



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF HUMAN RESOURCE DEVELOPMENT PRACTICES ON
EMPLOYEES' SATISFACTION: A CASE STUDY ON ETHIOPIAN INTELLECTUAL
PROPERTY OFFICE**

BY:

AWEKE BERHANU

ID.NO.SGS/0043/2010A

MAY, 2019

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY COLLEGE, SCHOOL
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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Muluadam Alemu. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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Table of Contents

Contents	Page
Acknowledgement.....	i
Table of Contents.....	ii
Acronyms.....	iv
List of Tables.....	v
List of Figures.....	vi
Abstract.....	vii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Background of the Organization.....	3
1.3 Statement of the Problem.....	4
1.4 Basic Research Questions	6
1.5 Objectives of the Study.....	7
1.5.1. General Objective of the Study	7
1.5.2. Specific Objectives of the Study.....	7
1.6. Operational Definition of Key Terms	7
1.7 Significance of the Study	8
1.8. Delimitation/Scope of the Study.....	8
1.9. Organization of the Study.....	8
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE	9
2.1. Conceptual Framework of the Study	10

2.1.1. Human Resource Development	10
2.1.2. Job Satisfaction.....	12
2.2. Theoretical Framework of the Study	13
2.2.1. Purposes of Human Resource Development System.....	13
2.2.1.1. Functions of Human Resource Development System.....	14
2.2.1.2.. A Balanced Approach for Human Resource Development System	15
2.2.2. Components of Human Resource Development	15
2.2.2.1 Individual Learning and Development.....	15
2.2.2.1.1. Self-Directed Learning	15
2.2.2.1.2. Coaching.....	16
2.2.2.1.3. Mentoring	17
2.2.2.2. Training	18
2.2.2.2.1. Training Process.....	19
2.2.2.3. Management Development.....	20
2.2.2.4. Organizational Learning.....	23
2.2.2.4.1 Outcomes of Organizational Learning	24
2.2.2.4.2 Developing Learning Culture	25
2.3. Empirical Frame Work of the Study.....	27
2.3.1. Empirical Evidences from other countries	27
2.3.2. Empirical Evidences from Ethiopia	30
2.4. Knowledge gap	32
CHAPTER THREE.....	33
RESEARCH DESIGN AND METHODOLOGY	33

3.1 INTRODUCTION.....	33
3.2 Research Design and Approach.....	33
3.3. Population, Sample Size and Sampling Techniques.....	34
3.4. Data Types and Sources.....	35
3.5. Methods of Data Collection.....	35
3.6 Procedures of Data Collection.....	36
3.7. Data Analysis Methods.....	36
3.7. Ethical Considerations.....	37
3.8. Validity and Reliability.....	37
3.8.1. Validity.....	37
3.8.2. Reliability.....	37
CHAPTER FOUR.....	39
DATA ANALYSIS AND INTERPRETATION.....	39
4.1 Background of Respondents.....	39
4.2 Employees’ Satisfaction with Major Aspects of HRD Practices.....	42
4.2.1 Employees’ Satisfaction with EIPO Commitment to HRD.....	42
4.2.1.1 Employees’ Satisfaction with EIPO’s Commitment to Employees Training.....	43
4.2.1.2 Employees’ Satisfaction with EIPO’s Commitment to Employee Education.....	46
4.2.2 Employees’ Satisfaction with Appropriateness of the Skills Enhanced.....	47
4.2.3 Employees’ Satisfaction with Opportunities for HRD.....	48
4.2.3.1 Employees’ Satisfaction with the Fairness in Training Opportunities.....	48
4.2.3.2 Employees’ Satisfaction with Promotion Opportunities.....	50
4.2.4 Employees’ Satisfaction with Work Place Learning.....	52

4.2.4.1 Employees’ Satisfaction with the Learning from their Job	52
4.2.4.2 Employees’ Satisfaction with Possibilities to Learn from Co-Workers	53
4.2.5 Employees’ Satisfaction with the Management’s Supervision and Guidance	55
4.2.5.1 Employees’ Satisfaction with the Coaching practices	55
4.2.5.2 Employees’ Satisfaction with Mentoring	58
4.2.5.3 Employees’ Satisfaction with Performance Counseling	60
4.3 Employees’ satisfaction with HRD Climate	61
4.3.1 Spirit of Cooperation among Employees	61
4.3.2 Competition and Participation	63
4.3.3 Employees’ Satisfaction with overall HRD Climate	65
CHAPTER FIVE	68
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	68
5.1 Summary of Key Findings.....	68
5.2 Conclusions.....	69
5.3 Limitation of the Study.....	71
5.4 Recommendations.....	71
REFERENCES:.....	75
APPENDICES.....	83
APPENDIX I QUESTIONNAIRE	
APPENDIX II INTERVIEW QUESTIONS	

Acronyms/ Abstractions

ASTD	American Society for Training and Development
CSRP	Civil Service Reform Program
ES	Employees' Satisfaction
EIPO	Ethiopian Intellectual Property Office
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
MOFED	Ministry of Finance and Economic Development
SPSS	Statistical package for social science
T & D	Training and Development

LIST OF TABLES

Table 2.1: Levels and Methods of Training in public service providing organizations.....	19
Table 2.2: Summary of Human Resource Development Techniques.....	22
Table 2.3: Summary of criteria used to review HRD practices of an organization.....	26
Table 3.1 Reliability Test and Measurement.....	38
Table 4.1 Sex of the respondents.....	39
Table 4.2 Number of year worked in the organization.....	40
Table 4.3: Summary of employees' attitude towards EIPO's commitment to Employee Training and Descriptive Statistics.....	43
Table 4.4: Summary of employees' response for the organization's supports to improve their educational level and Descriptive Statistics.....	46
Table 4.5: Employees' satisfaction with the appropriateness of the skills enhanced and Descriptive Statistics.....	47
Table 4.6: Respondents' satisfaction with the fairness in training opportunities and Descriptive Statistics.....	49
Table: 4.7 Descriptive Statistics of respondents' satisfaction with promotion opportunities.....	51
Table 4.8: Summary of employees' satisfaction with the opportunities to learn from their job and Descriptive Statistics.....	52
Table 4.9: Employees' Satisfaction with Possibilities to Learning from Co-Workers and Descriptive Statistics.....	54
Table 4.10: Employees' Satisfaction with coaching practices and Descriptive Statistics.....	56
Table 4.11: Descriptive Statistics of items that measure Respondents' perception towards dissemination of work related information.....	57
Table 4.12: Summary of employees' response regarding Mentoring practices and Descriptive Statistics.....	58
Table 4.13: Summary of employees' attitude towards the spirit of Cooperation and Descriptive Statistics.....	62

Table 4.14: summary of respondents' attitude towards competition and participation and Descriptive Statistics.....	63
Table 4.15: Summary of respondents' attitude towards the overall HRD climate of the Organization and Descriptive Statistics.....	65

LIST OF FIGURES

Figure 4.1: Respondents worked on their Current job.....	40
Figure 4.2: Educational profile of the respondents.....	41
Figure 4.3: Summary of employees' perception towards the Organization's training facility...45	
Figure 4.4: Respondents' satisfaction with promotion opportunities.....	51
Figure 4.5: Employees' perception towards dissemination of work related information.....	57
Figure 4.6: Summary of employees' satisfaction with performance counseling.....	60

ABSTRACT

Emphasis on HRD results into several positive individual and organizational outcome. HRD needs investment in training, development and education programs. Thus, this research is designed to assess employees' satisfaction with HRD practices in Ethiopian Intellectual Property Office (EIPO) and forward possible recommendation. The main objective of the study is to identify the level of employees' satisfaction with: The Organization commitment to HRD, appropriateness of HRD practices, opportunity for growth and development, management's guidance and encouragements and other dimensions of HRD practices. The research is designed as a descriptive. Both secondary and primary data were used in the research. A survey questionnaire with five point Likert scale is a main tool for gathering primary data about employees' satisfaction with human resource development practices of the organization. About 118 participants in the Head office under Addis Ababa district were taken using systematic sampling technique as an actual source of information in filling the questionnaires. An interview was also made with officials of training and development team of the organization and document analysis were used to collect the necessary information. Data obtained were analyzed by using percentage, frequency and mean and standard deviation. The findings of the study indicated that respondents perceived the HRD practices of the organization are too low. Respondents also indicated their dissatisfaction with the promotional opportunities and the knowledge to gain from the work they do for the Organization. Moreover, majority of respondents indicated that they don't think that the Organization is the best place to develop them. Finally, the study recommends that in order to raise employees' satisfaction and commitment; giving employees a sense of purpose in the workplace, granting employees opportunities to act upon their commitment, and offering practical support to learning are very important.

Key words: Human resource development, Training, Development, Learning, Job satisfaction, Organizational learning

CHAPTER ONE

INTRODUCTION

This part deal with the background of the research; statement of the problem; objectives of the study; significance of the study; scope of the study; limitations of the study; definition of key terms, and organization of the study.

1.1. Background of the Study

Human Resource Development is a process of helping people to acquire commences or in other words, gain originates through training, Feedback and Counseling by the senior officers and other development efforts (Armstrong, 2010). Coping with changes in market conditions, rising expectations of employees, developments in technology, and changes in management systems have necessitated increased emphasis on human resources development (Armstrong, 2010). Continuous development competencies in people are a requirement for an organization to achieve its goals in the present day challenging environment. Competent and motivated employees are essential for organizational survival, growth and excellence (Armstrong, 2010).

The American Society for Training and Development (ASTD) defines HRD as “HRD is the integrated use of training and development, organizational development, and career development to improve individual, group and organizational effectiveness.”

HRD is a deliberately adopted systematic set of measures to develop the existing manpower in a particular organization. HRD is a newly adopted and a very popular approach in the modern industrial world. It is a continuous learning process and not merely a set of mechanism or techniques (Walgenbach, 2009). HRD function is an administrative function. Previously, it was treated as a staff function but now HRD manager is a line manager and has an important place in the organizational framework of an institution (John, 2005).

Solkhe and Chaudhary (2011) conducted a study on HRD practices and job satisfaction, observes that “Human Resource Development practices” signifies an effort aimed at qualitative improvement of human beings in their specific role as assets of an organization. HRD intrinsically recognizes, that, -people are the organizations singularly important and valuable resources and that they need to be developed in terms of their knowledge, skill and attitude for achieving their personal as well as organizational goals. Because only satisfied people can build dynamic organizations, only competent and enable motivated people an organization achieve its goal.

Organizations need to look into the needs of the employees' and ensure that HRD practices are aligned with both company and individual goals (Wan, 2007). It has been suggested that the level of employees' satisfaction with the HRD practices are among the most important criteria to consider when assessing the HRD practices (Wan, 2007).

The fact that unhealthy employee turnover is a huge loss for an organization and the high relationship between organization's HRD practice and employee job satisfaction it can be positive or negative relation. If it is negative relation, the result is dissatisfaction, which in turn result in employee turnover (Armstrong, 2010).

However, ineffective HRD practice can bring many problems such as reduced employees' enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Edgar, 2005). Developing an effective HRD practice is difficult task since it demands to look into the needs of employees and ensure that the practices are aligned with both company and employees need (Edgar, 2005). Therefore, problem in human resource development system arise when the training and development practices fail to accommodate employees' needs. Employees' satisfaction with the organization's HRD practices can be expected only when incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of employees' satisfaction with the practices is worth to consider. Ethiopian Intellectual Property Office (EIPO) has Human Resource Training and Development Department which is responsible for managing the organization's HRD practices and administering its employees training and development needs domestically or inside the country. Moreover, the Organization also sends abroad some of its selected staffs, particularly, managerial and professional senior staffs for short term training and long term training. However, much of the organization's HRD practices focused only in very limited areas such as training, educating and developing. In general, this study tries to assess employees' satisfaction with HRD practices in Ethiopian Intellectual Property Office (EIPO).

According to a discussion conducted with the director of Human Resource Department, professional employees' turnover is a challenge to Ethiopian Intellectual Property Office (EIPO). Thus, the study examines the effect of HRD practices on employee Job satisfaction in the Ethiopian Intellectual Property Office (EIPO).

1.2. Background of the Organization

Ethiopian Intellectual Property Office was established in 2003 under proclamation No.320/2003. Intellectual Property refers to creation of mind: inventions; literary and artistic works; and symbols, names and images used in commerce. Intellectual property is divided into two categories: industrial property and copyright. Industry property includes patents for inventions, trademarks, industrial designs and geographical indications. Copyright covers literary works (such as novels, poems and plays), films, music, artistic works and architectural design.

Ethiopian Intellectual Property Office Vision, Mission and Values

Vision:

We envision having an IP office that plays key roles by an ongoing quest for excellence with in all operational functions ensuring national technology capacity building, fair trade and cultural assets and values development.

Mission:

- Provide an integrated and high-end services to government efforts geared towards building a national technology capacity by facilitating provision of IP information to entities in need and development oriented investors and enhance technology transfer for sustainable national development
- Ensure strategic IP protection that in turn stimulates the generation of new ideas in different technology categories, trade and cultural magnitude
- Facilitate the commercialization of IP assets thereby making IP to be a strategic development tool
- Encourage actors in the IP regime, innovators and entrepreneurs to ride the wave of the future and make the nation productive and globally competitive in its trade transactions

Values:

- Execute Transparency and accountability
- Trustworthy to professional ethics
- Credence to knowledge and enthusiasm
- Readiness for change, new challenges and center of excellence for technology transfer
- Commitment for utmost service and strive for culture of creativity and innovation

1.3. Statement of the Problem

Manpower is a primary resource than any other resource. It is an important factor for the success or failure of any organization and the whole economic conditions of the country, but only availability of manpower doesn't make an organization successful (John, 2005). Organizations need a qualified human resource to achieve their goal. In most cases, there may be gap between employees' knowledge, skills and attitude and what the job demand (John, 2005). The gap must be filled through human resource development Programs (John, 2005).

As a result, 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 (John, 2005). The changes in production system and method have significance impact on production skills requirements (Wan, 2007). Thus, employees face the need to constantly upgrade their skills and develop an attitude that permits them to adopt change (Wan, 2007).

Moreover, employees are demanding professional and career development opportunities within their organization which in turn require considering the needs of employees in training, development and education programs (Wan, 2007). Thus, providing an effective human resource development program is required to enhance both firms' competitiveness and employee satisfaction (Wan, 2007).

However, in developing countries most organizations tend to give less emphasis for employees' needs in HRD programs (Wan, 2007). Inadequate need assessment, outdated training and development methods, limited educational opportunities, unequal access to training opportunities, insufficient opportunity to learn skills/knowledge that will improve employees chance of promotion, inadequate opportunities for career growth and lack of supportive guidance for employees' development are some of the areas which results dissatisfaction with HRD practices (Wan, 2007). These problems later on lead the organizations to lack of optimal man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, decrease in employee morale and commitment and increase in employee turnover (Wan, 2007).

As indicated in Federal Civil Service Proclamation No.515/2007, in Ethiopia under capacity building HRD needs consorted and integrated efforts which are taken as critical to enhance the capacity of the civil service to implement government policies and strategies effectively and

efficiently. HRD is the major task for scaling of best practices and to promote activities in the public service delivery system. To establish government structure with strong implementing capacity needs continuous HRD for implementation of the Civil Service Reform Program (CSRP) at all level of the government structure is important issue (Adebaby & Prinks, 2010).

So as to strengthen the reform agenda; awareness creation is one that civil servants develop attitude towards serving the public. To understand government's policies and strategies and capable to implement government by ensuring efficiency, effectiveness, accountability and transparency HRD plays a dominant role in the public sector (Adebaby & Prinks, 2010).

The government is giving due attention to HRD. To this end various measures including frameworks and establishing modern HRD system will be taken to upgrade capability of the civil service on top of leadership development programs. Hence, HRD program enables civil servants responsive to public demand to implement government policies in effective manner (MoFED, 2011).

Lack of proper implementations of HRD practices, results in employees' job dissatisfaction, which leads to employee turnover. HRD practices such as training and development, promotion and promotional growth, organization learning etc. are independent one where as job satisfaction is dependents on HRD practices (Sempane, 2014).

The connection between job satisfaction and HRD practices are very influential for the organization. To support this claim, the research results of this article showed that there are impacts of HRD practices on employees Job satisfaction (Basi, 2011). Human Resource Development practices are focused on organizational / institutional attribute as perceived by organizational members, while job satisfaction addresses perceptions and attitudes as perceived by organizational members, while job satisfaction addresses perceptions and attitudes that people have towards and exhibit about their work. A recent study conducted in South Africa call Centre found Job satisfaction to be strongly correlated to HRD practices of the organization (Milner, 2012).

