# ST. MARY'S UNIVERSITY
## School of Graduate Studies

**THE ASSESMENT OF HUMAN RESOURCE DEVELOPMENT PRACTICES ON EMPLOYEE SATISFACTION AND TURNOVER: THE CASE OF ADDIS ABABA ROADS AND TRANSPORT BUREAU: PERSPECTIVE OF MANAGEMENT AND EMPLOYEE.**

**BY**
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**ID NUMBER: SGS/0310/2007A**

**November, 2016**
**ADDIS ABABA, ETHIOPIA**

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# ACRONYM

AARTB: Addis Ababa Roads and Transport Bureau

CIPD: Chartered Institute of Personnel and Development

ES: Employee Satisfaction

FGD: Focus group discussion

HRD: Human Resource Development

# ABSTRACT

The purpose of this study was to asses human resource development practices, employee satisfaction, and employee turnover in Addis Ababa Roads and Transport Bureau. The study employed quantitative and qualitative research design methods. Random and purposive sampling techniques were used to select the sample size from the population. Questionnaire, interview, site observation and focus group discussions were used for data collection. Descriptive statistics such as percentage and cross tabulation were employed for data analysis. Based on the data analysis the following findings were recorded. The main finding indicated that wrong implementation of human resource development practice, dissatisfaction with pay structure, unfair reward and promotion systems were some of the factors for employee turnover. The finding also indicated the following effects of turnover including loss of experienced and skilled employees, higher recruitment costs, and higher workload due to insufficient employee on the job. Similarly it was concluded that lack of career advancement, job dissatisfaction, leader's unwillingness to allow staff participation in decision making, and unfair training system were core factors for turnover. Therefore, the findings of the research result show that task performance, development of capacity knowledge and communication methods of training, education and other development programs are found as strength part of the bureau. However, the majority of the respondents confirmed that they do not have any information with regard to career ladder and disciplinary procedures. About poor communication system between management and employees, lack of information with regard to the way the organization is run its business, changes in staffing and financial matters, and lack feeling of belongingness of Bureau are challenging need to have immediate solutions this situation is demonstrated both by statistical and qualitative approaches which is contingent on the recent 5years data.

**Keywords**: Human Resource Development Practices, Employee satisfaction, Employee turnover

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# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the study

Human Resource Development (HRD) practices are an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development. It is a system and process involving organized series of learning activities designed to produce behavioral changes in human resource in such a way that they acquire desired level of competence for present or future role. At firms' level; training and education are the main area of human resource development practices. Emphasis on human resource development result in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish this undertaking, organizations will need to invest resources to enhance employees' knowledge, skills and competencies of human resource management department of the bureau.

Developing an effective HRD practice is a difficult task since it demands looking into the needs of the employees and ensuring that the practices are aligned with both bureau and employees need. (Fiona Edgar, 2005). Therefore, problems in human resource development system arise when the training and development practices fail to accommodate employees' needs. So if an organization wants to enhance employees' satisfaction and retain its' employees; it should concern with improving the skills, knowledge, attitudes and behavior of employees in organizational settings for the benefit of both employees and the organization. According to Ford and Noël 1987, for HRD system to be effective and resulted in employee satisfaction eventually retention, it must be the needs of the employees' and ensure that HRD practices are aligned with both bureau and individual goals.

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 (Wan2007).Employees' satisfaction with the organization HRD practices can be expected only

when the practices incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of employees' satisfaction with the practices is worth to consider.

Addis Ababa road and transport bureau has Human Resource Training and Development department which is responsible for managing the HRD practices and bureau administering its training and development institution. Moreover, the bureau also sends abroad some of its selected staffs, particularly, technical staffs for short term training. However, much of the bureau's HRD practices focused only in very limited areas. In general, this research tries to assess employees' satisfaction with HRD practices in Addis Ababa road and transport bureau.

## 1.2 Profile of Organization

Addis Ababa City was founded by Minellik II and Empress Taitu in 1887. The history of the city's road development also begins from the inception of the city. MinelikII constructed the first ever two roads in the city as well as in the country that stretch from Adds Ababa to Addis Alem and from His Palace to England Embassy in 1902. In 1904, the first roller was imported by the emperor and was being by many people for its operation. With the adoption of the construction in 1994, EPRDF Government introduced a federal system of governance whereby regional states were given autonomous power to administer their internal affairs (AARTB annual report, 2015). Following the introduction of the federal system, Addis Ababa was also reconstituted as autonomous municipal government with a charter granting a decision making power to govern its internal affairs. Subsequently, the city administration established its own "Urban Development and Works Bureau" with department dedicated to road construction and maintenance. Being under planning and programming sub process team, this department was assigned the task of designing and constructing new roads along with maintenance of existing ones. Since its inception in 1995, the newly established road department carried out a lot of construction and maintenance works, until it was finally substituted by Addis Ababa Roads and Transport Bureau on March 15, 1998 by regulation No.7/1998. Unlike the roads department whose power is substantially limited, Addis Ababa City Roads Addis Ababa Roads and Transport Bureau is an autonomous entity administrated by a Board of Directors with more robust decision making power in constructing, maintaining and administering the road works in Addis Ababa.

