents are not sure whether the employees are leaving the company for this reason.

## Management satisfaction level of the company

**Table-4:37:** Management satisfaction level

<b>I am satisfied with the investment my company makes in training and education.</b>		
<b>Degree of relevance</b>	<b>Frequency</b>	<b>%</b>
Agree	3	14.3
Disagree	18	85.7
<b>Total</b>	<b>21</b>	<b>100.0</b>

**Source:** own survey, 2017.

Regarding the managers satisfaction level in terms of the company is providing training and education investment, only 3 (14.3%) agreed, the majority 18 (85.7%) were disagree while no respondents neither agree nor disagree. Training and education investment are among the HR development components in most organizations that plays a positive role in developing employee satisfaction. According to the respondents, EEU is not investing on the mentioned human resource development elements that resulted to disagreement. This implies that the company is poor to address the educational and training needs of the management staffs. Thus, management staffs should be addressed by the training and education investment of the company because it is important to satisfy and retain talented managers through enhancing their satisfaction.

### **4.5. Interview analysis with HR Department Head**

Because of the training and development department is unavailable at EEU Jimma district level, the researcher was intended to conduct interviewees with HR departed head on issues of the selected HR development practices of the district. Accordingly, twelve unstructured interview questions were forwarded and responses are summarized and illustrated briefly as follows:

According to the HR head respond regarding the question whether the company has clear and defined strategy and plan related to human resource development, the company has well strategies and plans for human resource development that the company implemented to develop and training its employees.

The head also showed that although, the budgets are limited or not quite adequate the company has annual budget needed to execute\implement the HR training programs. At the beginning of every budget year, the district forward training and other activity budget plan the national office and the approval is expected from quarter office which is beyond their responsibility. Here revealed that the company budget allocation regarding HR development should be revised based upon the amount to address employees training needs retain them.

The other question forwarded to the head was the availability of the HR manuals, training policy, training and development department as well as training centers. According to the response the company has HR manuals, training policy, training and development department and training center. The HR manuals, training policy and related documents are not currently on their hand because of the HR development mandate is the head quarters we did not have it at this particular time. Moreover, the training departments are available at the national office level at Addis Ababa. Regarding the training center, exists which mentioned that the most quality training center that the company had in which every new employee should attend theoretical, technical and practical courses for about at least six months period. From the interview it was drown that, the HR manuals, policies and strategies should be available at the district level to well communicate between employees transparently.

The companies training center called 'Kotobe Training Center'. The major function of this institution is for technical new employees either he/she come from any university or collage, before joining his regular work or assigned for work he/she is intended to attend work related theoretical and practical trainings at least for three to six months period. Not only new employees but also those who got promotion or job advance in the company have to take relevant training before joining the new assigned job.

The head added that, as mentioned above few of the company's HR development practice are: every new employees especially those graduated from universities must take three to six months training at Addis Ababa 'Kotobe Training Center'; those unskilled new employee also receive a training at the district before engaged at work. However, it is a not continuous training sessions the company conduct or arrange trainings for employees; the company provides off-the-job and

on-the-job trainings, conduct occasional conferences and seminars. So, the companies training trend is unstructured; most of the training was conducted according the head quarters time line.

The other question forwarded to the head was how the company support employees learning and development needs, he responded that for those who hold under first degree, when they plan to attend education they submit official letter which request company to support the employee. Next, the district verifies and sends to headquarters, Addis Ababa for approval. If it is approved the company will provide him/her financial support. Unfortunately, this opportunity is cancelled by the current management of the company. Accordingly, this cut had raised questions by the employees; till now they are complying. He added that, on behalf of the employees, as a district manager, the district simultaneously requesting the opportunity to restart.

Regarding the bases for the appropriate training for appropriate trainees selection or selection procedures, described that the training requirements or selection criteria might be available at head office but at this time it is on their hand in case of Jimma district. It is revealed that this shows the HR department practice in the district is weak all that require to have well information regarding their responsibility and communicate employees transparently.