The study aims to analyze employees' satisfaction with different dimensions of HRD practices in the organization. According to previous employees' exit interview report conducted by Ethiopian Intellectual Property Office (EIPO), Human Resource department in 2017 and from the preliminary study conducted, the researcher has found some indicators of problems related to employee's job dissatisfaction. Employee turnover is one of the problems that the Ethiopian

Intellectual Property Office (EIPO) has been facing. Among other factors, employees' dissatisfaction with HRD practices is one factor which could result in employee turnover.

According to one of the HR department personnel of EIPO, It has high employee turn-over especially in non-managerial staffs. According to the person, much of the organization's HRD practices focused in very limited areas which causes employees' dissatisfaction and makes them to leave the organization.

Based on the information obtained from HRM department, the organization's annual turnover and its rate for the last five years were as follows: Number of employees who left the organization in 2014 was from total number of 110 with percentage of 23.64 likewise, in 2015, 25 employees were left the organization & this trend continued for the next years 2016, 2017 & 2018 with number of 30, 32 & 23 indicating turnover rate of 22.9%, 19.88% & 17 % respectively. This is an indicator of problems within the entire organization or with specific departments. This turnover also entail cost to the organization since hiring people is expensive i.e. the amount of time spend filling vacant positions and time spent on recruiting and hiring tasks (job postings, resume screening, interviewing, on boarding)

Based on data that was collected from the employees of Ethiopian Intellectual Property Office (EIPO), the study tried to analyze the extent to which employees' satisfied with different dimensions of HRD practices, in the organization. Among other factors employees' dissatisfaction with HRD practices is one factor which could result in employee turnover. So the delivery of efficient and effective HRD practices is required to enhance employee's job satisfaction.

Therefore, this study is designed to add empirical evidence to the body of knowledge about the link, by bringing up evidence from EIPO.

1.4. Basic research questions

The problem statement discussed above led to the following research questions:

- I. What are the major factors related to HRD practices that affect employees' satisfaction in the Organization?
- II. What do employees perceive about the Organizational commitment in providing training and educational fees?
- III. What is the level of employees' satisfaction for each practice of human resource development?
- IV. What are the current of Human Resource Development practices in Ethiopian Intellectual Property Office (EIPO)?

1.5. Objectives of the Study

1.5.1. General Objective of the Study

The overall objective of this study is to assess employees' satisfaction with HRD practices of Ethiopian Intellectual Property Office.

1.5.2. Specific Objectives of the Study

The specific objectives of the research are undertaken to:

- I. Identify the level of employees' satisfaction with regard to the appropriateness of the skills and knowledge enhanced by human resource development programs.
- II. Identify employees' perception towards opportunities for growth and development in the Organization.
- III. Identify how the perception of employees towards the possibilities in workplace learning in the Organization.
- IV. Assess the current human resource development practices in the study under consideration.

1.6. Operational Definition of Key Terms

Human resource development - is a process of helping people to acquire commences or in other words, gain originates through training, Feedback and Counseling by the senior officers and other development efforts (Armstrong, 2010).

Training –is the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2010).

Development- is an unfolding process that enables people to progress from a present state of understanding and capability to future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2010).

Learning – is the process by which a person acquires and develops new Knowledge, skills, capabilities and attitudes (Armstrong, 2010).

Job satisfaction- is the level to which an employee is satisfied with his current work (Gharakhani, 2012).

Organizational learning – is a process of 'coordinated systems change, with mechanisms built in for individuals and groups to access, build and use organizational memory, structure and culture to develop long term organizational capacity' (Armstrong, 2010).

1.7. Significance of the Study

The study will have major importance to Ethiopian Intellectual Property Office (EIPO) and it will have also value to the other users such as investors, managers, employees, government and the society at large by benevolent scientific direction about the link between human resource development practices and employees' job satisfaction. It will also enable the organization to structure its human resource development programs to make them more effective in terms of helping to improve employees' job satisfaction and lead to reduce turnover. This also ensures the existence of a pool of skilled workforce who could be utilized for national development.

Furthermore, the study drew some conclusions and identified employees' complaint areas in human resource development practices of the Organization. Thus, it gave signal to the human resource management of the Organization to take remedial action. It also helps other researchers as a source of reference for those who want to make further study on the area subsequently.

Finally, the study benefited the researcher to obtain new knowledge about the problem under study and gave clear picture about the discipline called research.

1.8. Delimitation/Scope of the Study

Most of studies conducted on current literatures of HRD shows that scope of HRD is characterized by a view that HRD is too amorphous. The amorphous nature of HRD made 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 individual learning and development, training, management development, and organizational learning concept.

The research was conducted only in one Region of Addis Ababa district in the Head office of Ethiopian Intellectual Property Office (EIPO). The information for this research was limited to the employees' perception towards HRD practices of the organization. Employees working outside Addis Ababa districts were not included in this research.

1.9. Organization of the Study

The study is comprised of five chapters. The first chapter deals with the background of the study, statement of the Problem, basic research questions, objectives of the study, definition of terms and significance of the study.

Subsequently chapter two reviews the theoretical and empirical literatures on human resource development. The third chapter explains the type and design of the research: the participants in the

study, the sources of data, the data collection tools, the procedure for data collection and the methods of data analysis used.

The fourth chapter of the report summarized the results or findings of the study and provided interpretation of the findings. In the end, the fifth chapter presented summary of findings, conclusions, limitations of the study and recommendations.

SUMMARY

The principal objective of this chapter is to give an overview of the problem. It examines the definition of human resource development practices with a little bit of literature reviews and briefly reviews back ground of the study, the statement of the problem, basic research question, objective of the study, significance of the study, scope of the study, limitation of the study and organization of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This research project will remain incomplete if various research studies conducted in the field of human resource management and human resource development are not taken into account. The Researcher reviewed several research papers, books and theses to provide an insight into the academic endeavors related to HRD and their impact on employees' satisfaction.

Organizations seek to optimize their workforce through comprehensive development programs not only to achieve organizational goals, but also most importantly, to satisfy and retain their workforce. To accomplish this undertaking company will need to invest resources to ensure that employees have the information, skills and competences they need to work effectively and meet employees need for growth and development. Although development of human resource has been in existence in some form or the other since the beginning of civilization, a planned and systematic approach to Human Resource Development (HRD) in the corporate sector emerged in the late half of the 20th century (Gupta, 2001).

This chapter reviews the past researches on similar or related topics and helps the researcher in providing a sound research foundation to understand the issues on which the study is focused. In the following pages, an attempt has been made to review some of the important studies conducted by various specifically, review of up-to-date related literatures regarding: Conceptual framework of HRD and Job Satisfaction, theoretical framework of the study, purposes of HRD, components of HRD and factors affecting employees' satisfaction (ES), empirical framework of the study and Knowledge gap are presented.

2.1. Conceptual Framework of the study

2.1.1. Human Resource Development

The study of HRD indicates that views on what constitutes HRD vary considerably. Traditionally, various terms were used such as training, development and education. The more contemporary terms are Human Resource Development (HRD) and Human Capital Development. According to Mondy and Noe (1990), human resource development is: "planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs."

From Mondy and Noe's definition we can understand that HRD is planned and continuous effort of organizations to enhance employees' task performance, knowledge and experiences. Therefore, HRD is primarily designed to benefit both organizations and employees through: improving employees' task performance and supporting employees' knowledge and experience development. The other concept that we infer from the definition is that HRD is done through three methods: training, education and other development programs.

According to Harrison (2008) as cited in Michael Armstrong (2010), human resource "development" involves introducing, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by an organization." Harrison's definition shows that; HRD requires an effective leadership for introducing, directing and guiding individuals and teams. This implies that for an effectiveness of HRD process the role of employees' immediate supervisors is indispensable.

It is also clear that HRD is a process which encompasses all individuals and teams for improving the skills, knowledge and competences. In addition to this, the definition implicated that HRD is primarily designed to satisfy current and future tasks requirement of an organization.

As described by Harris (2008), HRD is "organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization." Evidence from this definition shows the following three main points: (1) - HRD includes the areas of: training and development, promotion and professional growth and organization development. (2)- HRD improve employees' both job performance and personal growth and (3) - HRD is process improving personal growth within the organization.

From the definitions that we have seen so far we can understand that the driving force of HRD is built on the assumption that employees cannot be treated as commodities to be hired and discarded depending on short-range whims of the organization. They are to be nurtured and developed with their unlimited potential for both employees and organizations benefits. More importantly, good people can fix the poor policies, procedure, and rules, but it is never the other way round. Evidences from most HRD theorists and practitioners including T.V. Rao as cited in C.B. Gupta (2001), recognized HRD in the organization context is a process by which the employees of an organization are helped, in a continuous and planned way to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes; and
- Develop an organizational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well being, motivation and pride of employees.

From the study conducted on current literatures of HRD shows that scope and nature of HRD is characterized by a view that HRD is too amorphous a concept. The amorphous nature of HRD makes very difficult to clearly determine the scope of HRD. Yet, if HRD has a role to play in helping organizations develop, then there is a need for HRD professionals in an organization to accept that HRD itself is a continuously evolving, adaptive concept; and they need to embrace change and ambiguity in order to help individuals, groups and organizations (David, 2001).

2.1.2. Job Satisfaction

Job satisfaction has been a topic of interest among researchers for several decades (Currivan, 1999; Lund, 2003) due to the fact that many experts (managers and researchers) believe that it can affect and influence work productivity, employee commitment, employee turnover and employee retention (Gharakhani, 2012).

Job satisfaction is the level to which an employee is satisfied with his current work. This depends on how many of his/her needs and wants are satisfied (Finn, 2016). Job satisfaction is known as a construct with multi facets that includes the employee feelings about different job elements, intrinsic, as well as extrinsic. It includes specific features of satisfaction associated with pay benefits, supervision, organizational practices, promotion, work conditions and relationship with coworkers) (Sempane, 2014)

According to Robbins (2005) and Specter (2005) job satisfaction can be measured in two ways namely, by the facet approach or the global approach. The former refer to assessing how employees feel about various aspects of the job such as HRD practices, rewards, job conditions, people on the job (supervisors and coworkers) and the work (Robbins, 2005).

2.2. Theoretical Framework of the Study

2.2.1. Purposes of Human Resource Development System

The combination of the four focus of HRD (Individuals, employee-boss, Team, and Organization) with four agents of HRD (Employee, Immediate boss, HR department, and Organizations) gives the HRD systems (Armstrong, 2006). According to him, the fundamental purpose of HRD system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This is achieved by producing a coherent and comprehensive framework for developing people.

Furthermore, Armstrong has mentioned specific purpose of HRD as: to develop intellectual capital and promote organizational, team and individual learning by creating a learning culture – an environment in which employees are encouraged to learn and develop and in which knowledge is managed systematically.

Most theorists suggest that the general purpose of HRD system is to develop the individual employee by providing training and development activities, thus enhancing personal development, work processes and organizational performance to achieve organizational effectiveness. Indeed, the central role of HRD was to benefit individuals, groups and organizations.

However, development and change have to be embedded within an individual before progressing into teams and organizations. Armstrong stressed that change in an organization always involves changing the individual and is first focused on individual development. In addition to the view of Gupta (2001) has mentioned the following as the main purpose of HRD systems:

- To develop the capabilities of each employee as an individual.
- To develop the capabilities of each individual in relation to his or her present role.
- To develop the capabilities of each employee in relation to his or her expected future role(s).
- To develop the dyadic relationship between each employee and his or her supervisor.
- To develop the team spirit and functioning in every organizational unit (department, group, etc.)
- To develop collaboration among different units of the organization.
- To develop the organization's overall health and self-renewing capabilities which, intern, increase the enabling capabilities of individuals, dyads, teams, and the entire organization.

Evidences from Gupta (2001) show that in order to achieve the above mentioned objectives of HRD system, human resource management functions need to work in coordinated and integrated manner.

2.2.1.1. Functions of Human Resource Development System

According to Harris (2008), human resource development system has the following six major functions:

1) Analyzing the Role: One of the main aspects of HRM is to analyze the role in terms of responsibilities or key functions/ performance areas of the role, and the competencies required to perform the role effectively.

2) Matching the Role and the Person: Once the organization is clear about the dimensions of the roles or the jobs, it tries to get the best people for these jobs. After people are recruited they are put in different places. Placement is useful for giving varied experiences to people being recruited. Another aspect of matching role and person is reflected in potential appraisal, finding out who has potential to match the requirement of the job. Obviously, the next step is promotion of people by placing them in appropriate roles for which the organization is searching people.

3) Developing the Persons in the Role: Individuals develop not only through training, but in fact more through effective supervision, by helping them to understand their strengths so that they can leverage them for better performance. Similarly, they are helped to find out in what they have to be more effective in their jobs. In this regard performance coaching or counseling and mentoring are very important.

4) Developing the Role for the Person: Developing the role makes the role worth doing for the Person. Very little attention has been given to role, although job rotation is being practiced in most of the organizations, and some organizations have also tried out job enrichment based on Herzberg's concept of motivators.

5) Developing Equitability: Satisfaction level of employees depends to a great extent on their perceived justice being done to them without any discretion, as reflected in practices like management of compensation, rewards and various amenities. People have high performance and develop competencies only if these are rewarded by the organization. Reward does not mean financial reward only; many rewards may be non-financial also. Equitability can also be developed by standardizing administrative procedures, so that people do not have any feelings that decisions are subjective

6) Developing Self-Renewing Capability: An organization should be concerned not only with its growth, but also with its health. It needs to diagnose its problems from time-to-time and take steps to develop new competencies to cope with the various problems and challenges it would be facing. This can be done through action research that is concerned with development of competencies through effective teams to diagnose the problems and initiate the process of collaborative work to deal with such problems.

2.2.1.2.. A Balanced Approach for Human Resource Development System

According to a research conducted in USA on the effect of HRD program on employee engagement and performance, as cited by Harris (2008), the impact of training-based HRD program found significantly less than Relational and Experience- based HRD program. As result, a balanced approach for HRD has emerged recently in the field of HRD. A balanced approach is required to maximize the impact of development on engagement and performance (Harris, 2006).

2.2.2. Components of Human Resource Development

Thomson and Mabey (1994), as cited by Armstrong (2006), present the components of HRD as follows:

2.2.2.1 Individual Learning and Development

The concept of human resource development should necessarily cover the individual development to facilitate and enhance teams and organization developments. As the above model also clearly shows, the major focus of HRD is on individuals. In this sub section, the main components of individual learning and development i.e. self-directed learning, coaching and mentoring techniques will be discussed.

2.2.2.1.1. Self-Directed Learning

Self-directed or self-managed learning involves encouraging individuals to take responsibility for their own learning needs, either to improve performance in their present job or to develop their potential and satisfy their career aspirations (Harris, 2008). It can be based on a process of recording achievement and action planning that involves individuals reviewing what they have learnt, what they have achieved, what their goals are, how they are going to achieve those goals and what new learning they need to acquire (Harris, 2008). The learning program can be 'self-paced' in the sense that learners can decide for themselves up to a point the rate at which they

work and are encouraged to measure their own progress and adjust the program accordingly (Harris, 2008). Harris' explanation for Self-directed learning is based on the principle that people learn and retain more if they find things out for themselves. But they still need to be given guidance on what to look for and help in finding it. Therefore, in self-directed learning, learners have to be encouraged to define; with whatever help they may require, and what they need to know to perform their job effectively.

Furthermore, learners need to be provided with guidance on where they can get the material or information that will help them to learn and how to make good use of it. Learners also need support from their manager and the organization with the provision of coaching, mentoring and learning facilities, including e-learning. Workplace learning: One of the ways that employees can learn within an organization is the learning around the workplace. Learning can take place in the workplace, as explained by Harris (2008), this takes three forms:

1. The workshop as a site for learning. In this case, learning and working are spatially separated with some form of structured learning activity occurring off or near the job. This may be in a company training centre or a 'training island' on the shop floor where the production process is reproduced for trainees.
2. The workplace as a learning environment. In this approach, the workplace itself becomes an environment for learning. Various on-the-job training activities take place, which are structured to different degrees.
3. Learning and working are inextricably mixed. In this case, learning is informal. It becomes an everyday part of the job and is built into routine tasks. Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work. This can be described as continuous learning. As Harris (2008) put it: - 'Learning is not something that requires time out from being engaged in productive activity; learning is the heart of productive activity.'

2.2.2.1.2. Coaching

The Industrial Society (1999) as cited in Haslinda and Abdullah (2009) defines 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. Coaching as part of the normal process of management consists of (Armstrong, 2010):

- Making people aware of how well they are performing by, for example, asking them questions to establish the extent to which they have thought through what they are doing;
- Controlled delegation – ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily; this gives managers an opportunity to provide guidance at the outset – guidance at a later stage may be seen as interference;
- Using whatever situations may arise as opportunities to promote learning;
- Encouraging people to look at higher-level problems and how they would tackle them. Coaching will be most effective when the coach understands that his or her role is to help people to learn and individuals are motivated to learn. Employees should be aware that their present level of knowledge or skill or their behavior needs to be improved if they are going to perform their work satisfactorily. Individuals should be given guidance on what they should be learning and feedback on how they are doing and, because learning is an active not a passive process, they should be actively involved with their coach who should be constructive, building on strengths and experience.