## 1.3 Statement of the Problem

Most organizations in the world can rarely secure people who are at the time of employment because of the gap between employees' knowledge, skills and attitude and what the job demand. These organizations often fill the gap through human resource development programs. The human resource development programme can be achieved through personnel training, development and education so that organization attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demand. In this constantly dynamic world, organization often changes their business process, production system and method so as to meet their expectation as a result knowledge and skills requirements rise. Thus, employees face the need to constantly upgrade their knowledge, skills and develop an attitude that permits them to adopt change. Thus, providing an effective human resource development program is required to enhance both firms' competitiveness and employee satisfaction. Wan 2007, states that due to inadequate need assessment, outdated training and development methods, limited educational opportunities, unequal access to training opportunities, insufficient opportunity to learn skills/knowledge, inadequate opportunities for career growth and poor supervisors, guidance for employees' development are results in dissatisfaction of employee. These problems later on lead the organizations to lack of optimal man-task relationship, resistances of employees in taking future assignments, decrease in productivity, and increase in operational error, and decrease in employee moral and commitment and increase in employee turnover. Way 2002, Wilson and Peel 1991, postulated that HRD practices, or certain types of HRD practices, can increase employees' feelings of commitment to their employer, leading to lower levels of turnover. Still others suggest that employees stay with their employer when HRD practices increase their utility but leave when their utility is decreased.

The researcher focuses on human resource development practice, employee satisfaction and turnover Practice of Addis Ababa Roads and Transport Bureau. Assigning that the following problem of turnover of the organization is very high.

- Employee lack of training and development to enhance their skills, knowledge and best practices.

- Employees of the organization not satisfied by their job.

Due to these problems the researcher initiated to study the organization .There is no previous research on the Bureau's HRD practice employee satisfaction and turnover where the researcher has big concern on the three issues so that this study serves to reveal the result of HRD practices, satisfaction and turnover.

## 1.4 Research Questions

This research tried to answer the following research questions:-

- How effects are the human resource development practices of Addis Ababa Roads and Transport Bureau is performing accordingly to expected standards of quality?

- How have the leadership approaches motivate hard working employee?

- What managerial bottlenecks are prevalent that enhances employee satisfaction and turnover?

- What possible human resource development practice would you recommend to improved employee satisfaction and turnover?

## 1.5 Objectives of the Study

### 1.5.1 General Objective

The general objective of this study is to assess Human Resource Development Practices, Employee Satisfaction and Turnover in Addis Ababa road and transport bureau.

### 1.5.2 Specific Objectives

The research study specifically focuses on the following specific objectives.

- Identify the level of employees' satisfaction with the bureau's commitment in providing training, education and development opportunities.

- To know the level of employees' satisfaction with regard to the appropriateness of the skills and knowledge enhanced by human resource development programs.

- To know employees' perception towards opportunities for growth and development in the bureau.

- To know employees' perception towards their managers and supervisors support in provided guidance and encouragement for employees' development.

- To know how the perception of employees towards the possibilities in workplace learning in the bureau.

## 1.6 Definition of Terms

- Performance: is refer to the efficient work accomplishment status in the organization

- Employee: are those technical professionals and administrative workers of organization hired at permanent and temporarily level.

- Organization structure: is the arrangement of different departments according to their specific activities and responsibility, in  hierarchical order

- Turnover: the output of the accomplishment tasks.

## 1.7 Significance of the Study

The result of this research will be significant in various respects. Firstly, the study will draw some conclusions and identify employees' complaint areas in human resource development practices of the Addis Ababa road and transport bureau. Thus, it will give signal to the human resource management of the bureau to take remedial action. Secondly, it will help as a source of reference and a stepping stone for those researchers who want to make further study on the area afterwards. Thirdly, it gives the researcher the opportunity to gain deep knowledge in contemporary practice of human resource development.

Finally, the researchers' findings will provide useful guidance to HRD practitioners, satisfaction and wish to address the issue of employee turnover.

## 1.8 Limitation of the Study

There were external variables that deter the smooth implementation of the research in addition to the limitations of the research design itself. For instance, lack of access to the right secondary data in the Addis Ababa road and transport bureau and poor cooperation of respondents in filling the questionnaires has seriously limit the outcome of the research. Moreover, lack of relevant and up-to-date literatures was the major constraint during the study.

## 1.9 Scope of the Study

Given the time and financial constraint, in the study the scope of HRD is 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 and the Head office of Addis Ababa road and transport bureau. The information for this research is limited to the employees' perception towards HRD practices of the bureau.

## 1.10 Organization of the study

In this research paper there are five chapters where the background of the problem is stated in the first chapter of introduction under which the problem statement, research question, objective of the study, scope of the study, significance of the study and organization of the paper are respectively displayed. This is followed by the second chapter, of the review literatures that describe the concept or theories, and earlier studies on related facts to the research topics in under considerations. The research design and methodology are described in the third chapter. In the fourth chapter, it is dealt on results and discussion centering on the realm of research objectives and methodology. The last chapter is conclusion and recommendations, which include the summery of the result and the recommendation point forwarded by researcher to be implemented.