According to the answer from the head for the question that the company gives enough emphasis for the development of all employees in the company, showed that the head agreed that the company emphasizes for the development of all employees in the company, but the response from both management and non management staffs revealed that the HR development practices of the company is very poor regarding employee training and development, career development and organization development. Emphasis would remain to be the future assignment for the company.

The most important parts of career development practice given attention by the employees are the availability of educational sponsorship or support. The head response for the question whether the company has educational sponsorship or support program that address the needs of employees, responded as “the company was providing free educational sponsorship programs for few engineers at Addis Ababa University for the second degree program. But for the other employees to get this access as I tried to mention under previous question, the employees are required to apply officially by written letter to the company to get permission to attend or to get a chance of sponsorship. Through our office, this request submitted to the head office to get approval and

included in the next year budget plan. If the approval arrives from the head office the employees are assigned to attend the education. (This is a former trend which is two year before). But the company is restructured since three years. The former management provided this opportunity while the existing management rejected the trend. As a result, the ways the existing management is following created complains among the employees.

It is well known that most government and non-governmental organization have employee benefit packages, educational support or sponsorship is among others. EEU as Jimma district level should take into consideration that maintains employee satisfaction also incur through employee educational support.

In order to create motivation and maintain job satisfaction among staffs, it is better for the company to address the HR development program through trainings, educational support, and career promotion as well as to restart the educational sponsorship or support which are considered as factors of job satisfaction with in the company jimma district.

## CHAPTER FIVE

### Conclusions and Recommendations

#### 5.1. Conclusions

As the findings revealed, HRD practices and its dimensions are at a poor level in EEU Jimma district specially training and development, career development and organization development components of the HR development. The results of the regression analysis, computed F-values suggested that there is a significant, strong and positive correlation exists between HRD and job satisfaction. As far as , those HRD variables do have a significant and positive impact on job satisfaction in the company, thus HR manager including every level of management have to realize that creating congenial HRD program enhances job satisfaction, productivity as well as reduce absenteeism and turn over.

The following are the major conclusions of the study derived from the findings of the research with respect to employees' satisfaction towards HR development practices within EEU Jimma district:

- ☞ Respondents are not satisfied with the most company's HR Development practices. That shows the company was not committed to address employees needs in terms of on the job training. For instance the employees responded regarding training and development variables, the employees are dissatisfied with concerning on-the-job-training showed that company's commitment to arrange and facilitate. That improve employees skills to perform jobs effectively very poor; Mean values of (2.26) and (2.22) confirmed their responses respectively. This might result to employees to develop negative perception towards the Company's commitment for HRD, as one might expect it makes employees to believe that the Company is not concerned 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.

- ☞ However, the company has internal training and career facility in Addis Ababa. Its major focuses is in providing technical or engineering trainings only. As most of my respondents were from outside engineering profession, majority of respondents disagree with the EEU good internal training facility at its Training and Development Center rather respondents replied as they were not taken any training with in the last one year while the company has minimum hour skill up-grading or refreshing training standards to be given per person per year.
- ☞ The other perceptions forwarded by the employee are about orientation for new requirements and information dissemination on company's mission and vision showed dissatisfied with these regards. Accordingly, a mean value of 2.82 and 2.90 reveal employees are dissatisfied with the variable whether the company offered sufficient orientation to employees and Cleary disseminate or communicate very low and the company is not clearly communicating its goals and strategies to new recruited employees.
- ☞ The issues of counseling and guidance are among the variables that play great roll with in the company at work place, their response showed that they are satisfied with regard to supervisors or managers counseling. Pertaining to Counseling, however there are no formal performance counseling and guidance practices in EEU. Despite, employees are not left alone for assistance in understanding their own performance, factors contributing to it, contribution of their own strength and weaknesses. Obviously, this would help to identify development needs of subordinates and to draw a systematic plan of action for the future.
- ☞ Mentoring can help managers to ensure that employees have the appropriate resources and guidance to further their development adequately. However, respondents were not positively replied with the mentoring practices, specifically: supporting employees effort to learn and willingness to listen their idea. The results of the finding demonstrated that the respondents are dissatisfied regarding monitoring and coaching activities of the managers and supervisors. A mean value of (2.55) and (3.20) confirmed their dissatisfaction respectively.
- ☞ As far as employees' level of satisfaction with promotional opportunities provided in the company, a mean value of 3.39 shows that respondents believe as they have limited