2.2.2.1.3. Mentoring

Mentoring is the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support, which will help the person or persons allocated to them to learn and develop. It has been defined by Clutterbuck (2004) as: ‘Off-line help from one person to another in making significant transitions in knowledge, work or thinking.’ Hirsh and Carter (2002) suggest that mentors prepare individuals to perform better in the future and groom them for higher and greater things, i.e. career advancement. From the above two definitions we can understand that Mentoring can be viewed as a method of helping people to learn, as distinct from coaching, which is a relatively directive means of increasing people’s competence. It involves learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder needs. Mentoring also complements formal training by providing those who benefit from it with individual guidance from experienced managers who are ‘wise in the ways of the organization’. As explained by Harris (2008), Mentors provide employees with:

- Advice in drawing up self-development programs;
- General help with learning programs;
- Guidance on how to acquire the necessary knowledge and skills to do a new job;
- Advice on dealing with any administrative, technical or people problems individuals meet, especially in the early stages of their careers;
- Information on ‘the way things are done around here’ – the corporate culture and its manifestations in the shape of core values and organizational behavior (management style);
- Help in tackling projects – not by doing it for them, but by pointing them in the right direction: helping people to help themselves;
- A parental figure with whom individuals can discuss their aspirations and concerns and who will lend a sympathetic ear to their problems.

There are no standard mentoring procedures, although it is essential to select mentors who are likely to adopt the right non-directive but supportive help to the person or persons they are dealing with. They must then be carefully briefed and trained in their role.

2.2.2.2. Training

Training is the use of systematic and planned instruction activities to promote learning. 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. It is described as one of several responses an organization can undertake to promote learning. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: ‘It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.’ He also commented that the conventional training model has a tendency to ‘emphasize subject specific knowledge, rather than trying to build core learning abilities’. Training can bring tangible benefits to both the organization and the employees. As elaborated by Chatterjee (1995), the major purposes of training are:

- It establishes a sound relationship between the worker and his/her job.
- It upgrades skills and prevents obsolescence.
- To keep pace with changing technology training.
- It develops healthy, constructive attitudes.

- Influencing employee attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty.
- It prepares employees for future assignments.
- It increases productivity.
- To promote efficient and cost-effective ways of performing jobs
- It minimizes operational errors.
- Unnecessary repetition, wastage and spoilage of materials are brought down.
- With better knowledge and skills, the employee approaches his/her job with greater confidence and sureness. It also improves the morale of the employees.
- It improves employee's satisfaction with their job.
- Training is a powerful tool that breeds in the employee a sense of pride as well as of belonging.
- Moreover, training can improve the relationship between the employees and their immediate supervisor.

2.2.2.2.1. Training Process

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It should be provided by people who know how to train, and the impact of training is carefully evaluated. Training process consists of a simple five-stage model, as illustrated below (Harris, 2008) as cited in Theresia and Severine (2008), training for employees in public service management office is grouped into seven levels. These levels include induction, basic, specialized, extended, special groups, leadership & development programs and counter-part trainings. The grouping is designed in order to cut across levels of staff in the office. The following table describes these training levels:

Table 2.1: Levels and Methods of Training in public service providing organizations

Levels of Training	Description	Training Methods
Induction training	Training for newly employed staff, to familiarize them with the strategic goals and functions of their organization and responsibility.	On the job instruction
Basic training	It takes place within an officer's first year	On the job Apprenticeship,

	on the job to enhance their skills in performing their duties effectively.	intern ships, job rotation, supervisory assistance & mentoring
Specialized training	It is specialized training which reflects the Training Needs Assessment (TNA) on specified number of employees.	Off-the job Formal course
Extended training	Training given to enable officers to handle extra tasks or higher level jobs. It is more emphasized on experienced employees.	Off-the-job Formal course, role playing, simulation, study tours
Training for special group	Training organized for women and disabled. This is to emphasize equal opportunities for all employees.	On the job Job instruction Supervisory assistance Off –the job, formal course
Leadership and development programs	Training for experienced staff, aimed at enhancing the officer’s employability over the long term.	Off-the-job Formal course Field trips
Counterpart training	It is provided by foreign experts to their local counterparts. This is done to sustain the services provided by these experts.	On the job Apprenticeship Job instruction Off-the-job

Source: Theresia and Severine (2008)

2.2.2.3. 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 Mumford and Gold (2004) as ‘an attempt to improve managerial effectiveness through a learning process’. In other words, Glueck (1978) defined management development as the process by which managers gain the experience, skills, and attitudes to become or remain successful leader in their enterprises. Among other things, making the organization a better environment to work is the responsibility of a manager. To effectively discharge this and other managerial responsibilities

organizations must provide an opportunity for managers to improve their knowledge and skills through management development program.

Management development contributes to organizations success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers' performance, gives them development opportunities, and provides for management succession. According to Michael Armstrong (2010), with an effective management development programs: development processes may be anticipatory (so that managers can contribute to long-term objectives), reactive (intended to resolve or preempt performance difficulties) or motivational (geared to individual career aspirations). As pointed out by Michael Armstrong (2010), the particular aims of management development are to:

- Ensure that managers understand what is expected of them; agreeing with them objectives against which their performance will be measured and the level of competence required in their roles;
- Improve the performance of managers in their present roles as a means of preparing them for greater responsibilities;
- Identify managers with potential, encouraging them to prepare and implement personal development plans and ensuring that they receive the required development, training and experience;
- Provide for management succession, creating a system to keep this under review. Management Development Process: As discussed by Michael Armstrong (2006), the three essential management development activities are:
 - Analysis of present and future management needs;
 - Assessment of existing and potential skills and effectiveness of managers against those needs;
 - Developing strategies and plans to meet those needs.

A systematic approach to management development is necessary because the increasingly onerous demands made on line managers mean that they require a wider range of developed skills than ever before. Tamkin *et al* (2003) suggest that managers need the ability to:

- Empower and Develop People – understand and practice the process of delivering through the capability of others;
- Manage People and Performance – managers increasingly need to maintain morale whilst also maximizing performance;

- Work across boundaries, engaging with others, working as a member of a team, thinking differently about problems and their solutions;
- Develop relationships and a focus on the customer, building partnerships with both internal and external customers;
- Balance technical and generic skills – the technical aspects of management and the management of human relationships. Management Development Elements: It has been suggested by Mumford (1993) that three elements have to be combined to produce an effective management development system:
 - Self-Development – a recognition that individuals can learn and that the initiative for development often rests with the individual;
 - Organization-Derived Development – the development of the systems of formal development which belongs to personnel and management development specialists;
 - Boss-Derived Development – those actions undertaken by a senior manager with others, most frequently around real problems at work.

Table 2.2: Summary of Human Resource Development Techniques

Management Development Techniques	Description
1. On-the-job	
• Coaching	The coach or counselor sets mutually agreed upon goals, suggests how to achieve these goals, periodically reviews the trainee's progress and suggests changes required in behavior and performance
• Under study	An understudy is a person selected and being trained as the heir Apparent to assume at a future time the full duties and responsibilities of the position presently held by his superior.
• Position Rotation	It involves movement or transfer of executives from one position or job to another on some planned basis.
• Project Assignment	A number of trainee executives are put together to work on a project directly related to their functional area.
• Committees	Through discussion in committee meetings trainees get acquainted

Assignment	with different viewpoints and alternative methods.
• Multiple Management	With more than one assignment trainees learn decision making skills. Specially used in developing junior board members.
• Selected Readings	With this approach managers have become close touch with the latest developments in the field.
2. Off the job	
• Lectures	These are formally organized talks by an instructor on specific topics.
• Case studies	Real or hypothetical business problem or situation demanding Solution is presented in writing to the trainees.
• Group discussions	It is a variant of the lecture method. Under it paper is prepared and presented by one or more trainees on the selected topic.
• Conferences	Problems of common interest are discussed where the participants pool their ideas and experience to deal with the problems effectively
• Role playing	Two or more trainees are assigned parts to play before the rest of the class.
• Management Games	Management or business games are designed to be representative of real life situations.
• In basket exercise	The trainee is provided with a basket or tray of papers and files Related to his functional area. And he is expected to carefully study these and make his own recommendation on the problem.
• Sensitivity training	This method is also called T-Group training and laboratory training. The purpose is to increase self-awareness, develop inter-personal competence and sharpen teamwork skills

Source: Gupta (2001)

2.2.2.4. Organizational Learning

Organizational learning theory examines how in an organization context individual and team learning can be translated into an organizational resource and is therefore linked to processes of knowledge management. Organizational learning is concerned with the development of new knowledge or insights that have the potential to influence behavior (Mabey & Salaman, 1995).It takes place within the wide institutional context of inter-organizational relationships

(Geppert,1996), and ‘refers broadly to an organization’s acquisition of understanding, know-how, techniques and practices of any kind and by any means’ (Argyris & Schon, 1996).

Organizational learning has been defined by Marsick (1994) as a process of ‘coordinated systems change, with mechanisms built in for individuals and groups to access, build and use organizational memory, structure and culture to develop long term organizational capacity’. It is emphasized by Harrison (2000) that organizational learning is not simply the sum of the learning of individuals and groups across the organization. She comments that: ‘Many studies (see for example Argyris and Schon, 1996) have confirmed that without effective processes and systems linking individual and organizational learning, the one has no necessary counterpart with the other’.

Organizational learning theory is concerned with how learning takes place in organizations. It focuses on collective learning but takes into account the proposition made by Argyris (1992), as referred by Michael Armstrong (2010), that organizations do not perform the actions that produce the learning; it is individual members of the organization who behave in ways that lead to it, although organizations can create conditions which facilitate such learning. Most organizational learning theories recognize that the way in which this takes place is affected by the context of the organization and its culture.

The concept of a learning organization, which is often associated with that of organizational learning, has been defined by Scarborough and Carter (2012) as one ‘that is able to discover what is effective by reframing its own experiences and learning from that process’. The notion of the learning organization is sometimes confused with the concept of organizational learning.

2.2.2.4.1 Outcomes of Organizational Learning

Organizational learning outcomes contribute to the development of a firm’s resource based capability. This is in accordance with one of the basic principles of human resource management, namely that it is necessary to invest in people in order to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. As stated by Ehrenberg and Smith (1994), human capital theory indicates that: ‘The knowledge and skills a worker has –which comes from education and training, including the training that experience brings –generate productive capital’. Pettigrew and Whipp (1991) believe that the focus of organizational learning should be on developing ‘organizational capability’. This means paying attention to the intricate and often unnoticed or hidden learning that takes place and influences what occurs within the

organization. 'Hidden learning' is acquired and developed in the normal course of work by people acting as individuals and, importantly, in groups or 'communities of practice' (Wenger & Snyder, 2010).

2.2.2.4.2 Developing Learning Culture

A learning culture is one that promotes HRD because it is recognized by top management, line managers and employees generally as an essential organizational process to which they are committed and in which they engage continuously. Reynolds (2004) describes a learning culture as a 'growth medium' that will 'encourage employees to commit to a range of positive discretionary behaviors, including learning' and which has the following characteristics: empowerment not supervision, self-managed learning not instruction, long-term capacity building not short-term fixes. It will encourage discretionary learning, which Sloman (2013) believes takes place when individuals actively seek to acquire the knowledge and skills that promote the organization's objectives. It is suggested by Reynolds (2004) that to create a learning culture it is necessary to develop organizational practices that raise employees' satisfaction and commitment and 'give employees a sense of purpose in the workplace, grant employees opportunities to act upon their commitment, and offer practical support to learning'. He proposes the following steps:

1. Develop and share the vision – belief in a desired and emerging future.
2. Empower employees – provide 'supported autonomy'; freedom for employees to manage their work within certain boundaries (policies and expected behaviors) but with support available as required.
3. Adopt a facilitative style of management in which responsibility for decision making is ceded as far as possible to employees.
4. Provide employees with a supportive learning environment where learning capabilities can be discovered and applied, e.g. peer networks, supportive policies and systems, protected time for learning.
5. Use coaching techniques to draw out the talents of others by encouraging employees to identify options and seek their own solutions to problems.
6. Guide employees through their work challenges and provide them with time, resources and, crucially, feedback.

7. Recognize the importance of managers acting as role models: ‘The new way of thinking and behaving may be so different that you must see what it looks like before you can imagine yourself doing it. You must see the new behavior and attitudes in others with whom you can identify’.
8. Encourage networks – communities of practice.
9. Align systems to vision – get rid of bureaucratic systems that produce problems rather than facilitate work.

Table 2.3: Summary of criteria used to review HRD practices of an organization

	Criteria	Employees perceived strength
1	Importance give to HRD	
	• Top management’s commitment to HRD	
	• Focus on employee development throughout	
	. Participation in HRD at all levels	
	. Every one trained in HRD	
2	Good HRD system, Department and Staff	
	• Good HRD department	
	• Competent personnel involved in HRD	
	• Integrated HRD system	
	• HRD is synchronized with culture	
	• Linkage of HRD with long-term planning	
3	Supportive Personnel policies	
	• Well defined personnel policies	
	• Sound recruitment policies	
	• Better compensation and job security	
	• Good welfare schemes	
	• Good use of personnel data	
4	Organization Culture	
	• Quest for excellence	
	• Culture of openness	
	• Credibility and fairness of top management	

	• Encouraging experimentation/ risk taking	
	• Informality	
	• Team spirit	
	• Non- bureaucratic organization	
	• Emphasis on individual strengths	
	• No competition among employees	
	• Good climate for HRD	
5	Training	
	• Emphasis on need-based training	
	• Good internal faculty for training	
	• Adequate finance for training	
	• Good training center	
6	Other HRD subsystems	
	• Good performance appraisal system	
	• Good career planning systems	
	• Counseling	
	• Role clarity	
7	General	
	• Young and qualified work force	
	• Capable employees	
	• Support by the government	

Source: Gupta (2001)

2.3. Empirical Framework of the Study

2.3.1. Empirical Evidences from other countries

Long years back and currently, a number of studies conducted to explore the relation between HRD practices and employee job satisfaction. Almost the overall studies showed that HRD practices affect the organizational performance and employee directly as well as indirectly. There is a positive and meaningful relation between organizational environment and managerial skill of managers which are the rarest and at the same time the most valuable capital of the organizations

and are of the major and effective, factors in the society that, has fundamental and vital in flourishing and development of human being (Samaneh, 2014).

Basi (2011) studied “Human Resource Development (HRD) in insurance sector with special reference to life insurance Corporation of India”. As per the finding of the study it can be interpreted that the real strength of a country lies in the development of the human mind and body. The growth and development of any country depends on its people. Empirical studies have indicated that labor and capital were largely responsible for the development of advanced countries. Thus human being is considered as the most valuable resources.

The connection between job satisfaction and HRD practices are very influential for the organization. To support this claim, the research results of this article showed that there are impacts of HRD practices on employees Job satisfaction (Basi, 2011). Human Resource Development practices are focused on organizational / institutional attribute as perceived by organizational members, while job satisfaction addresses perceptions and attitudes as perceived by organizational members, while job satisfaction addresses perceptions and attitudes that people have towards and exhibit about their work. A recent study conducted in South Africa call Centre found Job satisfaction to be strongly correlated to HRD practices of the organization (Milner, 2012).

Saraswathi (2012) has undertaken a comprehensive comparative study on HRD climate in few public organizations. The researcher evaluated the human resource development in terms of performance appraisal, motivation, training, potential appraisal, career planning, reward and employees’ welfare in the study areas. After comprehensive study the researcher found that the good human resource development climate was prevalent in the organization, however, the extent of HRD climate prevailing in the organizations seem to be different.

According to Solkhe and Chaudhary (2011) the relationship and impact of HRD practices on job satisfaction the finding indicate that HRD practices have definite impact on job satisfaction which in turn leads to organizational commitment of the employees.

Similarly, as stated by Sharma & Purange, (2014) in their study they found that there is a positive relationship between value institutionalization and HRD practices, meaning there by a better and more ethical HRD practices of the organization shall lead to a better employee’s job satisfaction.

Biraj, Susmits & Ghansy (2012) in their study concluded that there is a significant relationship between HRD climate and job satisfaction and any positive change in HRD climate will bring

about positive change in job satisfaction. Ebiringa & Okorafor (2010) their results highlighted the critical value of training and development as the most significant human capital development index (formal education, On-the-Job training, participation in seminar, conferences and trade fairs) that increase employee's job satisfaction.

Furthermore, as indicated by Aliyu, Suhal & Suriyani (2014), they obtained in their study therefore; refute the ideological misconception of human resource development as a nonrevenue function which is costly and unnecessary. Their results show that human resource development is an integral part of the firm which accords them capacity to create unique skill levels that guaranty efficiency. Benjamin (2011) in another study found correlation between HRD practices/climate and employee performance, job satisfaction, attitude and behavior.