# CHAPTER TWO: REVIEW OF RELATED LITERATURE

## 2.1 Introduction

Increasingly, more importance is being given to "people" in organizations. This is mainly because organizations are realizing that human assets are the most important of all assets. This emphasis can also be partly attributed to the new emerging values of humanism and humanization. Moreover, with the increased emphasis on creativity, and autonomy, which people are increasingly acquiring and enjoying in the society, the expectations of people are fast changing. People cannot be taken for granted any more.

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 bureau 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 HRD in the corporate sector emerged in the late half of the 20th century (C.B. Gupta, 2001).

This chapter will serve as the foundation for the development of the study. Therefore, the primary purpose of this chapter is to give the theoretical understanding in assessing employees' satisfaction with regard to an organization human resource development practices. More specifically, review of up-to-date related literatures regarding: definitions of HRD, purposes of HRD, components of HRD and factors affecting Employees' Satisfaction (ES) will be presented.

## 2.2 Definitions and Concepts of 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 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 Mandy 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 2000 as cited in Michael Armstrong 2006, 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 Michale M.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.

**Figure 2.2: from past separate spheres to the present integrated HRD**
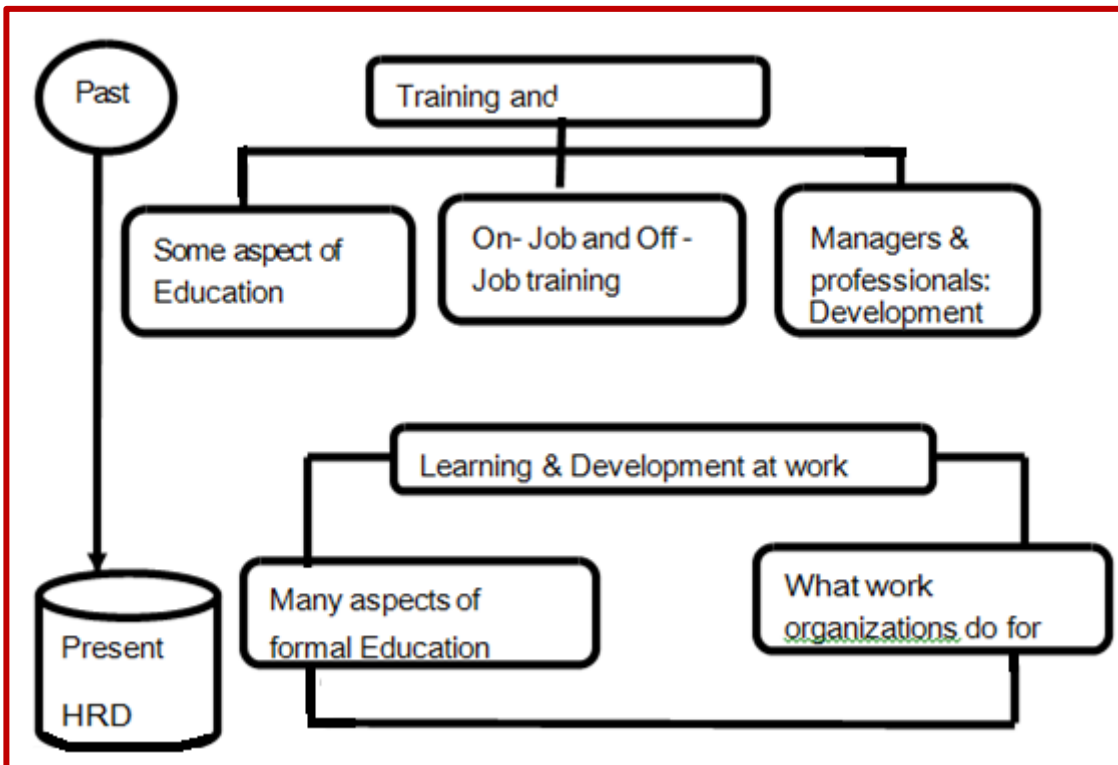


Source: Stephen Gibb (2002)

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 (Mankin, David P.2001).

## 2.3 Purposes of Human Resource Development System

The combination of those four agents of HRD (employee, Immediate boss, HR department, and Organizations) gives the HRD systems (Michael 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, that the right quality people are available to meet present and future needs. This is can be 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 knowledge 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 Armstrong, C.B. 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, grouped)
- To develop collaboration among different units of the organization.
- To develop the organization's overall health and self-renewing capabilities which, in turn, 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.

According to MichaleM.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.

## 2.4 A balanced Approach for Human Resource Development System

According to researchers conducted in USA on the effect of HRD programmes on employee engagement and performance, as cited by MichaleM.Harris (2008), the impact of training-based HRD programmes found significantly less than Relational and Experience- based HRD programmes. 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: This is illustrated in the following Figure 2.3 below.