internal job opportunities to realize their career goals inside the company. Hence, it can reduce employees' satisfaction with the company. Analysis with open ended questions and interview also revealed that much of the Company's promotion is through appointments. Therefore, promotion opportunities are poorly related with employees' training record and performance appraisal. Moreover, a mean value of (2.85) showed that respondents are not satisfied or not believe that they can advance or promote at the company. The company'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.

- ☞ The study revealed that the respondents were contented with the fairness of performance appraisal review and training and career opportunity. However, the promotion of training and career development is faire in the organization, training need assessment according to the performance appraisal review were not conducted. According to interview data analysis, person analysis is no widely used during because of the absence of training need assessments. Moreover, the company's strategic training plans have not established a strong role in aligning individual goals with organization strategies since it is only based on the need of the Company.

## **5.2. Recommendations**

In light of the above conclusions and existing weakness in the HR development practices at EEU, following are the recommendations:

- ☞ It is advisable that the company provide access to the job related training, career development and job promotion award fairly without bias that would help employees improve their knowledge and skills which make them to effectively utilize their ability to perform their job as well as to further enhance their development and growth. Thus, availability of development, growth and access of promotion should be communicated with employees transparently;



- ☞ Addressing employees through educational support and financial sponsorship is vital which plays positive role in enhancing employees' job satisfaction. Organizations like EEU needs high level professionals in diversified professions such as management, marketing, line workers, finance and others. So, it is profitable to address employees need of education to satisfy and retain talented employees; in contrast it is not advisable to limit for the access for only technical employees;
- ☞ Performance appraisal is recommendable to be conducted and reviewed at least twice a year in order to provide feedback for improvement, plan for more training and to use as a marlstone for employees promotion and advancement existed in the company;
- ☞ The Company's training practices should incorporate not only induction, basic and counterpart trainings but also specialized trainings (based on Training Needs Assessment), for special groups i.e. leadership, team leaders, and supervisors accordingly, leadership and development programs are necessary to enforce management development within the Company;;
- ☞ The study recommends that the supervisors or team leaders of EEU should embrace career mentoring, provide guidance for their training and career development needs, and coaching to prepare them for other positions as the study found that guidance, coaching and mentoring are among the factors that affected employee job satisfaction to a greater extent in EEU.
- ☞ Company's strategy, plan and HR development policies and manuals should be transparently communicated and accessible with employees as well as implemented in line with the HRD needs of the EEU.

### **5.3. Suggestions for Future Research**

The study sample is mainly focused on branch/district office employees of Ethiopian Electric Utility. So, future researchers can take sample of national and outlying or regional branch employees and managers. Furthermore, the study is basically intended to describe the effects of some of HRD practices such as training and development, career

development and organization development with employees' job satisfaction. Potential researchers can study by considering further HRD practices whether or not they have an impact on employees' job satisfaction. Finally, the study is emphasized on public service sector. Others researcher can study on private company's whether or not HRD practices have an effect on employees' job satisfaction.

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# Appendix I: Cover Letter 1

**JIMMA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**MASTERS OF BUSINESS ADMINISTRATION (MBA) PROGRAM**  
**QUESTIONNAIRE TO BE FILLED BY NON-TECHNICAL STAFFS**

**Researcher:** Wubit Bekele (Contact Address: **09-11-83-36-91**)

**Research Topic:** Human Resource Development Practices: Improving Employees' Satisfaction  
(Ethiopian Electric Utility, Jimma District)

**Dear Respondents:-** I would like to express my sincere appreciation for your generous time and honest and prompt responses.