According to Solkhe (2011), there is a significant relationship between Job Satisfaction and HRD Climate and any positive change in HRD Climate and its components will bring about positive changes in Job Satisfaction and in turn impact the Organizational turnover in positive manner.

Banu (2017) found that sound HRD Climate is necessary for the success of the public sector undertakings. In addition, Mwakatobe (2015) examined the HRD climate in major hospitals. The result indicated the existence of poor HRD climate in the hospitals.

Along with Bhardwaj & Mishra, (2017) concluded that managers are satisfied with the existence of good HRD policies and practices of the organization. And as to Okechukwu & Tonye (2014) in their study found that three major findings in their research: HRD practice of training and development provides their employees with greater intrinsic rewards than other traditional HRD tools; there is a significant relationship between HRD practices (training and development) and increased employees' motivation or commitment and organizational productivity.

Khan *et al.* (2015) in their study in Pakistan employed explanatory research, using questionnaire to collect data from a sample of 100 respondents. Data were analyzed by using correlation and regression statistical tools. Researchers concluded that there was significant relationship between training and development and job satisfaction.

Chaudhary and Bhaskary (2016) employed exploratory and descriptive research design. A sample of 125 respondents has been randomly selected. Questionnaires were used to collect data. Results concluded that training and development contribute to job satisfaction.

Nagaraju and Archana (2015) studied job satisfaction and training and development using a sample of 237 respondents and self-administered questionnaire. Data were analyzed by using descriptive

statistics and paired test tools. Results proposed that training and development effect job satisfaction in organization. Johanzeb (2013) studied the effect of training on job satisfaction by using 250 employees. Data were collected by using questionnaires and analyzed by correlation and regression analysis. The results suggested that there was strong positive relationship between training and employees job satisfaction. Costen and Salazar (2011) claimed that employees who have chance to get training and development opportunity are more satisfied with their job in organization.

Kampkotter (2016) studied the performance appraisal and job satisfaction by using cross sectional survey strategy, questionnaires, regression analysis and samples size were 10,500 German employees. Researchers found that there was positive significant effect of performance appraisal and job satisfaction. Ray (2011) adopted the survey research strategies and total of 570 questionnaires were used for analysis, correlation analysis and multiple regression analysis were used in data analysis. The results revealed that performance appraisal had strong significant positive impact on job satisfaction. Omar, (2013) surveyed 120 respondents in government hospital in Malaysia through questionnaire; data were analyzed by using person correlation and regression. Researchers concluded that performance appraisal have significant relationship with job satisfaction. Darehzereshki (2013) use questionnaires to collect data from 133 employees. Data were analyzed by regression analysis. The study revealed that employees who had been exposed to high quality performance appraisal systems were feeling more satisfied with their work.

Kithuku (2012) adopted a case study research design to study the effect of performance appraisal on job satisfaction at Kenya Commercial Bank. Researcher use interviews to collect data and descriptive statistical analysis to analysis data. Results showed that there was positive relationship between performance appraisal and job satisfaction.

2.3.2. Empirical Evidences from Ethiopia

Study survey conducted by Asmamaw (2012), towards human resource development practices as tool of employee's job satisfaction in few organizations. The researchers have found certain weaknesses and strengths of the system. They suggested that some do not know the overall impact of HRD practices on employee's job satisfaction. They stated that many of public organizations have tailored their performance of human resource development in the era of intense competition; however, many changes have not been made in the system. The only changes that have been made

by the organizations were the introduction of career development system according to the observations taken by the researchers.

Study has also conducted by Abebe (2014), with the objective of investigating the strategic orientation, practices and managers' awareness towards the concepts of HRD in Ethiopia. In doing so, the researchers tried to analyze the data that have been collected in the study areas. The findings of the study revealed that the managers of organization as aware of career development as the component of human resource development. The study also signify that managers were equipped the concept of performance appraisal as one part of human resource development. The findings also stated that HRD plays a support strategic role, shaping the overall strategy of the organization and having a direct impact on employee's job satisfaction.

Addis (2016) has conducted empirical study on HRD practices and training practices in Addis Ababa City Administration. The study came with certain conclusions about employees' mind set towards training and development. The researcher found that training and development related programs are essential in the study areas. Moreover, the finding indicated that the employees' motivation to attend in the training programs provided by the management for employees' competence development and organizational development play a paramount role in every organization.

According to MoFED (2012) survey some of government institutions have shown gains in efficiency and effectiveness. However, most institutions are at earlier stage and need more interventions due to low level of HRD.

Yelma (2018) has conducted empirical study on HRD Practices and Challenges in Improving Organizational Performance in the Public Sector (The Case of Ethiopian Investment Commission) The study came with certain conclusions about the organization: The commission have training and development programs; however, they were ineffective in assessing training needs, setting performance objective, in searching aids for internal and external training and development, planning training strategies and preparing training schedules and modules as well as assessing training and development efforts. Especially, post training evaluation was not well conducted to get feedback for their improvement. The commission has career development in principle, in order to create motivated workforce, to enhance the capacity of both present and future knowledge and skills, to increase the ability and productivity of employees, increase optimum man task relationship, to prepare employees to take higher assignments and to upgrade skills and prevent

obsolescence. However, in practice explicit tasks were not done in relation to the issues described to promote HRD and to attain development goals.

2.4. Knowledge gap

The literature review shows that there is significant relationship between HRD practices and job satisfaction (Asmamaw, 2012), there is significant relationship between training and development and job satisfaction (Addis, 2016). According to MoFED (2012), a survey on some of government institutions have shown gain in efficiency and effectiveness. However, most institutions are at earlier stage and need more intervention due to low level of HRD.

The literature review depicts that there is a gap, in sense that, the effect of HRM practices on job satisfaction have not yet been empirically investigated in EIPO. Thus, this study attempts to fill this gap by examining the effect of HRD practices on job satisfaction in EIPO.

SUMMARY

This chapter discusses the literature review in detail by classifying it in four parts, the first part discusses about conceptual framework of the study which are human resource development and job satisfaction. The second part deal with theoretical framework of the study and the third part of the chapter focuses on empirical frame work of the study in view of empirical evidences from other countries and empirical evidences from Ethiopia. The last part of the chapter discusses about the knowledge gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This section of the research paper presents the methodology that was applied to conduct the study, to select the sample, to collect and analyze data used to assess the HRD practices of selected branch of Ethiopian Intellectual Property Office under Head office in Addis Ababa.

3.2 Research Design and Approach

According to Saunders, Lewis & Thornhill (2007) a research design is a general plan of how to answer research questions. It contains clear objectives derived from the research question, specify the sources from which data are to be collected and consider the constraints.

The purpose of this research was to evaluate employees' satisfaction with human resource development practices of Ethiopian Intellectual property office. The research was designed as a descriptive. The researcher preferred descriptive study approach since it is the preferred design to explore in depth a program, event, activity, process or one or more individuals. Furthermore, descriptive approach can provide very engaging and rich explorations of a program or application as it develops in a real-world setting (Saunders *et.al.* 2007).

To illustrate the descriptive study type of research design, Kothari (1985) stated that this research design- is appropriate to gather information about the present existing condition. Kothari (1985) also states descriptive study research focuses on exploring the characteristics of a particular individual, group or a situation. Saunders *et.al.* (2007) also noted that the object of descriptive study research design is 'to portray an accurate profile of persons, events or situations'.

This study has applied both quantitative and qualitative approach to conduct data in order to study the effect of HRD practices on employees' satisfaction. A mixed method approach is one in which the researcher collects, analyses, and "mix" or integrates both quantitative and qualitative data in a single study to understand a research problem (Creswell, 2003). Hence by applying the mixed method the researcher has ensured the strength of the findings towards being more objective and generalizable to the entire population.

3.3. Population, Sample Size and Sampling Techniques

For the study the population was permanent management and non-management staffs who are working in the Head Office in Addis Ababa District offices of Ethiopian Intellectual property office. The sample for the study was taken from the staff of Ethiopian Intellectual property office. The total number of employees is 167 as of January 2019. The sampling unit of the study encompassed all staff from various department of Ethiopian Intellectual Property Office. The researcher limited the sample size to One- Hundred Eighteen (118), which was 70.66 % of the total population by using the following formula. The sample size calculation formula from population is adapted from Yamani (1967), that is often used - to determine the sample size from the population in the social science.

$$n = N / (1 + Ne^2)$$

$$n = 167 / (1 + 167(0.05)^2)$$

$$n = 167 / (1 + 0.4175)$$

$$n = 118$$

Where; “n” is the sample size, “N” is the population size and “e” is the level of precision. At 95% confidence level, degree of variability = 0.5 and level of precision/sampling error = 5%, using this formula resulted 118 employees to be the total sample size selected from the total study population of 167 employees.

Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. Other guidelines have also been recommended. For ethnography, Morse (1994) suggested approximately 30-50 participants; therefore, the researcher took the appropriate sample size based on the statistical formula.

A total of 118 questionnaires (70.66 % of the total population) were distributed to gather pertinent information with regard to employees’ level of satisfaction. The participants were selected by using systematic sampling since the sampling frame/complete list of employees was available in the office. This sampling technique was chosen as it gives each member of population equal chance of being selected and homogeneity of population characteristics. Therefore, the application of systematic sampling is appropriate whenever the target population has such characteristics (Creswell, 2008). To administer systematic sampling technique the following steps should be passed.

1st. Identify and define the population. In this study the population number is 167.

2nd. Determine the desired sample size. In this study the sample size is 118.

3rd. Obtain a list of the population. It is obtained from EIPO.

4th. Determine what K is equal to by dividing the size of the population by the desired sample size.

$K = \text{Population} / \text{sample size}$ which equals $167/118 = 1.42$, So $K = 1.42$

5th. Start at some random place in the population list. In this study the researcher takes 1 for the starting.

6th. Starting at that point, take every K th name (i.e. 1.42) on the list until the desired sample size is reached.

7th. if the end of the list is reached before the desired sample is reached i.e. 118, go back to the top of the list.

3.4. Data Types and Sources

The study was based on both secondary and primary data sources. It began by secondary data analysis through the detailed review of the organization's training and development policy documents were reviewed. Secondary sources of data consist of readily available documents and already compiled statements and reports whose data may be used by researchers for their studies. The secondary data sources were used to complement the primary data.

Primary data sources are first-hand information collected through questionnaires and interviews. They are data originate by the researcher for the specific purpose of addressing the research problem. These data were collected from the employees of EIPO.

3.5. Methods of Data Collection

Primary information about the level of employees' satisfaction with human resource development practices of the Organization was obtained through questionnaire. Questionnaire is a document in which a list of questions for a formal social enquiry. Data gathered through questionnaires are simple and clear to analyses and allows for tabulation of responses.

The questionnaire comprised three sections. Section I contained demographic questions about the respondents including sex, age, years of work experience, length of service with the organization and educational level. Section II incorporated; perceptual responses pertaining to provision of training and development, growth and development opportunities, workplace learning issues and management's supervision and guidance. Section II is composed of a five point Likert scale that

range from 1 (strongly disagree) to 5 (strongly agree). Section III items incorporated open ended questions which require respondents to give their explanation.

Moreover, data on current human resource development policy of the organization from management point was gathered using structured interview format. For this end, interviews with Executive officer of Human Resource and Head of Training and Development team were conducted. Interview is a good way to gather information that otherwise could be hard to get through other method. The purpose of interview is to explore the ideas of the interviewees about phenomenon of interest.

3.6 Procedures of Data Collection

The first stage is obtaining consent from the relevant authorities and individuals in the EIPO, under head office in which the study is to be carried out. The second stage is working on logistics i.e. select who collect what, when and with what resources. In addition Quality control: such as prepare a field work manual, select research assistants, train research assistant supervision and check for completeness and accuracy. The final stage is data handlings which is number questionnaires and storing data and place it where it will be stored. In this activity the first task is editing, coding, classification and tabulation of collected data. This data processing procedure has two consecutive phase: First data cleanup in which the collected raw data was edited to detect errors and omissions in response and checking that the questions are answered accurately and uniformly and editing involves a through and critical examination of the completed questionnaire, in terms of compliance with the criteria for collecting meaningful data, and in order to deal with questionnaires not duly completed. The next phase is the process of assigning numerical or other symbols was followed. Coding involves assigning numbers or other symbols to answers so that responses can be grouped into limited number of classes and categories. This helps to reduce the response into a limited number of categories or classes and then the process of classification or arranging large volume of raw data in to groups with common characteristics were applied. Data having the common characteristics were placed together and the data was summarized in tabulation and displayed for further

3.7. Data Analysis Method

The data analysis was done in a way that its objectives demand. As much as possible, separate analyses for individual objectives were done. Demographic characteristics were summarized using frequencies and percentages for all variables including: age, sex, work experience, years on the

current job/position and educational level. In employees' satisfaction analysis; the data that was gathered through questionnaires was analyzed and presented in the form of charts, diagrams and tables using SPSS software version 20. The results of the interview questions were integrated to the responses of employees through questionnaires and were analyzed accordingly.

3.8. Ethical Considerations

This research work strictly adheres to the ethical principles with respect to the data that was used in the work. First, the literature and concepts taken from other scholars are acknowledged. Secondly, the data obtained through questionnaire from employees remained confidential as was stated on the questionnaire. Moreover, the information was secured through interview from top management was only used for the purpose of the research and the written notes were not passed to third party at any circumstances.

The researcher tried his best from requesting the consent of the organization, the respondents, keeping the confidentiality of the gathered information and the employees' anonymity up to informing well to concerned person for what purpose the study is intended for. Finally, the purpose of the study was also stated in the questionnaire well to make participants respond with their own consent. All in all, in this study the researcher consciously considered ethical issues in seeking consent, avoiding deceptions, maintaining the confidentiality, respecting the privacy and protecting the anonymity of respondents that encountered during the study.

3.9. Validity and Reliability

3.9.1. Validity

To assure validity of the instrument, it was checked by first doing face validity with few co-workers, then 30 questionnaires were distributed for pilot testing which helped the researcher to check on the gaps and adjust the questionnaire accordingly then acceptability was also gained after it was checked by professionals in the field and reviewed by the researcher's advisor. All comments were incorporated to outlook the validity of the instrument.

3.9.2. Reliability

Reliability of the instrument was also tested to check on its internal consistency using Cronbach alpha, which is coefficient of reliability (consistency) was employed to measure the reliability of the research. For scale acceptability Hair *et al.* (1998) suggested that Cronbach's alpha coefficient

of construct is 0.6. if each domain obtains the value 0.6, it means that, the items in each domain are understood by most of the respondents. On the other hand, if the findings are far from the expected value of 0.6, this might be caused by respondents' different perception toward each item of the domain.

Table 3.1 Reliability Test and Measurement

Reliability Statistics	
Cronbach's Alpha	N of Items
0.960	38

From the table 3.1 the Cronbach's alpha values are reported as 0.960. The Cronbach's alpha values for all the variables considered are greater than 0.6 and this indicates the items in each of the domains are well understood by the respondents.

SUMMARY

This chapter reviews in detail the research design and methodology of the study. In this study the researcher used both primary and secondary data. The research design was case study and the sampling technique was systematic sampling since the sampling frame/complete list of employees was available in the office. The sample units were 118 from which only 114 respondents were filled well the questionnaires and returned it.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with data presentation, interpretation and analysis of the study. Analysis is also made based upon the findings in collaboration with the literature reviewed. The chapter has two parts. The first is background of the respondents; and the second part of analysis made on assessment of employees' satisfaction with HRD practices of Ethiopian Intellectual Property Office through statistical methods of analysis including descriptive statistic using SPSS version 20. To answer those research questions and to meet the main objectives of the research 118 questionnaires were prepared and distributed to EIPO staffs. Out of these 114 questionnaires from EIPO staffs were collected with a response rate of 96.61% and. Therefore, totally 114 questionnaires were used for further analysis.

4.1. Background of Respondents

The demographic characteristics include: Sex, Work experience in the organization, number of years worked on the current job, Educational level. This aspect of the analysis deals with the personal data of respondents. The table below shows the details of background information of the respondents.

Table 4.1 Sex of the respondents

Sex of respondent	Frequency	Percent	Valid Percent
Male	73	64.0	64.0
Female	41	36.0	36.0
Total	114	100.0	100.0

(Source: Own Survey, 2019)

About 64% of the respondents were male and the remaining 36% of the respondents were female. From this we can say that most of the organization work forces are male.