**Figure 2.3: Balanced Approach for HRD**
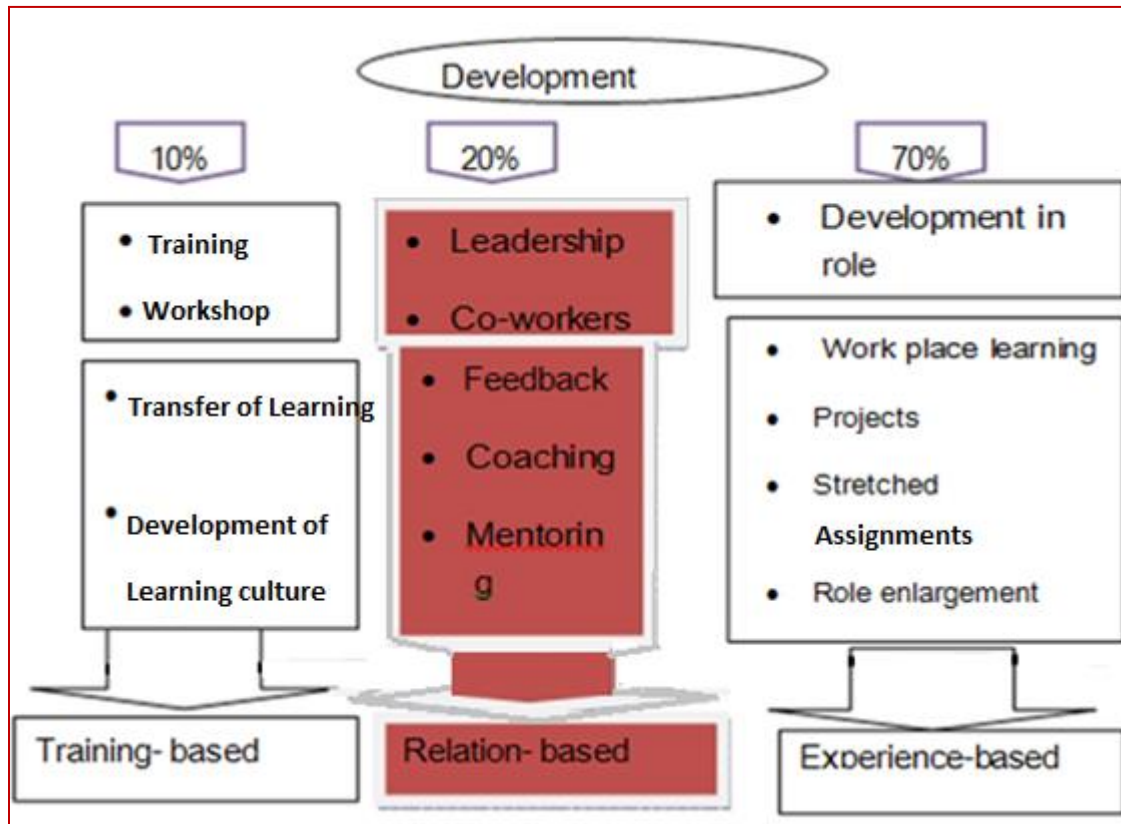


Source: Michale M. Harris (2006)

## 2.5 Components of Human Resource Development

### 2.5.1 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.

### 2.5.2 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 (MichaleM.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 (MichaleM.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 (MichaleM.Harris, 2008).

Michale M. 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. Learns 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 takes place in the workplace, as explained by MichaleM.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 bureau 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.

4. Continuous learning. As MichaleM.Harris put it: 'Learning is not something that requires time out from being engaged in productive activity; learning is the heart of productive activity.

### 2.5.3 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 (Michael Armstrong, 2006):

- 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.

### 2.5.4 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 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 and from experienced managers who are 'wise in the ways of the organization'.

- As explained by MichaleM.Harris (2008), Mentors provide employees with:

    - General help with learning programmes;

    - Advice in drawing up self-development programmes;

    - Guidance on how to acquire the necessary knowledge and skills to do a new job;

- Advice dealing with any administrative, technical or problems of individuals 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.

## 2.6 Definitions Job Satisfaction

Job satisfaction has been defined in a variety of different ways. A general definition of job satisfaction is how much one is fond of one's job (Spector, 1997). Job satisfaction has been defined as an appraisal of one's job (i.e. a cognitive variable), an affective reaction to one's job, or an attitude towards one's job (Spector 1997, Brief, 1998, Weiss & Brief, 2001, Weiss 2002). Weiss (2002) has argued that job satisfaction is an attitude, and research should distinguish the objects of cognitive evaluation such as emotions, beliefs, and behaviors. He argues that previous measures of job satisfaction confound job cognitions with job satisfaction, the former being cognitive evaluations and the latter being affective. Job satisfaction can also be discussed in global or facet aspects (Spector, 1997). Global job satisfaction refers to the overall feeling towards the particular job. Global job satisfaction is a predictor of organizational citizenship behaviors.