**Objective:**

The purpose of this questionnaires are designed to collect information about the intensity of "Employees' Satisfaction with the Human Resource Development Practice in the EEU, Jimma district" which will help EEU in alleviating major problem related to the study. The information shall be used as a primary data for the researcher to complete the research as a partial fulfillment of academic requirements of MBA degree on Masters of Business Administration at Jimma University under the collage of Business and Economics, to gain practical knowledge on the topic under investigation and other prospective researchers as a stepping stone to carry out further investigation.

**General Instructions**

- ✓ There is no need of writing your name.
- ✓ In all cases where answer options are available please tick (✓) in the appropriate box.
- ✓ For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

**Contact Address**

If you have any query, please do not hesitate to contact me and I am available as per your convenience at (Mobile Phone Number: **09-11-83-36-91** or e-mail: [wubityam@yahoo.com](mailto:wubityam@yahoo.com)).

**Thank you!!!**

## Appendix II: Questionnaire

### Part I: Participant Information/ Demographic Data

1. Gender       Male       female
2. Which of the following age categories describes you?  
 <25     25 to 35     36 to 40     41 to 50     51 to 60     61 and above
3. Number of years you have worked for the corporation (in years) :  
 Less than 3 years     3 to 5 years     6 to 7 years       more than 7 years
4. How long have you worked on your current job? (In years)  
 0-4       5-9       10-19       20-30       30 years or more
5. What is your highest educational status/Qualification?  
 Below grade 12     12 grade complete     certificate     College diploma  
 First degree       Second degree       Third degree (PhD)  
 Other Specify: \_\_\_\_\_
6. Your field of specialization for you highest educational status \_\_\_\_\_
7. Current position (job) in the corporation \_\_\_\_\_
8. In which department are you currently working? \_\_\_\_\_
9. Do you think you assigned in your profession?       Yes       No

## Part II: Questions: Related to HRD Practices

Please read each statement carefully and show the extent of your agreement on the statements by putting a tick mark (✓) in the boxes against each rating scale of choice. The rating represents your level of agreement as follows:

**5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.**

SNo	Items	Rating				
		1	2	3	4	5
		Str. Dis.	Disagree	Neutral	Agree	Str. Agree
<b>A</b>	<b>Training and Development</b>					
1	The organization conducts frequent workshops and seminars for the employees.					
2	I have given a training to improve my skills and do my job effectively in the corporation.					
3	I had been given sufficient job orientation during my recruitment.					
4	The company clearly communicates its goals and strategies to me.					
5	There are people to whom I can go for help when I have work related problems.					
6	My supervisor is available when I need him/her.					
7	My supervisor provides me with the appropriate amount of guidance.					
8	My supervisor assists me to identify my training needs.					
9	Supervisors or team leaders support employees' effort to learn.					
10	My supervisor is willing to listen to my ideas					
<b>B</b>	<b>Career Development</b>					
1	I am provided with adequate opportunities for promotion.					
2	I feel that I can advance or promote at the corporation.					
3	I am more efficient in my job now compared to when I started.					
4	I have been given more responsibilities since when I					



	started.					
5	My organization conducts and reviews a performance appraisal at least once a year.					
6	My supervisor has given me good feedback on how I can advance my career at the corporation.					
7	Job promotions are awarded fairly based on performance appraisal review.					
8	Employees have equal access to job-related training and career opportunities.					
9	When problems arise employees discuss the problems openly and try to solve them rather than keep accusing each other behind the back.					
10	Because of team spirit is of high-order in this company, there is strong relationship between employees.					
<b>C</b>	<b>Organizational Development</b>					
1	Company provides financial assistance/sponsors me to attend my formal education.					
2	Company Leadership Staff supports Individual Training & Development within my department.					
3	Development of the subordinates is seen as an important part of their job by managers/supervisors.					
4	The company actively collects ideas for development and improvements from employees					
5	The organizational leadership practices make positive contribution to the overall employee career development.					
6	My supervisor is skillful in resolving workplace violence and conflicts between employees.					
7	Organization assists less experienced employee to work temporarily as an assistant to more experienced employee.					
8	The company conducts job rotation and information sharing among different sections					
<b>D</b>	<b>Employee Satisfaction</b>					
1	I am satisfied with the company's retention strategy and plan.					
2	The amount of support and guidance I receive from my supervisor					
3	The amount of commitment that the organization has towards employee promotion and advancement.					