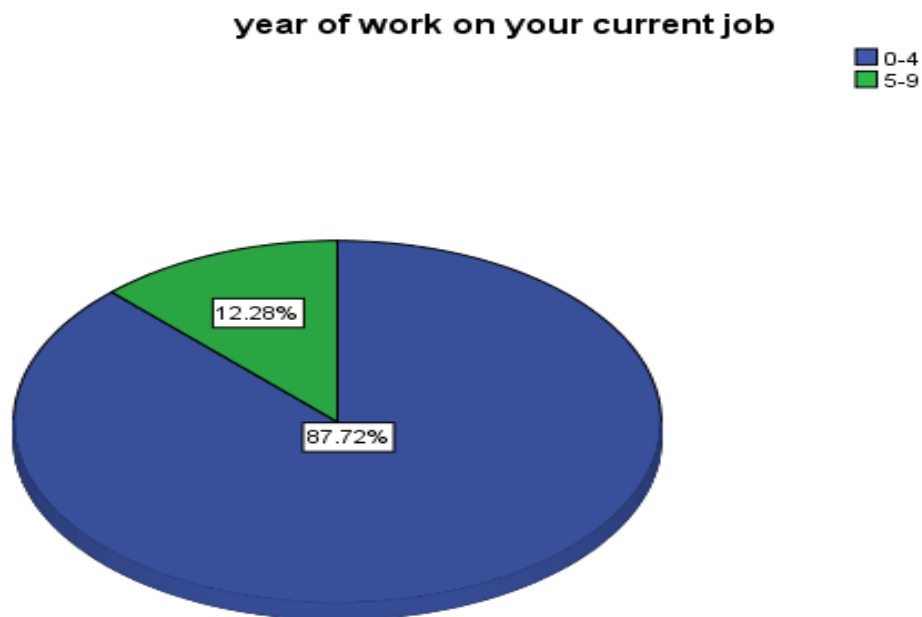
Table 4.2 Number of year worked in the organization

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
0-4	97	85.1	85.1	85.1
5-9	10	8.8	8.8	93.9
10-13	5	4.4	4.4	98.2
more than 13 years	2	1.8	1.8	100.0
Total	114	100.0	100.0	

(Source: Own Survey, 2019)

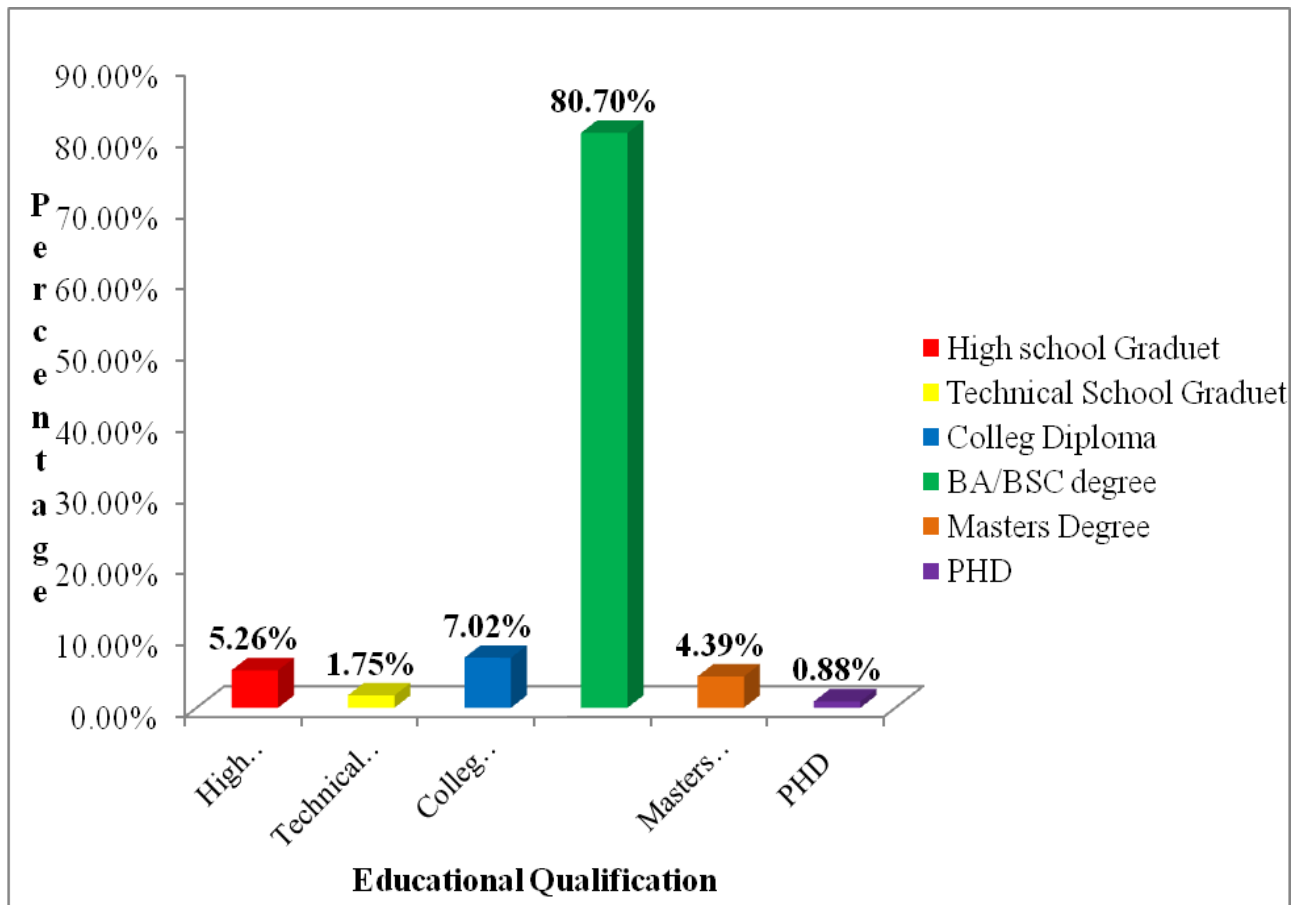
As indicated in the table 4.2, 97(85.1%) of the respondents served for about 4 years and below 10 (8.8%) of them worked with the range of 5-9 years, and 5 (4.4%) of the respondents have 10-13 years of experience. The rest 2(1.8%) respondents have an experience of more than 13 years. Therefore, most of the respondents have 0-4 years of work experience in the organization. From this we can infer that most of the organization work forces are young and also there is high turnover rate existed in the organization.

Figure 4.1. Respondents worked on their Current job



The above figure indicates that the number of years the employees have worked in the current job, the largest group (n=100, 87.72%) reported job tenure of 0 – 4 years. Nearly one- third of all respondents (n=14, 12.28%) indicated that they have worked in their current job for the last 5 to 9 years. From this we can conclude that in this organization there is little promotion, job rotation and organization growth.

Figure 4.2: Educational profile of the respondents



On the basis of educational qualification, the majority of the respondents are first degree holders (n=92, 80.70%) where as 7.02% and 5.26% of the respondents are college diploma holders and technical schools graduates respectively. Only 6 individuals are identified to have high school graduate, 4.39% of the respondents had the degree of masters and 0.88 % of the respondent had PhD.

Given the fact that the majority of the workforces are college diploma or BA/BSc Degree holders (see Figure 4.2), it is not doubtful that employees give high concern for their education and career development. This create burden on the EIPO in satisfying employees' demand and also give an option for EIPO in enhancing employees' satisfaction through designing an effective HRD system that allow employees to be promoted in their education and career. Therefore, in order to be the best place for the development of employees, job satisfaction and retain employees', EIPO should encourage employees to develop their education and career.

4.2 Employees' Satisfaction with Major Aspects of HRD Practices

This section deals with, employees' level of satisfaction regarding: EIPO's commitment in providing training and education opportunities, appropriateness of the training programs, employees' development opportunities within the organization, and supervisors'/managers' guidance and encouragements for employees' development will be reviewed.

Responses were measured on five point Likert scale with 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; and 5 = Strongly Agree. To make easy interpretation, the following ranges of values are assigned to each scale: 1.80 or less = Strongly Disagree; 1.81- 2.60 = Disagree; 2.61- 3.40= Neutral; 3.41 – 4.20= Agree; and 4.21 and greater = Strongly Agree. (Source: www.google.com). Formula Gap =serious width number of the group. It is determined as Group width = $4/5 = 0.8$

4.2.1 Employees' Satisfaction with EIPO Commitment to HRD

As far as HRD polices with regard to the provision of training and development is concerned, it is imperative that companies provide the training or skill building needed to improve job performance; that would be translated to higher productivity and perhaps company's profits. In this, training needs analysis may be necessary to provide appropriate trainings. As everybody seeks satisfaction in his or her work being able to perform effectively and efficiently is likely to enhance meaningfulness of work. Improved job performance is a factor that relate positively with employees' satisfaction.

Human resource development is the process of helping employees become better at their tasks, knowledge and experience. There are lots of things that go into this, but training and education are the main methods at company level. In this sub section, employees' satisfaction with the organization commitment for Training and Education will be discussed.

4.2.1.1 Employees' Satisfaction with EIPO's Commitment to Employees Training

Table 4.3: Summary of employees' attitude towards EIPO's commitment to Employee Training and Descriptive Statistics

	The Organization does a good job of providing the training /skill building I need to improve my job performance.		My organization has active programs to upgrade employees' knowledge and skills.	
	Count	%	Count	%
Strongly Agree	15	13.16	8	6.92
Agree	18	15.79	9	7.89
Neutral	17	14.91	9	7.89
Disagree	37	32.46	45	39.58
Strongly Disagree	27	23.68	43	37.72
Total	114	100	114	100
Mean	2.31		1.15	
Std. Deviation	1.98		1.04	

(Source: Own Survey, 2019)

To understand employees' level of satisfaction regarding EIPO's commitment to employees training; at first employees were asked whether they have been given training for the last one year or not and two statements to indicate their agreement with the statements; the statements and their responses are summarized in the following paragraph and table 4.3 above.

As we can notice from the respondents' response, three- fourth (n=91, 80%) of the respondent were not given any training and the remaining one-fourth (n=23, 20%) had taken training with in the last one years. According to policies of EIPO, in a calendar year a 25% chance is given for short term training on a given training subject for candidates from each work process to provide skills upgrading or refreshing training per person and per year. Thus, it is possible to say that the organization's training provision is by far below from its own training and development policy. The interview with the interviewees did indicate that EIPO had training policy and procedure in

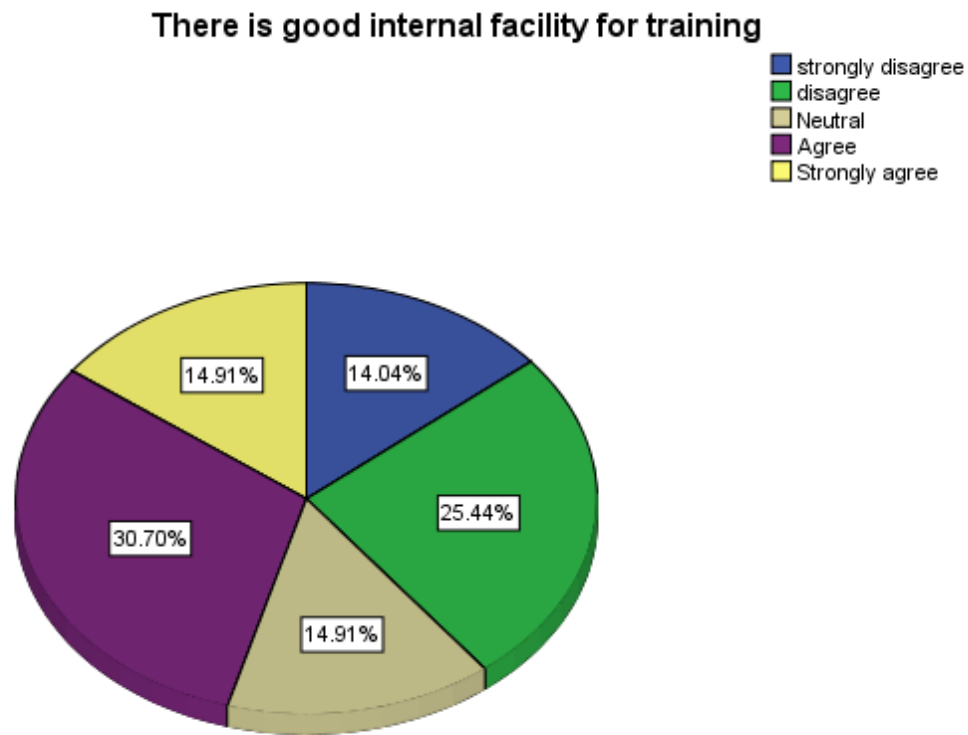
place. Training policies and procedure are the expression of the training philosophy of the organization and training policies provide guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (Armstrong, 2010)

As illustrated in table 4.3; about 32.46% (n=37) of the respondents disagree with the statement 'the organization does a good job of providing training I need to improve my job performance' and at the same time 23.68 % (n=27) of the respondents strongly disagree with the statement. Yet, only 13.16% (n=15) and 15.79% (n=18) of the respondents replied that they strongly agree and agree with the above statement, respectively. Whereas 14.91% (n=17) of the respondent became indifferent with the statement.

Furthermore, a mean value of 2.31(see table 4.3) indicates an average response of disagreement among the respondents for the variable. Similarly, majority of the respondents (39.58 %) n = 45 disagree with the idea that the organization has active programs to upgrade employees' skills while 37.72% (n = 43) of the respondents strongly disagree with the idea. 1.98 mean value of respondents also signifies that respondents were strongly disagree with the idea. From these we can infer that most of the respondents are not satisfied with the organization's commitment in providing training and support employees need to do their job effectively. 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.

Under those circumstances where organizations either do not have good ability for providing training such as good facilities or do not effectively utilize their ability; employees can develop negative perception towards the organization's commitment for employee training. To see employees' perception towards the organization facility for training, employees' were asked to rate their degree of agreement with the statement 'the organization has good internal facility for training', and their response is summarized in figure 4.3 below:

Figure 4.3: Summary of employees' perception towards the Organization's training facility



(Source: Own Survey, 2019)

Notes: SD = 14.04% n = 16, D = 25.44% n = 29, N = 14.91% n = 17, A = 30.70% n = 35 AND SA = 14.91% n = 17

Majority of the respondents 30.70% (n= 35) agree with the statement 'organization has good internal facility for training' whereas only 14.04% (n = 16) of the respondents strongly disagree with the statement.

This shows that employees' negative perception towards the organization's commitment for training is not fully explained by poor internal facility of the organization and due to this employees' are very dissatisfied with the organization practice.

According to interview conducted with head of the organization's Training and Development team; in identifying training needs, EIPO uses organizational analysis where the need for a training program is identified by taking in to consideration of the organization's short range and long range goals. Hence, skills and ability that can contribute to the achievement of organizational objectives

are determined. Additionally, task/job analysis is used to determine the skills and knowledge that jobs demand. According to the head, personal analysis is not being used in determining training and development needs, even though most literatures recommend as it is a main tool for integrating the organization's and employees' need for training, therefore the employees are very dissatisfied with the organization ignore training and development need assessment both for the organization and individuals.

4.2.1.2 Employees' Satisfaction with EIPO's Commitment to Employee Education

One way that organizations can show their commitment for HRD is through providing support to improve educational level of employees. Education is activities 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 with the statement 'the organization does a good job of supporting employees to improve their educational level' and their response is summarized in table 4.4 below:

Table 4.4: Summary of employees' response for the organization's supports to improve their educational level and Descriptive Statistics

	Frequency	Percent	Valid %	Cumulative %	Mean	Std. Deviation
strongly disagree	40	33.3	35.1	35.1	2.35	and 1.34
disagree	33	27.5	28.9	64.0		
Neutral	12	10.0	10.5	74.6		
Agree	19	15.8	16.7	91.2		
Strongly agree	10	8.3	8.8	100.0		
Total	114	95.0	100.0			
Total	114	100.0				

(Source: Own Survey, 2019)

As it is possible to observe from the above table, majority (35.1%) of the respondents strongly argue that the organization is not committed for improving educational level of the employees and

at the same time 27.5% of them disagree with the idea. On the other hand, it is only 15.8% and 8.3% of the respondents have agreed and strongly agreed with the statement respectively. A mean value of 2.35 (STD= 1.34) can be a sign of respondents' dissatisfaction with the education supports provided by EIPO.

In general, majority of the respondents are not satisfied with the organization commitment neither in providing training to do their job effectively nor supports to enhance their educational levels. When employees have negative perception towards the organization commitment for HRD, as one might expect it makes employee to feel that the organization is not too much concerned for their development. For this reason, some employees may think that the organization is not the best place to develop them.

4.2.2 Employees' Satisfaction with Appropriateness of the Skills Enhanced

As it is presented in the literature review, HRD is not all about providing training and development; rather it requires identifying employees need for development and growth and tries to integrate into HRD practices and programs. Usually employees consider training and development practice as appropriate when it can contribute to enhance their job effectiveness (related with their job) or/and improve their chance for promotion.