One of the major tasks organizational psychologists perform is assessing employee job satisfaction so that organizations can take steps to improve it. Organizational researchers have extensively studied the causes and consequences of job satisfaction since the beginning of organizational psychology (Graham, 1978 and Leonard and Strauss, 1966, and Hanlin, 1982). It is undoubtedly the most studied variable in organizational psychology. Job satisfaction has been posited as a cause of important employee organizational outcomes ranging from job performance to health and longevity (Spector, 2000).Job satisfaction is the affective orientation that an

employee has towards their work. What makes a job satisfying or unsatisfying does not depend only on the nature of the job, but also on the expectations that individuals have of what their job should provide. Satisfied employees tend to be more productive, creative, and committed to their employers (Sarah, 2013).

**2.6.1 Theories of job satisfaction**

Loche's(1976) range of Affect theory as cited by Sarah(2013), suggested that the difference between what we want and what we actually get in the job determines our satisfaction level. It is heavily reliant on how expectations are met and our level of autonomy (and whether we even want autonomy).

**(a) Herzberg's two factor Theory**

Two stage approaches to understanding staff satisfaction was the result of surveying people's reasons for feeling negative and / or positive at work.

**Figure 2.6.1 (a): The motivating and de-motivating factors of job satisfaction**



**Motivators**
-varied work
-sense of achievement
-recognition

**De-motivators**
-poor pay
-company policy
-continual pressure
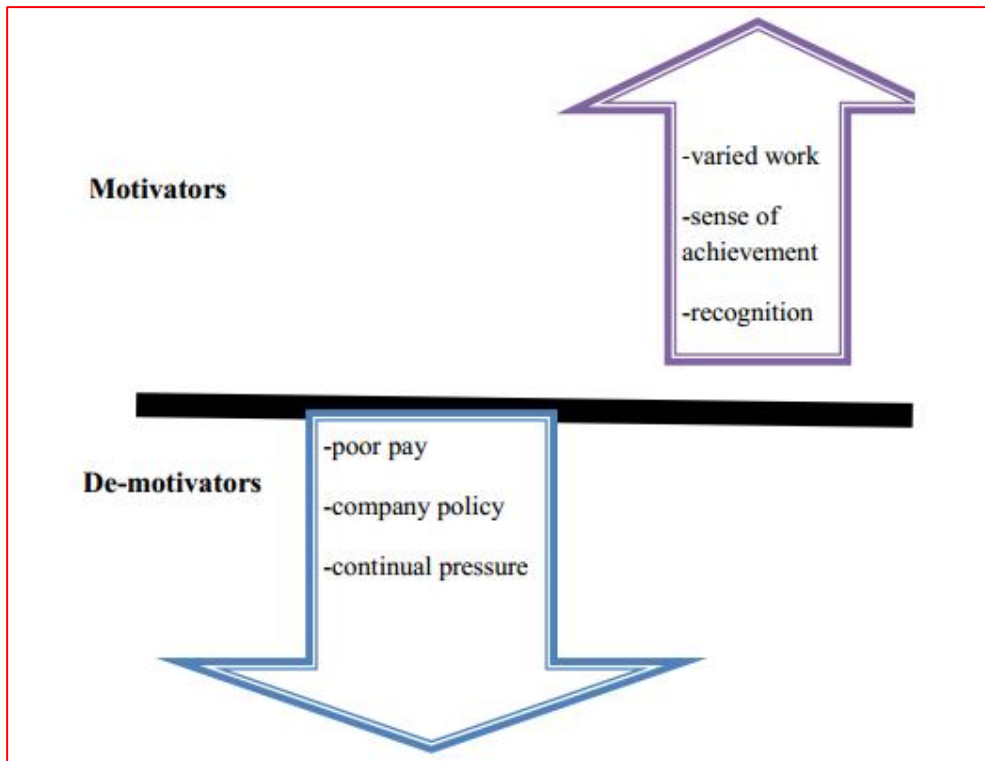
Source: Ambachew Mekonnen (2014) page 22

**(b)  Hack man and Oldham's job characteristics Model**

This model describes 5 core job dimensions that result in 3 critical psychological states which in turn influence outcomes of job satisfaction.

**Figure 2.6.1 (b)：The Job Characteristics Model**

| Job Characteristics | Critical Psychological States | Individual & Outcomes |
|---|---|---|
| ▪ Dealing with Others | ▪ Emotional Dissonance | ▪ Commitment to Supervisor |
| ▪ Work Significance - Self | | ▪ Empowerment |
| ▪ Feedback from Agents (Coworkers &Supervisors | | ▪ Career Maturity, Job & Worker |
| ▪ Emotional Labor | **Categories of Moderators** | ▪ Perceived Improvement – Health & Mental Health |
| | ▪ Identity as a Worker | ▪ Job Strain |
| | ▪ Skill Match | |
| | ▪ Facet Satisfactions | |
| | ▪ Needs Satisfaction | |
| | ▪ Specific Issues for | |
| | ▪ Workers in Vocational Programming | |

Source: Ambachew Mekonnen (2014) page 23

**(C) Dispositional theory**

This theory suggests that our level of satisfaction is 'part of us' and has very little to do with the job that we do. Those of us with lower levels of neuroticism and self-concept   report higher levels of job satisfaction. (Sarah, 2013)

## 2.6.2 Nature of Job Satisfactions

Field's model describes 'push' factors that makes staff dissatisfied and 'pull' factors that conversely make staff more satisfied. Given that main reason staff leaves an organization is due to their level of satisfaction, this model can hold a great deal of personal and organizational significance. This model is more suitable to the current problem in that it sees commitment in wide was the problems addressed are very much related.