<b>4</b>	I am satisfied with my company's coworkers' supportive relationship around work environment.					
<b>5</b>	Employees are not running-off the company since the company is good place to develop employees' profession and career.					
<b>6</b>	Overall, how satisfied are you with respect to company's HR Development practices.					

## **Appendix III: Cover Letter 2**

**JIMMA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**MASTERS OF BUSINESS ADMINISTRATION (MBA) PROGRAM**  
**QUESTIONNAIRE TO BE FILLED BY MANAGEMENT STAFF**

**Researcher:** Wubit Bekele (Contact Address: **09-11-83-36-91**)

**Research Topic:** Human Resource Development Practices: Improving Employees' Satisfaction at Ethiopian Electric Utility, Jimma District.

**Dear Respondents:-** I would like to express my sincere appreciation for your generous time and honest and prompt responses.

**Objective:**

The purpose of this questionnaires are designed to collect information about the intensity of "Employees' Satisfaction with the Human Resource Development Practice in the EEU, Jimma district" which will help EEU in alleviating major problem related to the study. The information shall be used as a primary data for the researcher to complete the research as a partial fulfillment of academic requirements of MBA degree on Masters of Business Administration at Jimma University under the collage of Business and Economics, to gain practical knowledge on the topic under investigation and other prospective researchers as a stepping stone to carry out further investigation.

**General Instructions**

- ✓ There is no need of writing your name.
- ✓ In all cases where answer options are available please tick (✓) in the appropriate box.
- ✓ For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

**Contact Address**

If you have any query, please do not hesitate to contact me and I am available as per your convenience at (Mobile Phone Number: **09-11-83-36-91** or e-mail: [wubityam@yahoo.com](mailto:wubityam@yahoo.com)).

**Thank you!!!**

## Appendix IV: Questionnaire

### Part I – General information (Demographic Data)

1. Gender       Male       female
2. In which age group are you?  
 <25    25 to 35       36 to 40    41 to 50       51 to 60    61 and above
3. Service years in EEU  
 Less than 3 years    3 to 5 years    5 to 7 years       more than 7 years
4. What is your highest educational status?  
 Below grade 12    12 grade complete    Certificate    College diploma  
 First degree       Second degree       Third degree (PhD)  
 Other Specify: \_\_\_\_\_
5. Your field of specialization for your highest educational status \_\_\_\_\_
6. Current position in EEU \_\_\_\_\_
7. In which department you're currently working? \_\_\_\_\_
8. Your status  
 Top management       line management  
 Senior management    Middle management    Other Specify: \_\_\_\_\_

### PART- II Human Resource Development Practice

1. Please indicate on the following topics that have been included in the training programs that you have participated so far? (*More than one answer is possible*).  
 Planning       Decision making       Conflict Management  
 Communication    Resource Management    Motivation  
 Leadership   Recruitment and Retention       Performance Management  
 Career Management       Customers Service Skills    Succession Planning  
 Career Paths/Growth       Mention other (if any) \_\_\_\_\_
2. Please indicate on the following instructional method and media used in management training programs you have taken (*More than one answer is possible*).