To determine employees' level of satisfaction with the appropriateness of the skilled enhanced, employees' were given two statements to indicate their level of agreements. The statements and employees' degree of agreement is summarized in tables 4.5 below:

Table 4.5: Employees' satisfaction with the appropriateness of the skills enhanced and Descriptive Statistics

	The organization's training and development programs improve my chance for promotion.		High priority is given to providing appropriate training.	
	Count	%	Count	%
Strongly Agree	9	7.9	5	4.39
Agree	9	7.9	21	18.42

Neutral	11	9.65	14	12.28
Disagree	45	39.47	33	28.95
Strongly Disagree	40	35.09	41	35.96
Total	114	100	114	100
Mean	2.14		2.26	
Std. Deviation	1.21		1.24	

(Source: Own Survey, 2019)

The above tables show, the majority of the respondents (39.47%, n = 45) disagree with the statement ‘The organization’s training and development programs improves my chance for promotion’. A mean value of 2.26 (see table 4.5) also indicates employees’ dissatisfaction with the contribution of training programs to their promotion.

On the other hand, 35.96% (n = 41) of the respondent strongly disagree that sufficient priority is not given to providing appropriate training in EIPO at the same time 28.95% of the respondents responded as they disagree with the idea. Furthermore, a mean value of 2.14(table 4.5) shows that majority respondents are dissatisfied with the appropriateness of training they have been given. In general, it is possible to conclude that since mast of the respondents associate training with its little contribution for promotion, they are dissatisfied with the appropriateness of the skills enhanced in the training programs. Therefore employees dissatisfied with training program which lucks contribution for promotion.

4.2.3 Employees’ Satisfaction with Opportunities for HRD

4.2.3.1 Employees’ Satisfaction with the Fairness in Training Opportunities

It is natural that employees would like to have equal access to job-related training opportunities that would help them improve on their skills and enhance their development and growth. Denying employees of this would likely demoralize employees who would like to go for training. Beside, employees would view this as unfair organizational practices. With limited access to job-related

training, employees may not be armed with the necessary skills to do a good job. Probably, frustration may set in affecting the morale and productivity of employees.

Table 4.6: Respondents’ satisfaction with the fairness in training opportunities and Descriptive Statistics

	Training programs focus only in some work units of the organization.		Equal access to job-related training opportunities	
	Count	%	Count	%
Strongly Agree	50	43.86	14	12.28
Agree	28	24.56	17	14.91
Neutral	19	16.67	26	22.80
Disagree	17	14.91	33	28.95
Strongly Disagree	0	0	24	21.053
Total	114	100	114	100
Mean	3.97		2.68	
Std. Deviation	1.10		1.29	

(Source: Own Survey, 2019)

Respondents’ satisfaction with the access for training opportunities the majority (43.86%, n = 50) of the respondents strongly agree that EIPO’s training practices only focus on some work unities. On the contrary 14.91% of respondents reply negatively with the statement. Similarly, a mean value of 3.97(see table 4.6) indicates most of the respondents understand that training opportunities are limited only in some work units in the organization. From this it is possible to conclude that the organization is not giving fair treatment in providing training to all its work units. This may create a feeling in employees as less worthy than other employees who are given high emphasis in the organization training programs.

Concerning employees’ satisfaction with equal access to job related training opportunities, the mean value of respondents’ response is 2.68 with standard deviation of 1.29. This indicates that still employees’ level of satisfaction is less than the average regarding the equal access for training opportunities. From this one can conclude that in the eyes of respondents, the organization is not doing justice in creating equal access to job related training programs for all employees.

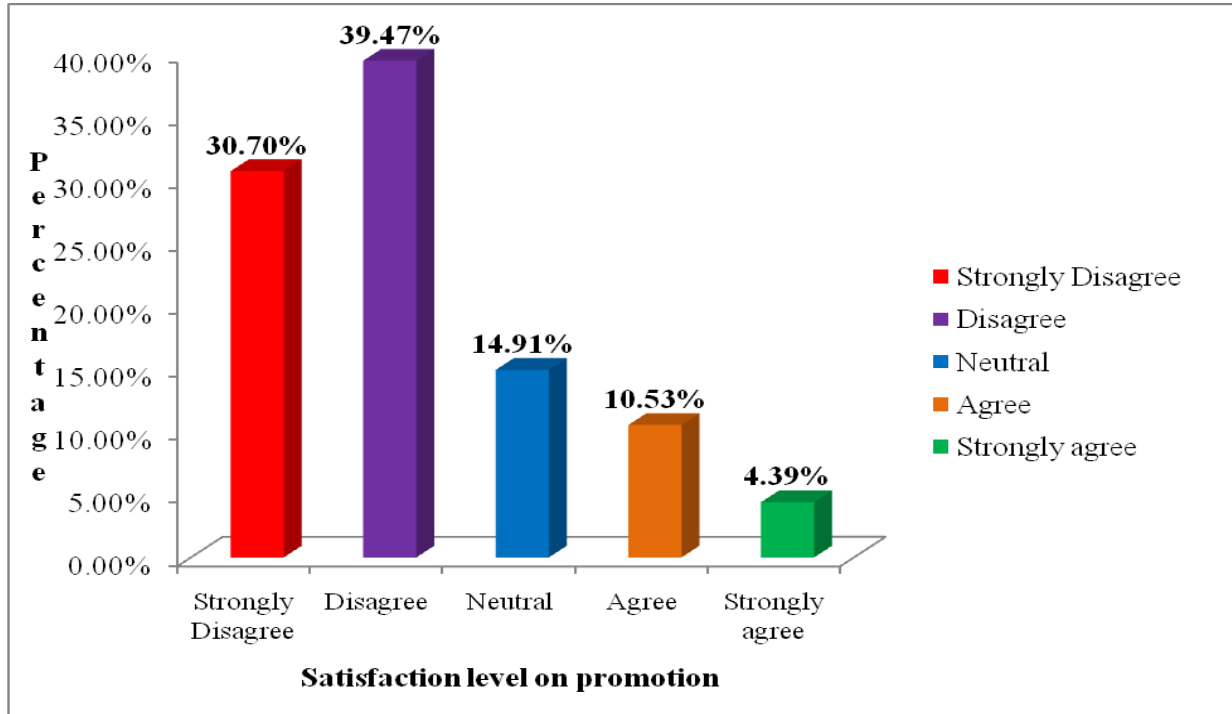
If employees do not have equal access to job related training programs they decrease motivation and productivity, and then dissatisfies on their job finally they will leave the organization at all. Organizations need to look into the needs of the employees' and ensure that HRD practices are aligned with both company and individual goals should create equal access level of employees' satisfaction with the HRD practices are among the most important criteria to job related program (Wan, 2007). It has been suggested that to consider when assessing the HRD practices and individual performance (Wan, 2007).

4.2.3.2 Employees' Satisfaction with Promotion Opportunities

Opportunities for career growth would help reduce the negative impact of the ongoing war for talent. Moreover, it enables 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 organization. As mentioned in the literature review part, opportunities for mobility within organization are one of the determinants of employees' satisfaction. Besides, it enhances employees' commitment to the organization; a factor which affects employees' satisfaction. Thus, in addition to organization nomination, employees have to be given the opportunity to apply and move to new positions as vacancies occur.

As for satisfaction with the promotional opportunities provided in the organization, respondents were asked to express their level of agreement with the statement that says I am provided with adequate opportunities for promotion, and their response is summarized in figure 4.4 below:

Figure 4.4: Respondents' satisfaction with promotion opportunities



(Source: Own Survey, 2019)

Table: 4.7 Descriptive Statistics of respondents' satisfaction with promotion opportunities

	N	Minimum	Maximum	Mean	Std. Deviation
I am provided with adequate opportunities for promotion.	114	1.00	5.00	2.18	1.12
Valid N (list wise)	114				

(Source: Own Survey, 2019)

The above figure illustrates that- it is only 70.17% of the respondents replied negatively (strongly disagree or disagree) with the statement 'I am provided with adequate opportunities for promotion in EIPO'. From the remaining respondents 14.92% respond positively (agree and strongly agree) and 14.91% of them are neutral with the promotional opportunities. On the whole mean value of 2.18 (see figure 4.5) signifies that respondents' reaction for the variable is in the range of disagreement. From this one can recognize that respondents' judge as they have limited internal job opportunities to realize their career goals inside the organization. Consequently, this reduces employees' satisfaction and employees' commitment to the organization.

4.2.4 Employees' Satisfaction with Work Place Learning

In addition to the formal training and development programs of organizations, one of the ways that employees can learn within an organization is the workplace learning. It may be through doing challenging and stimulating jobs or/ and from colleagues. In this sub section, employees' level of satisfaction with work place learning will be presented.

4.2.4.1 Employees' Satisfaction with the Learning from their Job

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 4.8), show the respondents' degree of agreement with the statements designed to understand their corresponding level of satisfaction with the challenges posed by the work, knowledge to gain from the work they do for the organization and opportunities to work with up-to-date technologies.

Table 4.8: Summary of employees' satisfaction with the opportunities to learn from their job and Descriptive Statistics

	I have the opportunity to work with up-to-date technologies		My work is Intellectually Stimulating and challenging.		There is much knowledge to gain from the work I do for my Organization.	
	Count	%	Count	%	Count	%
Strongly Agree	21	18.42	28	24.56	2	1.75
Agree	36	31.58	9	7.89	16	14.04
Neutral	12	10.53	45	39.47	36	31.58
Disagree	33	28.94	14	12.28	17	14.91
Strongly Disagree	12	10.53	17	14.91	43	37.72
Total	114	100	114	100	114	100

Mean	3.18	3.15	2.30
Std. Deviation	1.32	1.33	1.16

(Source: Own Survey, 2019)

As the above tables clearly demonstrate majority (31.58%, n = 36, mean = 3.18) of the respondents are satisfied with the opportunities they have to do with up-to-date technologies in doing their job. As per the interview conducted with the Human Resource Manager & personal observation; most of employees who are working in the Head offices have access for computer and internet. Hence, this surely can significantly influence the respondents view in the issue.

In the same way, the majority of the respondents (39.47%) are neutral with the statement ‘My work is intellectually stimulating and challenging’. A mean value of 3.15 also indicates as most of the respondents are indifferent with regard to the challenging and stimulating nature of their job.

In contrast, the majority (37.72%) of the respondents don’t think that there is much knowledge to gain from the work they do for the organization. A mean value of 2.30 with standard deviation of 1.16 implicated how much they strongly disagree with the idea. Because of this, obviously employees’ job value i.e. employees’ attitude towards the usefulness of their job will decrease. If employees perceive that their job is irrelevant for their growth and development, they will not be willing to acquire new skill and be trained for the job. This ultimately reduces employees’ motivation for HRD programs and the transferability any newly acquired skills and knowledge. Speaking generally, employees’ satisfaction with the usefulness of their job for their development and growth is significantly low. Johanzeb (2013) studied the employees perceive that their job is irrelevant for their growth and development by using 350 employees. Data were collected by using questionnaires and analyzed by correlation and regression analysis. The results suggested that there was strong positive relationship between job relevant, growth and development and employees job satisfaction. Costen and Salazar (2011) claimed that employees who assumes that their job is relevant to training and development have a chance to motivate and productive and more satisfied with their job in organization.

4.2.4.2 Employees’ Satisfaction with Possibilities to Learn from Co-Workers

No matter how much the organization commitment for HRD, it needs the organization and commitment of all employees to be successful. It is natural that no one wants to work with lazy,

reluctant and uncooperative co-workers. There is lot of things that employees can gain from their colleagues as long as there is culture of organization and knowledge sharing among employees. One of the basic principles of human resource management is to invest in people in order to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. The knowledge and skills a worker has – which comes from education and training, including the training that experience brings – generate opportunities for young and inexperienced employees to learn from their co-workers. Working with colleagues who impress others with their innovative idea, energy and resourcefulness can motivate and make concerned others for their personal development too.

Table 4.9: Employees’ Satisfaction with Possibilities to Learning from Co-Workers and Descriptive Statistics

	I have colleagues who impress me with their innovative ideas, energy and resourcefulness.		I found my colleagues very helpful When I encounter difficulties with my work.	
	Count	%	Count	%
Strongly Agree	9	7.89	19	16.66
Agree	24	21.05	39	34.21
Neutral	36	31.58	27	23.68
Disagree	33	28.95	19	16.66
Strongly Disagree	12	10.53	10	8.77
Total	114	100	114	100
Mean	2.87		3.33	
Std. Deviation	1.11		1.19	

(Source: Own Survey, 2019)

As for employees’ satisfaction with the talent and cooperativeness of their co-workers, respondents were provided with two statements to indicate their degree of agreement i.e. ‘I have colleagues who impress me with their innovative ideas, energy and resourcefulness’ and ‘I found my colleagues very helpful when I encounter difficulties with my work’. Most of the respondent

(31.58%, n=36) were indifferent about their colleagues' innovativeness and resourcefulness while 28.95 %, n=33 disagree with the idea. A mean value of 2.87 (see table 4.9 above) also revealed as the respondents' perception towards their colleagues' talent is just indifferent. To be more precise, majority of employees believe that there is little to learn from their colleagues. In most cases, such employees' perception developed when their colleagues are in similar with their own education and experience level.

Concerning their colleagues' cooperativeness in providing help to address others work related difficulties; it one-fourth of the respondents are not satisfied or disagree with the idea. Half of the respondents satisfied with the helps provided with their co-workers and the remaining (23.4%) of respondents were neutral. The mean value of 3.33 (see table 4.9 above) is in the range of neutral view which indicates respondents' satisfaction was not affected by the factor being considered. As a whole, colleagues' level of cooperativeness is not on the level to enhance employees' satisfaction.

4.2.5 Employees' Satisfaction with the Management's Supervision and Guidance

It is imperative that employees need to have people to whom they could go for help when there are work-related problems and managers available when they need him/her for help. As it is clearly stated by Wan (2007), working with supervisors who actively assisted their subordinates to address job-related problems as one of the determinants of employees' satisfaction. Inexperience, new young recruits especially may face difficulties if left on their own. In addition, managers who show concern would probably have a more cooperative and motivated workforce- attributes that may make a difference to the bottom line. In short, managers need to provide assistance to help their subordinates in addressing work-related problems (Coaching) and identifying their training and development needs (Mentoring).

4.2.5.1 Employees' Satisfaction with the Coaching practices

Concerning employees' satisfaction with the coach provided by their supervisors, employees were asked to indicate their degree of agreement with the statements: 'There are people to whom I can go for help when I have work related problems'; 'My manager provides me with the appropriate

amount of guidance’; and ‘My manager is available when I need him/her’. The response is summarized in table 4.10 below:

Table 4.10: Employees’ Satisfaction with coaching practices and Descriptive Statistics

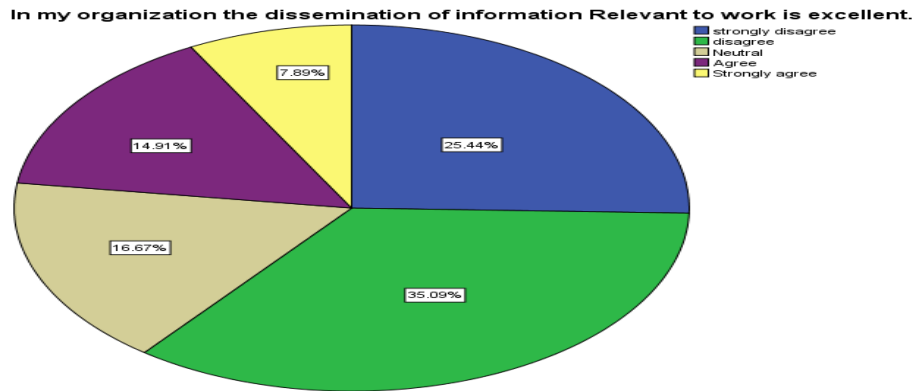
	There are people to whom I can go for help when I have work related problems		My manager provides me with the appropriate amount of guidance.		My manager is available when I need him/her.	
	Count	%	Count	%	Count	%
Strongly Agree	31	27.19	10	8.77	9	7.89
Agree	31	27.19	24	27.19	57	50
Neutral	21	18.42	31	27.19	17	14.91
Disagree	24	21.05	33	28.95	24	21.05
Strongly Disagree	7	6.14	16	14.04	7	6.14
Total	114	100	114	100	114	100
Mean	3.48		2.82		3.35	
Std. Deviation	1.26		1.18		1.06	

(Source: Own Survey, 2019)

The above tables illustrate, more than half of the respondents respond positively regarding the availability of people to whom they can go for help when they have work related problems (54.38%, mean = 3.48) and the availability of their manager when they need him/her (57.89%, mean = 3.35). However, with regard to the appropriate amount of guidance provided by their manager, around 50% (n = 50) of respondents respond negatively and the mean value is just less than an average i.e. 2.81. From this we can infer that the main dissatisfying factor in coaching practices is inappropriate amount of guidance provided by managers. This happen when managers, either have no enough information, experience, and/or reluctant to coach their subordinates. To check how work related information flows affect the respondents’ view with the amount of

guidance/coach provided by their supervisors; employees were given a statement to indicate their level of agreement which is presented in figure 4.5 below:

Figure 4.5: Employees’ perception towards dissemination of work related information



(Source: Own Survey, 2019)

Table 4.11: Descriptive Statistics of items that measure Respondents’ perception towards dissemination of work related information

	N	Minimum	Maximum	Mean	Std. Deviation
In my organization the dissemination of information Relevant to work is excellent.	114	1.00	5.00	2.45	1.24
Valid N (list wise)	114				

(Source: Own Survey, 2019)

As far as the dissemination of information relevant to work, 60.53% (Disagree and strongly disagree) of respondents believe that it is not as excellent as they need. Nevertheless 22.8% of respondents reply positively while 16.67% of them are indifferent with the dissemination of information.