**Figure 2.6.2:  Field's job Satisfaction Model**
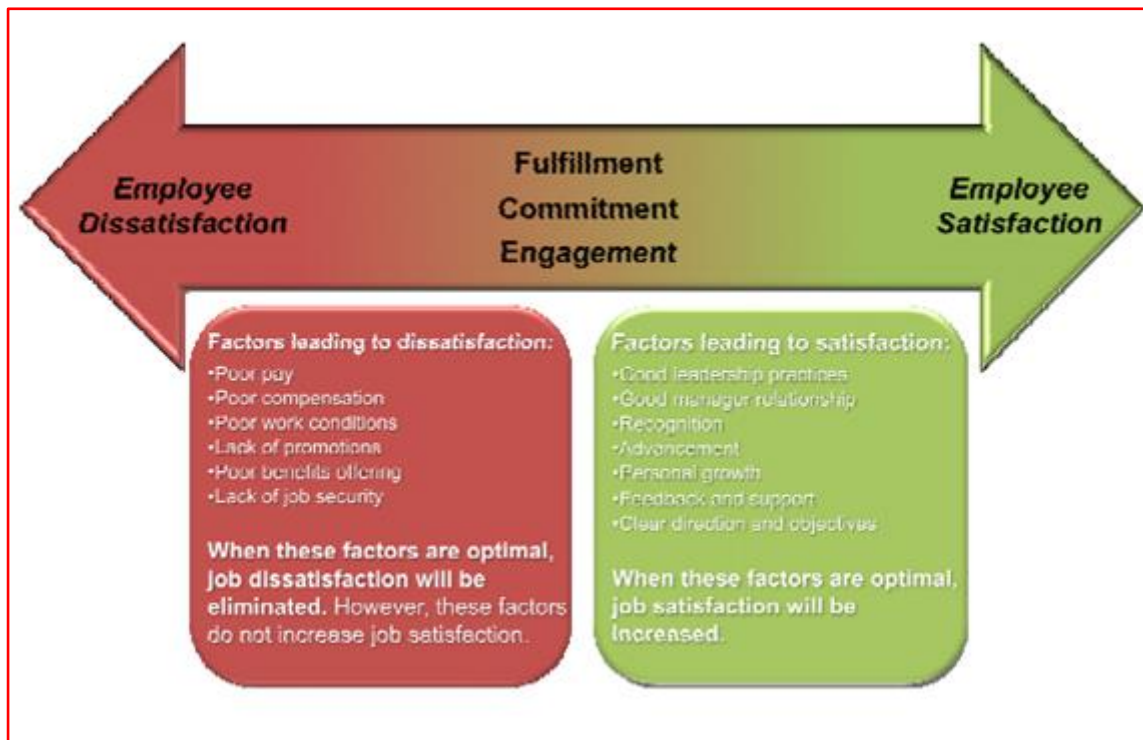


Source:Ambachew Mekonnen(2014) page 24

Here the researcher treated how it is measured, its potential causes, and possible consequences are being discussed. Job satisfaction is an attitudinal variable that reflects how people feel about their jobs overall as well as various aspects of them. In simple expression, job satisfaction is the extent to which people like their jobs; job dissatisfaction is the extent to which they dislike them (Spector, 2000).There have been two approaches to the study of job satisfaction-the global approach and the facet approach. The global approach treats jobs as a single overall feeling toward the job. Many studies assess people's overall satisfaction, and many of the issues discussed in this research reflect this globally. The alternative approach is to focus

on job facets or different aspects of the job such as rewards (pay or fringe benefits), other people on the job (supervisors or co-workers), job conditions and the nature of the work itself (Bruce and Blackburn, 1992).

Although common sense might lead us to expect that a worker who found his job satisfying would produce more than one who was not satisfied, investigations have shown that it is possible for any degree of job satisfaction to be associated with any degree of productivity, that is, a satisfied worker may have low productivity or vice versa(Graham,1978).

### 2.6.3 Factors that Affect Employee Satisfaction

Satisfaction is an important goal for organizations to reach as it has been shown that profitability, productivity, employee retention, and customer satisfaction are linked to Employee Satisfaction (ES). Satisfied, motivated employees will create higher customer satisfaction and in turn positively influence organizational performance. Past research that focused on ES Hooi Lai Wan (2007), established the link between human resource development and organizational performance. Other behavioral theories too suggest that the impact of human development management practices on performance is mediated by ES, commitment and well-being (Hooi Lai Wan, 2007).