- Lecture                     Conference                     Self study and Programmed learning  
 Case study method  Role playing and behavior modeling  
 In basket exercise    Management games    all of the above  
 Mention others (if any)\_\_\_\_\_
3. To what extent the contents of the training you have taken are relevant for your current Job.
- Highly relevant     Less relevant     Moderately relevant     Not relevant
4. Which of the following types of management development programs are exercised in EEU Jimma District? (*More than one answer is possible*).
- Formal Training (conducted in class room using instructors within Company or by experts from other institutions)  
 Off- the – Job formal training     Job rotation                     Development Position  
 Others (if any) \_\_\_\_\_
5. Does your Company analyze managers development needs periodically?
- Yes                             No                             I do not know
6. Company provides financial assistance/sponsorship to attend formal education.
- Agree                             Disagree                             I do not know
7. Does your Company have employee performance appraisal system?
- Yes                             No                             I do not know
8. Does your Company have job description for the employees and management teams?
- Yes                             No                             I do not know
9. Does your Company have a written management development policy?
- Yes                             No                             I do not know
10. The Company does a good job of providing opportunities for development and growth for all employees.
- Agree                             Disagree                             I do not know
11. Employees are leaving the Company since the Company is not good place to develop employees' profession and career.     Agree                     Disagree                     I do not know
12. I am satisfied with the investment my Company makes in training and education.
- Agree                             Disagree                             I do not know

**THANK YOU!!**

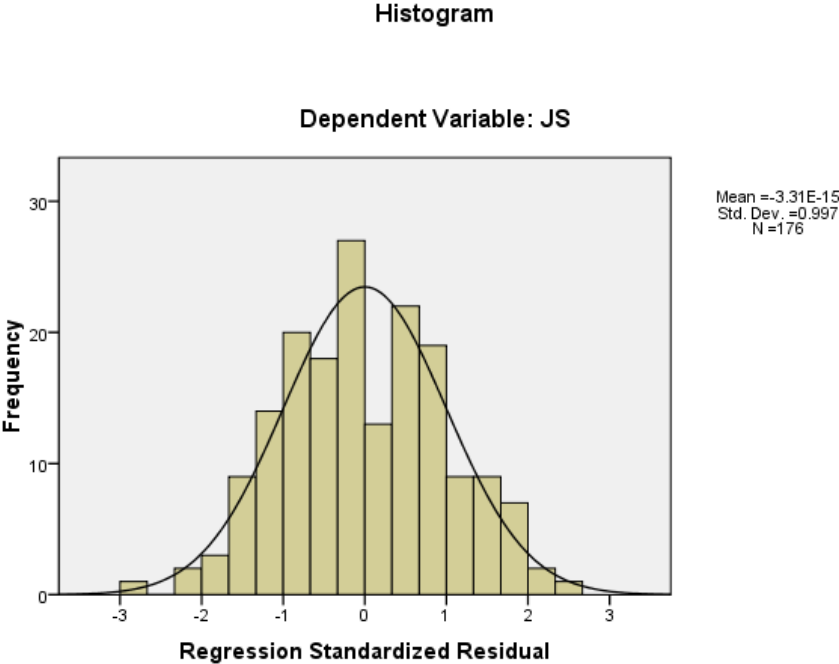
## **Appendix V: Interview Questionnaires**

**JIMMA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**MASTERS OF BUSINESS ADMINISTRATION (MBA) PROGRAM**  
**INTERVIEW QUESTIONS**  
**WHICH IS GOING TO BE ANSWERED BY**  
**TRAINING AND DEVELOPMENT DEPARTMENT OR HR HEAD OF EEU JIMMA**  
**DISTRIC**

1. Does your organization have a clear and defined strategy and plan related to human resource development?
2. Does the corporation allot sufficient funds/budget to carry out training programs effectively?
3. HR manuals, training policy, T&D department, etc?
4. What are your organizations HRD practice especially on Training and development and career development?
5. How do the corporation support employees learning and development need?
6. How do your departments try to incorporate employees' interest in training and development programs?
7. What is your base for selecting appropriate trainees for appropriate training?
8. Do you think that the corporation gives enough emphasis for the development of all employees in the corporation?
9. What are the methods employed for developing management abilities, efficiency and effectiveness?
10. Does the company have educational sponsorship programs?
11. Do you think the corporation is a good place for growth and development for all employees?
12. What do you suggest regarding HRD practice or determinant/factors in order to improve employee job satisfaction in EEU Jimma District?

**Thank you for your participation**

# Appendix VI: Figure labeled Normal P-P Plot



Normal P-P Plot of Regression Standardized Residual