This implies that formal communication is not fully disseminated in the organization and the employees’ do not get updated information and acquire new knowledge which leads to low productivity, more errors and dissatisfaction. In general, it is possible to say that poor dissemination of information relevant to work is the reason that creates respondents’ dissatisfaction regarding to the amount of guidance provided by their supervisor.

To avoid this, the organization uses various formal information dissemination mechanism such as memo, fix on notice board, telephone, meeting and e- mail.

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 ES 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) that it has to do with attributes that can be measured (amount of time off, benefits, work hours and salary).

4.2.5.2 Employees’ Satisfaction with 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 develop their careers adequately. Organizations offer mentoring programs as an effective and low cost aid to employee development. Managers should also focus on helping employees progress in their career and encourage their professional development. Managers that support their subordinates’ professional development through ongoing feedback about performance are likely to stimulate employees’ satisfaction (Walgenbach, 2009).

Employees were asked to indicate their attitude towards the statements of ‘my manager assists me to identify my training needs’, ‘my manager encourages me to improve my educational level’ and ‘my supervisor advices me how I can develop my career within the ‘organization’, the response is summarized in table 4.12 below:

Table 4.12: Summary of employees’ response regarding Mentoring practices and Descriptive Statistics

	My manager assists me to identify my training needs		My manager encourages my professional development		My supervisor advices me how I can develop my career within the organization	
	Count	%	Count	%	Count	%
Strongly	12	10.52	9	7.89	9	7.89

Agree						
Agree	41	35.96	32	28.07	8	7.01
Neutral	16	14.03	24	21.05	16	14.03
Disagree	25	21.92	40	35.08	68	59.64
Strongly Disagree	20	17.54	9	7.89	13	11.40
Total	114	100	114	100	114	100
Mean	2.67		2.01		2.25	
Std. Deviation	1.01		1.19		1.10	

(Source: Own Survey, 2019)

As regards to mentoring practices, the level of respondents' satisfaction in descending order is as follows: managers assist in identifying employees' training need (25%, mean = 2.67), supervisors' advice in developing employees' career within the organization (22.87%, mean = 2.25) and managers encouragements to improve educational level of employees' (20.83%, mean = 2.01). 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. From this we can infer that the HRD practice of the organization is under question because most of the HRD practices of the organization responded negatively by the employees.

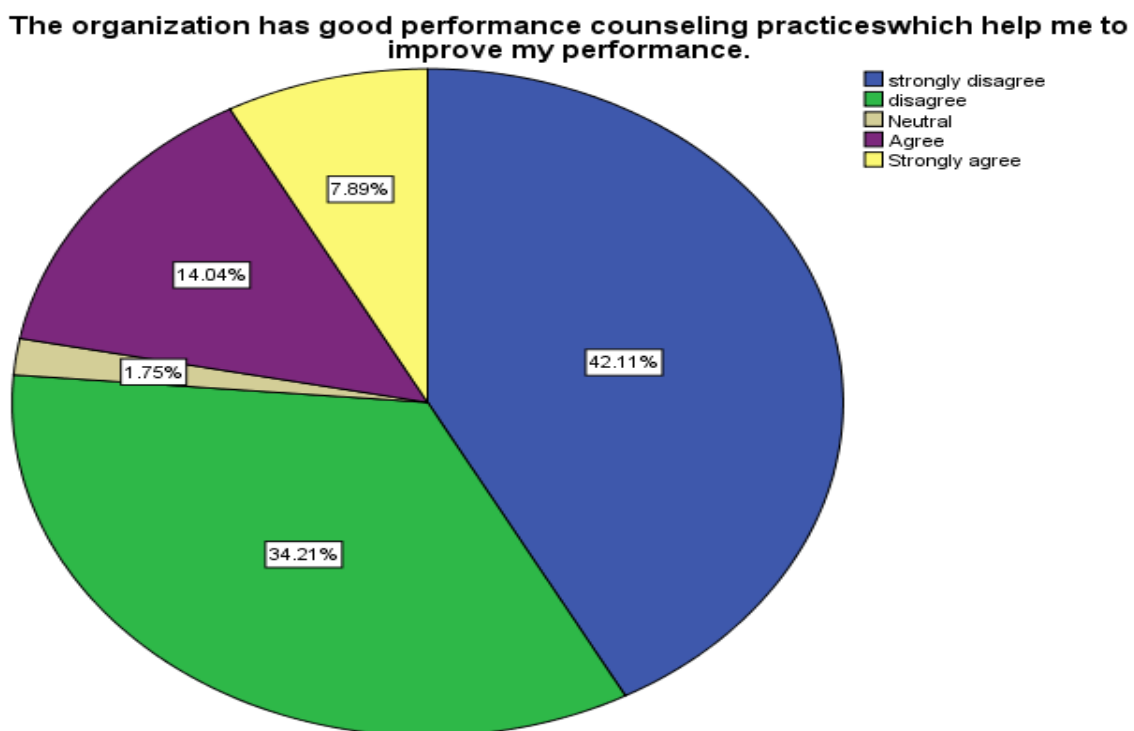
Given the fact that most of the respondents are either diploma or first degree holders (see figure 4.2), employees' dissatisfaction can be reason-out with the decreasing support of the organization to enhance educational level of employees as their educational level increased. According to interview conducted with head of human resource training and development, it has been long time since the organization stops sponsoring higher level education (like MBA) except allowing salary free education. According to the head, usually the organization does not sponsor any fields of studies for higher level studies without its approval; including first degree and second degree studies.

4.2.5.3 Employees' Satisfaction with Performance Counseling

No matter employees' perception towards performance evaluation system, one of the factors that can enhance employees' satisfaction is existence of performance counseling. Performance 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 performance counseling practice, employees were asked to indicate their level of satisfaction for the statement 'The organization has good performance counseling practice which helps me to improve my performance' and their response is summarized in figure 4.6 below.

Figure 4.6: Summary of employees' satisfaction with performance counseling



(Source: Own Survey, 2019)

Note: SD: 42.10%, D: 34.21%, N: 1.75%, A: 14.03% & SA: 7.89% ■

As it is possible to see from the above figure, 42.10 % of respondents strongly disagree with the idea that the organization has good performance counseling and at the same time 34.21% of respondents disagree. However, 21.92% respondents reply positively for the statement ‘the organization has good performance counseling practice which helps employees to improve their performance’ and only 1.75% of them are indifferent with the statement. Thus, it is possible to say three- fourth of the respondents are dissatisfied with the existing performance counseling practices of the organization. According to the interview conducted with human resource officials; employees have access to the results of performance evaluation and there are also procedures for handling employees complain with the result or the evaluation process but there is no real performance counseling and guidance practice so far in the organization. Therefore an employee dissatisfied with any activity does not take place regarding performance counseling and guidance practice.

4.3 Employees’ satisfaction with HRD Climate

The goal of HRD is to improve the performance of organizations by maximizing the efficiency and performance of people. HRD is going to develop knowledge and skills, actions and standards, motivation, attitudes and work environment. Managers, employees and organizational culture all plays a significant role in the development of good HRD climate. Creating good HRD climate aims at maintaining profiles of organizational health, monitoring organizational, conflict management, creation of strong teams and so on, and establishing processes that build a climate to promote enabling capabilities in the organization (Walgenbach, 2009).

In this section employees’ satisfaction with the HRD climate will be discussed. Specifically, the level of employees’ satisfaction regarding the spirit of cooperation among employees, competition among employees, employees’ participation and finally employees’ satisfaction with the overall climate will be presented.

4.3.1 Spirit of Cooperation among Employees

HRD tries to improve the performance of organizations by maximizing the efficiency and performance of people. For this purpose, good spirit of cooperation among employees is indispensable; employees should be concerned to the work of other’s too, willing to share knowledge and information for their colleagues and able to work as strong team.

As of the level of employees' satisfaction with the spirit of cooperation among employees; they were asked to indicate their degree of agreement with three statements: the statements and respondents' responses are summarized in tables 4.13 below:

Table 4.13: Summary of employees' attitude towards the spirit of Cooperation and Descriptive Statistics

	In my organization people show little interest in each other's work.		I find my colleagues Willing to share knowledge and information.		Team work is good in my organization.	
	Count	%	Count	%	Count	%
Strongly Agree	19	16.66	0	0	8	7.01
Agree	24	21.05	10	8.77	16	14.03
Neutral	45	39.47	52	45.61	28	24.56
Disagree	9	7.89	33	22.91	30	26.31
Strongly Disagree	17	14.91	19	16.66	32	28.07
Total	114	100	114	100	114	100
Mean	2.83		3.54		3.54	
Std. Deviation	1.24		.87		1.23	

(Source: Own Survey, 2019)

As it is clearly presented in the above tables, majority of the respondents respond positively for the statements describing the existing spirit among employees. For the statement 'In our organization people show little interest in each other's work, majority of the respondents (39.47%) are indifferent while others 37.71% of the respondents argue that they show interest in each other's work, the remain fully agree with the statement. From this statement we can infer that the employees' willingness to learn from others' work are very low. A mean value of 2.83 also

indicates as most of the respondent don't think that people show little interest in each other' work in the organization. Regarding the sharing of knowledge and information culture and team work spirit, mast of the respondents perceives the existing culture positively. The mean values of 3.54 and 3.54 respectively, show how strongly the respondents agree with the statements. In general, it is possible to infer that the existing spirit of cooperation among employees is in good situation to enhance employees' satisfaction.

Job satisfaction is known as a construct with multi facets that includes the employee feelings about different job elements, intrinsic, as well as extrinsic. It includes specific features of satisfaction associated with pay benefits, supervision, organizational practices, promotion, spirit of cooperation among employees, work conditions and relationship with coworkers) (Sempane, 2014)

According to Robbins (2005) and Specter (2005) job satisfaction can be measured in two ways namely, by the facet approach or the global approach. The former refer to assessing how employees feel about various aspects of the job such as HRD practices, rewards, job conditions, people on the job (supervisors and coworkers) and the work (Robbins, 2005).

4.3.2 Competition and Participation

The primary purpose of HRD is to help the organization to increase its “enabling” capabilities. These include development of human resources, development of organizational health, improvement of problem solving capabilities, development of diagnostic ability (so that problems can be located quickly and effectively), and increased employee participation and commitment. Regarding respondents' reaction with the competition among employees and employees' participation in the organization affair, three questions were asked to respondents to indicate their corresponding degree of agreement and the questions and their response is summarized in table 4.14 below:

Table 4.14: summary of respondents' attitude towards competition and participation and Descriptive Statistics

	In my organization there is good competition among employees.	My organization actively collects ideas for improvements from employees	In my organization employees are active in making suggestions bout work improvement.
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	COUNT	%	COUNT	%	COUNT	%
Strongly Agree	17	14.91	2	1.75	9	7.89
Agree	11	9.64	12	10.52	9	7.89
Neutral	24	21.05	12	10.52	19	16.66
Disagree	5	4.38	52	45.61	46	40.35
Strongly Disagree	57	50	36	31.57	31	27.19
Total	114	100	114	110	114	100
Mean	2.37		2.05		2.31	
Std. Deviation	2.31		1.00		1.18	

(Source: Own Survey, 2019)

As it is possible to see from the above Table 4.14, 50% of respondents strongly disagree with the statement ‘In my organization there is good competition among employees’ and at the same time 4.38% of respondents disagree. However, 24.55% respondents reply positively for the statement only 21.05% of them are indifferent with the statement. Thus, it is possible to say 55% of the respondents are dissatisfied with the existing competition among employees’ practices of the organization. As most respondents describe for the issue ‘the organization’s promotional practice is primarily based on experience and gives very little emphases for employees’ performance’. This may create an environment where no or little competition for performance among employees.

For the statement ‘My organization actively collects ideas for improvements from employees’, 77.18% (Disagree and strongly disagree) of respondents believe that it is not as excellent as they need. Nevertheless 12.27% of respondents reply positively while 10.52% of them are indifferent with the organization collects ideas for improvements from employees by the mean values of 2.05 This shows that the organization does not create an environment to fully exploit the potential of its employees since it denies access to collect for improvement. It is quite clear that such environment limits the organization’s diagnostic ability that would help to locate problems so quickly and effectively.

As far as the employees are active in making Suggestions about work improvement, 67.54% (Disagree and strongly disagree) of respondents believe that it is not as excellent as they need. Nevertheless 15.78% of respondents reply positively while 16.66% of them are indifferent for actively in making Suggestions about work improvement. From this we can infer that upward communication is very poor in the organization and it can reduce creativity and satisfaction.

4.3.3 Employees' Satisfaction with overall HRD Climate

To understand the level employees' satisfaction with the overall HRD climate of the organization, respondents were given three statements which are my organization is the best place to develop myself, employees are leaving the organization since the organization is not good place to develop employees' profession and career, and my organization is unable to retain (maintain) experienced and educated employees, to indicate their degree of agreement and their response. Their respond is summarized in table 4.15 below.

Table 4.15: Summary of respondents' attitude towards the overall HRD climate of the Organization and Descriptive Statistics

	My organization is the best place to develop my self		My organization is unable to retain experienced and educated employees		Employees are leaving the organization since it is not good place to develop employees' profession and career	
	Count	%	Count	%	Count	%
Strongly Agree	45	39.47	5	4.38	7	6.14
Agree	59	51.75	0	0	26	22.80
Neutral	10	8.77	5	4.38	21	18.42
Disagree	0	0	31	27.19	34	29.82
Strongly Disagree	0	0	73	64.03	26	22.80

Total	114	100	114	100	114	100
Mean	1.69		4.46		3.40	
Std. Deviation	0.63		0.93		1.24	

(Source: Own Survey, 2019)

Except 8.77% of respondents that are indifferent, all other respondents reply either disagree or strongly disagree for the statement ‘My organization is the best place to develop myself’ and the mean value is 1.69. From this we can infer that most of the respondents feel as they are working in an environment/organization that deters their development. Furthermore, it is possible to assume most of the respondents have low commitment for the organization which could results most of respondents to be ready to leave the organization take other options.

As it is clearly seen in the above table 4.15 majority of the respondent agree with the statements ‘Employees are leaving the organization since the organization is not good place to develop employees’; Majority (52.62%) of respondents reply positively with the statement, 28.94% of the respondents reply negatively and 18.42% of them are indifferent with the idea. Therefore, it is possible to claim that more than half of the respondents believe that some employees are leaving the organization since the organization is not good place for most of employees to develop their career.

Furthermore, more than 91% of respondents agree that the organization is not competitive to retain experienced and educated employees. Specifically, 64.03% and 27.19% of respondents reply as they strongly agree and agree, respectively, with the statement ‘My organization is unable to retain experienced and educated employees’. According to one of the principles of HRD, organizations should invest in people only to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. Therefore, an organization that invests in people but not able to retain is not increase its stock of knowledge and skills. With the same logic, EIPO is not increasing its stock of knowledge and skills since it is not able to retain its experienced employees. In general, the organization is not in the right truck to achieve the primary objective of HRD i.e. building enough stock of knowledge and skills since it is not able to retain its employees.

SUMMARY

The chapter intends to give highlights on data presentation, analysis and interpretation. The chapter has two parts. The first is background of the respondents; and the second part of analysis made on assessment of employees' satisfaction with HRD practices of Ethiopian Intellectual Property Office through statistical methods of analysis including descriptive statistic using SPSS version 20. Analysis is also made based upon the findings in collaboration with the literature reviewed. From the finding and literature review the researcher identifies the gap between the theory and concepts of HRD practices and the HRD practices of the organization.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the research attempted to summarize and conclude the key findings that rise out of the study and leave behind the possible recommendations as solution to improve the existing HRD practices of EIPO. Based on the data analyzed and interpretation in chapter four of the study, the following conclusions and recommendations are made.