However, studies by Marsden and Richardson (1994) as cited in Hooi Lai Wan (2007), revealed that the impact of human capital management practices on ES is rather limited, as evidenced by the way in which new performance related pay schemes have been introduced in many organizations in recent years. Similarly, others studies shows that the impact of HRD itself may be contingent on other factors, such as the age, skill and educational composition of the workforce, or on employees' individual dispositions and orientations to work, or on existing institutional arrangements (Hooi Lai Wan, 2007).

What actually constitutes ES and what factors affect it? A comprehensive review of related literature revealed numerous definitions and factors that affect ES. Though there are variations in the definitions of ES, all agreed that it is a multidimensional concept. Locke (1976) defined ES as ". . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Similarly, Dawis and Lofquist (1984) defined ES as the result of the worker's appraisal of the degree in which the work environment fulfills the individual's needs.

Theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work, if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction. Locke (1976) noted three

"Schools" of thought about causes of ES: physical-economic (physical working conditions), social (supervision and cohesive work groups), and nature of work (mentally challenging tasks, opportunities for mobility within organization, working for supervisors who actively assist their subordinates to address job-related problems and work-related variables).

Research by Goldfarb Consultants (1999) on the private and public sectors in Canada revealed similar results. The study showed that the top five most important factors that influenced 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) than it has to do with attributes that can be measured (amount of time off, benefits, work hours and salary).

As far as the effect of HRD policies on ES is concerned; limited literature on this shows a positive correlation. According to Lee (2000), organizations that invest in HRD are more likely to increase ES. In addition, hen et al. (2004) found that opportunities for mobility within organization and career development programs positively influence ES, professional development and productivity.

### 2.6.4 The Importance of Employee Job Satisfaction

Human beings require high levels of egoistic and self-actualizing need satisfaction from their jobs. The process of growing up involves accepting more and more challenge and autonomy and belonging more independent (Leonard and Strauss, 1966 as cited in Jonathan, Darroux and Thibeli, 2011).Those who don't have those opportunities (in particular those who are unable to express themselves meaningfully through work) never reach psychological maternity. Since the average man spends nearly a third of job doesn't provide challenge and autonomy he may suffer real frustration, with results that are costly both to himself and his employer. Thus, in fact many individuals' have boring; meaningless jobs may lead to sever job dissatisfaction. Companies that do satisfy employees' desires for good

managerial relations, respect, fair and adequate compensation and opportunities for growth and development through training, are reaping benefits (Bruce and Blackburn,

1992).Moreover, the notion that satisfied employees make a difference was spurred by what has been called the ''Third IR,'' which began with the Hawthorne studies of the 1930s calling for a humanization of work place. Designing ''enriched'' jobs that created employee satisfaction, as opposed to providing only a displaying for a day's work, become one part of the work place humanization movement. This movement is based on the premise that ''the work force assures long term productivity if it is well cared for''. This movement presupposes the desirability of having satisfied employees (Hanlin, 1982).

## 2.7 Turnover Intention

Employee turnover has been defined as a permanent movement of the employee beyond the boundary of the organization. Interest in the topic has gained momentum in the recent past among organizational psychologists, economists, and sociologists with different perspectives being adopted to study the phenomenon (Hom&Griffeth, 1995). While the above by large focuses on the behavioral expression of turnover, on the other hand, components of withdrawal cognitions include an employee's thoughts of quitting, intention to search for other employment, and intention to quit the current organization (Dalessio, Silverman, &Shuck, 1986as cited by Sean D. Robinson, 2011).Thus, Turnover intention is defined as an employee's voluntary intent to find a new job with another employer within the next year. Generally, it is accepted that job satisfaction and employee turnover intention are inversely related (Medina, 2012).

An employee needs to be handled very critically and skillfully. Thus, organizations should understand their employees and take care of them in ways that are productive for the organization and beneficial to employee's values. Excessive turnover can provide a very reliable (but not perfect) indication that something is dreadfully wrong in a bureau (Malone, and Petersen, 1979).This implies that the issue either being ignored or treat as insignificant to consider it as a problem. One reason for this is many firms and their management does not realize the extent of their turnover problem. Obviously, if a manager has no idea that a problem exists, he cannot do anything to remedy it. On the other hand, Organizational managers have got mistaken perception that if one employee leaves, it will be replaced with other new entry. But as Malonand and Peteresen (1979) described it, they will

replace it with a less experienced person, which may bring about a corresponding loss of efficiency. This will increase the costs of recruitment and selection, job training, increases accidents, inspection, selection, job training and unemployment.