5.1 Summary of Key Findings

The following major findings revealed respondents' negative perception towards the overall HRD climate:

- ✓ The sharing of knowledge and information culture and team work spirit, majority of the respondents perceives the existing culture positively (mean values of 3.54 and 3.54 respectively). However, most (39.47%) of respondents are indifference with the statement 'In my organization people show little interest in each other's work'.
- ✓ The organization'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.
- ✓ With regard to the organization's practices in collecting information from employees for improvement and employees' participation in making suggestions; respondents replied negatively (mean values of 2.05 and 2.31, respectively).
- ✓ The study identified that most of the employees did not feel attached to the organization due to poor working conditions, poor pay, lack of recognition and mismatch of skills. It was evident that the majority of the employees' jobs did not match their skills.
- ✓ The study identified that supervisors did not inspire employees they manage, and the employees felt that they were not part of the productive team due to lack of motivation, delegation and recognition from top management.
- ✓ The study established that employees were not aware of the trainings that the management wanted to provide since there was no training needs assessment carried out periodically. The study established that there was no clear method of evaluating employees within the organization due to unclear appraisal policies. It was evident that employees' frequency of attending trainings was different, due to lack of proper training management.

5.2 Conclusions

The following are the major conclusions of the study:

- The majority of respondents agree with the EIPO's good internal training facility at its Training and Development Center, although the Center focused in providing technical Trainings only. As most of the respondents (80%),- replied as they have not taken any training within the last one year while the organization has a policy to give a minimum of 25 percent of the employees a refreshing training. It indicates that the organization's training provision is by far below its policy standard. In addition to this alternative options for training such as job rotation, self-training and mentor mentee system are very minimal in the organization. The finding shows that from Levels of Training, the organization is highly committed in lower level of training which are Induction and Basic skill trainings, but not for modern and higher level training which are extended trainings, Special group trainings and Leadership & Development. This make the organization's training practices do not come up with all levels of training.
- Respondents are not satisfied with the organization's commitment either in providing training to do their job effectively or support to enhance their educational levels. (Mean values of 1.15 and 1.34 respectively). Especially, respondents were very discontented with the organization's commitment in enhancing employees' education level. There is minimal support from the organization for continuing higher studies except for senior staffs and managerial post. When employees have negative perception towards the organization's commitment for HRD, as one might expect it makes employees to believe that the organization is not concerning for their development. Furthermore, it reduces employees' satisfaction and moral. For this reason, some employees possibly think that the organization is not the best place to develop them.
- The study revealed that the respondents were discontented with the appropriateness of the skill enhanced through the training programs since they recognize training programs as having little contribution to their promotion and personal development within the organization(mean = 2.31). According to interview result, HRD Department does not make training need assessments of the employees. Moreover, the organization'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 to the organization.

- It has been shown in the analysis that respondents strongly agree that EIPO's training and development programs focus only on some work units (mean = 3.97). This implies that in the view of respondents the organization is not giving fair treatment in providing training to all its work units. This can cause a feeling in employees as less worthy than those employees who have been given emphasis in the organization training practices.
- As far as employees' level of satisfaction with promotional opportunities provided in the organization, a mean value of 2.18 shows that respondents believe as they have limited internal job opportunities to realize their career goals inside the organization. Hence, it can reduce employees' satisfaction as well as employees' commitment to the organization. Analysis with open ended questions and interview also revealed that much of the organization's promotion is through appointments. Therefore, promotion opportunities are poorly related with employees' training record and performance.
- In relation to employees' satisfaction with the management's supervision and guidance; respondents were dissatisfied with the amount of guidance provided by their managers (mean = 2.82). Based on correlation analysis made, it is found that poor dissemination of work relevant information in the organization is the reason for their discontent with the amount of guidance provided by their managers.
- Mentoring can help managers to ensure that employees have the appropriate resources and guidance to further their development adequately. However, respondents are not happy with the mentoring practices, specifically: assistance in identifying employees' training needs, encouragements to improve their educational level and advices how they can develop their career within the organization.
- Pertaining to performance counseling, there are no formal performance counseling and guidance practices in EIPO. As result, employees are left alone to assist themselves in understanding: their own performance, factors contributing to it, contribution of their own strength and weaknesses and the extent which they can influence the performance. Obviously, this would makes very difficult to identify development needs of subordinates and to draw a systematic plan of action

- The majority of the respondents believe that the organization is not the best place to develop them (mean=1.69). More importantly, respondents also believe that employees are leaving the organization since the organization is not good place to develop employees. Respondents are not satisfied with the opportunities of learning around their Work Place. Specifically:
 - ✓ The respondents don't think that there is much knowledge to gain from the work they do for the organization. A mean value of 1.93 with standard deviation of 0.98 implicated how much it strongly disappointed the respondents. Apparently, it reduces employees' job value. From this it is possible to say that respondents are not satisfaction with the usefulness and contribution of their job for career development and growth.
 - ✓ Similarly concerning their colleagues' cooperativeness in providing help to address others work related difficulties; one-fourth of the respondents are not satisfied with the idea. The overall response indicates neutral view of respondents (mean=3.48).

5.3. Limitation of the Study

There were external variables that deter the smooth implementation of the project in addition to the limitations of the research design itself. For instance, lack of access to the right secondary data in the organization and poor cooperation of respondents in filling the questionnaires had seriously limit the outcome of the research. Moreover, times, money, geographical location of the organization operation outside to Addis Ababa were the major constraint during the study. So that it requires further research which broaden the sample size to include other branches of EIPO and other organizations.

5.4 Recommendations

Based on the research findings the following recommendations are provided in order to upgrade level of HRD practices (attain conducive practices) and improve employee's job satisfaction for the organization. These include:

- It is understandable that all work units do not need equal emphasize for EIPO's training programs since some work units such as information technology, operation and management information system are strategically more important. But it is also necessary to make sure that some work units are not totally forgotten at the same time. Success of the organization cannot guarantee without improvement and developments in its all areas of work units. Marketing and sales, Finance & supply chain, General Service and

Management & leadership are also work units which can enhance or deter the success of the organization. So that it is strongly necessary for the organization to prioritize and consider all work units in its training practice.

- In order to improve the organization's commitment for HRD; complete faith and support of top management is essential. Managers at all levels will support HRD efforts only when top management considers employees as the greatest assets of the organization. Therefore, first and for most, it is necessary to have awareness creation programs for top officials, line managers and employees regarding the need and importance of HRD for the organization. The organization can become dynamic and grow only when employees' capabilities are continuously acquired, sharpened and retained. Through comprehensive HRD practices the organization can achieve its goals and satisfy and retain employees. It must be clear that HRD is not the responsibility of Training and Development Department of the organization only; it is the responsibility of all managers too.
- Beyond meeting the organization's HR need, the HRD practices should also focus on individuals and satisfying their needs for career growth and development. At first place HRD is not all about providing training rather it should have aimed at matching the organizational need for HR with the individual needs for career growth and development. Secondly, HRD practices must necessarily focus on individuals since all the strength of Teams and the organization must first embed into individual employees. For this purpose:
 - ✓ Person Analysis during training need assessment is necessary, in view of the fact that it is very important tool for incorporating individual needs into HRD practices.
 - ✓ Education support, especially for higher studies, should sponsored by the organization. Big organizations like EIPO needs high level professionals in diversified professions such as management, marketing, finance and other. It is also important to satisfy and retain talented employees.
 - ✓ Performance counseling is also very essential to support employees in improving their job performance. Furthermore, it helps to identify individual employees training needs.
 - ✓ Most importantly, HRD should be based on career development which helps the organization achieve its objectives and the employees achieve maximum self development.
- In order to make sure the organization's Training Practices are designed to cut across all levels of staffs (new and experienced), it is important that:

- ✓ The organization's training practices should incorporate not only induction, basic and counterpart trainings but also Specialized Trainings (based on Training Needs Assessment), Training for special groups, and Leadership and Development programs.
- ✓ Particularly, leadership and development programs are necessary to enforce management development within the organization.
- While individuals should be expected to take a considerable degree of responsibility for managing their own development, they need the help and support of their line managers and the organization. So it is so advisable to have programs to support self-initiated development of employees. This could be done through sponsoring external training programs.
- Training programs and job performances should strongly have connected with promotional opportunities of employees so that employees can clearly witness the contributions of training programs and their performance for personal development. Although promotion based on experience is way of acknowledging employees experience; training records and job performances of candidates should not be disregarded. This helps to enhance employees' value for training and creating competitive environment among employees.
- In order to enhance employees' participation and belongingness; it is advisable to design mechanism where employees can forward their suggestions freely. Regular Monitoring - appropriate mechanisms should be created for continuous review of progress in the implementation of HRD. Necessary changes or improvements should be carried out on the basis of such reviews
- In the long run, in order to raise employees' satisfaction and commitment; giving employees a sense of purpose in the workplace, granting employees opportunities to act upon their commitment, and offering practical support to learning are very important. In this regard the following steps are proposed:

The management should develop and share the vision – Trainings which focused exclusively on organizational mission, value and beliefs will lead to more employees with shared common vision and greater levels of institutional trust among employees. Therefore, the organization can win the trust and commitment of employees to the organization.

The management should empower employees – provide ‘supported autonomy’; freedom for employees to manage their work within certain boundaries (policies and expected behaviors) but with support available as required.

Human resource development department should adopt a balanced approach for HRD practices where employees can support to develop themselves in Training- based, Relation - based and Experience – based (development in role) approach.

Human resource development department should provide employees with a supportive learning environment where learning capabilities can be discovered and applied, e.g. peer networks, supportive policies and systems, protected time for learning.

The managers should use coaching techniques to draw out the talents of others by encouraging employees to identify options and seek their own solutions to problems.

The managers should guide employees through their work challenges and provide them with time, resources and, crucially, feedback.

Managers should recognize the importance of managers acting as role models.

Human resource development department should adopt regular monitoring- appropriate mechanisms to create continuous review of progress in the implementation of HRD. Necessary changes or improvements should be carried out on the basis of such reviews.

The organization should adopt a facilitative style of management in which responsibility for decision making is ceded as far as possible to employees.

Suggestions for Future Research

The scope of this study was limited to assessing the effect of human resource development practices on employees’ job satisfaction.

Further research on human resource development is desirable, especially one which studies any organizations HRD practices on employees’ job satisfaction, productivity, motivation, turnover, employee loyalty, employee absenteeism, customer satisfaction and other variables which can be affected by HRD practices.

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APPENDIXE

Appendix I

St. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF GENERAL MANAGEMENT (MBA) PROGRAM

QUESTIONNAIRE TO BE FILLED BY STAFFS

Researcher: Aweke Berhanu (Contact Address: 09-11-41-48-69)

Research Topic: - The Effects of Human Resource Development Practice on Employee's Satisfaction (Ethiopian Intellectual Property Office)

Dear Respondents:-

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

Objective:

This questionnaire is designed to collect information about the level of employees' satisfaction with the organization's Human Resource Development practice. The information shall be used as a primary data in my case research which I am conducting as a partial requirement of my study at St.MARY'S UNIVERSITY for completing my MBA under the Department of General Management. Therefore, this research is to be evaluated in terms of its contribution to our understanding of the Practices of Human Resource Development in contemporary Ethiopia and its contribution to improve in these practices.

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

Confidentiality

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

Thank you again!!!

Section I: Participant Information

1. Sex: Male Female
2. Number of years you have worked for the Organization (in years):
 0-4 5-9 10-13 13 years or more
3. How long have you worked on your current job? (In years)
 0-4 5-9 10-13 13 years or more
4. Educational Qualification:
 High school graduate Technical school graduate
 College Diploma BA/BSc Degree
 Master's Degree PhD
 Other (please state _____)
5. Your field of specialization for you highest educational status _____
6. Current position (job) in the Organization _____
7. In which department are you currently working? _____
8. Do you think you assigned in your profession?
 Yes No
9. Have you been given training for the last one year?
 Yes No
10. Have you ever been sponsored by the Organization to attend any training or educational Programs outside the organization?
 Yes No

Section II: Questions related to HRD practices

Listed below are statements about the practices of Human Resource Development of. Please indicate your level of agreement with the statements so that your answers to these questions will enable the researcher to assess what you think about the practices of human resource development in your Organization.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am given the training and support I need to do my job effectively.					

2	The Organization does a good job of providing the training /skill building I need to improve my job performance.					
3	High priority is given to providing appropriate training.					
4	There is good internal facility for training.					
5	My organization has active programs to upgrade employees' knowledge and skills.					
6	The organization does a good job of supporting employees to improve their Educational level.					
7	The organization's training and development programs focus only in some work units.					
8	The organization does a good job of providing opportunities for development and growth for all employees.					
9	I am given opportunities to improve my skills in the organization					
10	Employees have equal access to job-related training opportunities.					
11	I have the opportunity to work with up-to-date technologies.					
12	I am provided with adequate opportunities for promotion.					
13	The organization training and development programs improve my chance for promotion.					
14	There are people to whom I can go for help when I have work related problems.					
15	My manager provides me with the appropriate amount of guidance.					
16	My manager is available when I need him/her.					

17	My manager assists me to identify my training needs.					
18	My manager encourages my professional development.					
19	My manager encourages me to improve my educational level.					
20	My supervisor advices me how I can develop my career within the organization					
21	I have colleagues who impress me with their innovative ideas, energy and resourcefulness.					
22	My work is intellectually stimulating and challenging.					
23	There are many opportunities and freedom in my work to explore and try out new ideas.					
24	I frequently encounter non-routine and challenging work in my organization.					
25	There is much knowledge to gain from the work I do for my organization.					
26	I found my colleagues very helpful when I encounter difficulties with my work.					
27	In my organization people show little interest in each other's work.					
28	I find my colleagues willing to share knowledge and information.					
29	Supervisors/ team leaders support employees' effort to learn.					
30	In my organization there is good competition among employees.					
31	Team work is good in my organization					

32	My organization actively collects ideas for improvements from employees					
33	In my organization employees are active in making Suggestions about work improvement.					
34	The organization has good performance counseling practices which help me to improve my performance.					
35	In my organization the dissemination of information Relevant to work is excellent.					
36	My organization is the best place to develop myself.					
37	My organization is unable to retain (maintain) experienced and educated employees.					
38	Employees are leaving the organization since the organization is not good place to develop employees' profession and career.					

Part III. Additional Questions

1. In your opinion, do you think that employees are being benefited from human resource development practices of the organization?

Yes No

2. What is your reason for question No. 2 above?

3. In your opinion, do you think that human resource development opportunities influence employees' job satisfaction in your organization?

Yes No

4. In your opinion, what are the real problems that you observe regarding human resource development practices of the organization?

5. Would you please suggest if there is anything to be changed with regard to the current Human resource Development Practices of the Organization?

Thank you again for completing the questionnaire!

Appendix II

INTERVIEW QUESTIONS

WHICH IS GOING TO BE ANSWERED BY

TRAINING AD DEVELOPMENT DEPARTMENT HEAD OF EIPO

1. What opportunities are employees getting in your organization to develop job-related knowledge and skills?
2. What are ways of improving employee competency level and organization's performance? Other than training in EIPO? How the organization support employees learning and development?
3. How employees are being benefited from HRD of the organization?
4. How training and development needs determined in the organization? How you department try to incorporate employees' interest in training and development programs?
5. What is your base for selecting appropriate trainees for appropriate training?
6. Do you think employees' personally benefited beyond improving their job performance in the training programs? Do you think the organization training programs are improving employees' employability (market value)?
7. As to your understanding what is the view of top management towards training and development? Do you think the top management gives enough emphasis for employees' development?
8. Does the corporation allot sufficient funds to carry out training program effectively?
9. Do you think that the organization gives enough emphasis for the development of all employees in the organization?
10. Does the organization have the right trainers who have adequate technical proficiency and skills for the right trainees?
11. Who are the potential trainers of the organization?
12. What are the methods employed for developing management abilities?
13. How the organization is doing in improving the leadership abilities managers?
14. Why do you think the organization educational sponsorship programs are only limited in very few areas?
15. How the organization is doing in improving the spirit of team work?

16. What are the types of management development programs being used in the organization?
17. What is the role of line managers in human resource development practices of the organization?
18. How your departments try to integrate human resource functions to support HRD system of the organization?
19. Do you think the organization is a good place for growth and development of all employees?
20. To what extent do managers of employees at all levels in the organization have appropriate skills in general managerial principles, communications, group dynamics, and team building?
21. What formal and informal opportunities exist for professional as well as personal growth and development?
22. To what extent are employees trained and coached to attain high performance?
23. What formal and informal opportunities exist for group interactions to improve group processes and group cohesion?
24. How are achievements of individuals, work groups, and those of the entire organization celebrated?
25. What formal and informal opportunities exist for employees to discuss their career goals and progression toward those goals with managers?
26. To what extent is information about career moves and career path available and communicated?
27. What are the current Human Resource Development practices of the organization?