There is a question that we need to ask here "How turnover costs a bureau? Turnover costs vary widely. Some of the major components of turnover costs involve recruitment, selection ad hiring. Of course, it costs more to recruit a professional or technical candidate than unskilled blue collar workers (Robinson, 2011).Furthermore; most organizations viewed the presence of a long serving group of employees as an indication of internal efficiency. However, with economic liberalization opening up new career horizons for professionals in most industries, and thereby tremendously enhancing their prospects for mobility from one organization to another, turnover has come to be understood as a negative 'spill over' effect of industrial growth. This phenomenon commonly called turnover had been of secondary interest to most researchers but increasingly more and more attention is beginning to pour in this direction. Some employees do not go through the complex decision making process and quit impulsively. It is recognized that other factors not included in the model, such as occupational demand, work orientation, and family situations, may also cause an employee to quit without securing an alternative job (Robinson, 2011).

### 2.7.1 Types of Turnover
Though there are many causes for staff turnover in an organization, all of them have not negative impact on the well-functioning of an organization. Organizations should differentiate between voluntary and involuntary turnovers and take actions on the one that they have control. Voluntary turnovers are those caused by the interest of the employee (e.g.to take job in other organization for better salary) while involuntary turnovers are the decision of management to quit employees from work (e.g. dismissal for gross misconduct). In general, all resignations not formally initiated by employers are voluntary resignations. Voluntary turnovers are further distinguished between functional and dysfunctional turnovers (Schermerhorn, et.al, 2002).

Functional turnovers are the resignation of substandard performers and dysfunctional turnovers are refers to the exit of effective performers. They also classified dysfunctional turnover, which is the most concern of management due to its negative impact on the organization's general

performance, into avoidable turnover (caused by lower Compensation, poor working condition, etc) and unavoidable turnovers (like family moves, serious illness, death, etc) over which the organization has little or no influence. Therefore, management should give special attention to avoidable turnover (Loquercio, et al, 2007).The following chart adapted from Loquercio et al (2007) gives a clear picture of staff turnover ladder.

**Figure 2.7.1: Voluntary Turnover Decision Process**
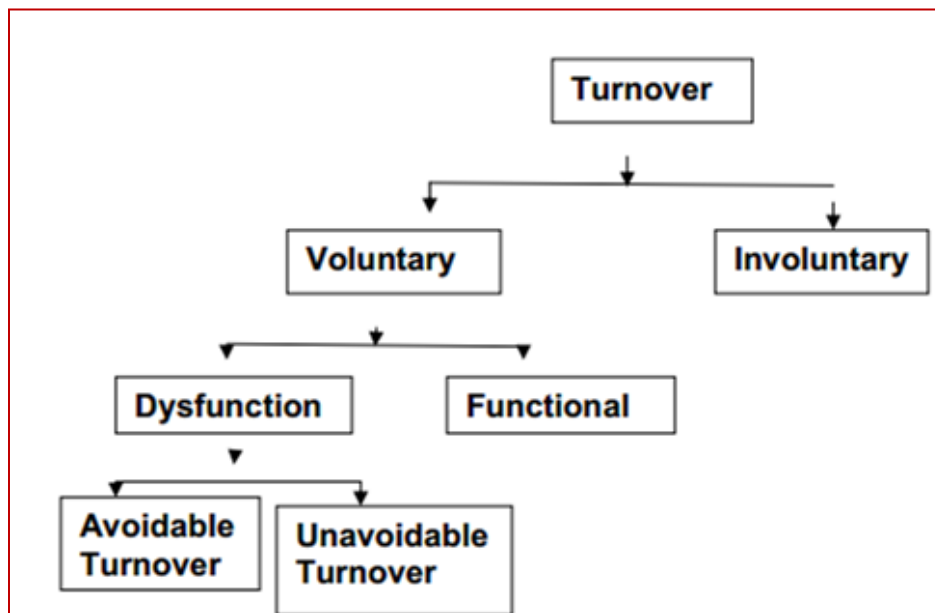


Source: Loquercio, et al, 2007

## 2.7.2 Factors Affecting Employee Turnover Rate

It is believed by literatures that employees make decision for resignation after making some analysis and there is a very wide variety of possible explanations for their voluntary resignations. People become dissatisfied with their jobs for a range of reasons; as explained by Stephen, employees may become bored with the content of job, frustrated by lack of promotion, fed up with their supervisors or irritated by changes in their working environment. In some cases the job may simply fall short of their expectations at the time of appointment. However, Stephen also suggests that, such phenomena are only half the story in most cases, for a resignation to occur the individual concerned must first perceive that there are better opportunities elsewhere and then secure another position (Schermerhorn, 2002).

The following ten steps are the decision process for the voluntary turnover.

a. Evaluate existing job,

b. Experience job dissatisfaction,

c. Think of quitting,

d. Evaluate expected utility of search for a new job and the cost of quitting,

e. Decide to search for alternatives,

f. Search for alternatives,

g. Evaluate alternatives

h. Compare best alternative with present job

i. Decide whether to stay or quit

j. Quit

It is therefore important, when assessing the reasons for turnover and devising remedial plans, to take account not just of employee dissatisfaction, but also of the possible alternatives open to employees, as well as the relative ease with which any such opportunities can be taken up(CIPD,2007).

**2.7.3 Effects of Turnover**

There is some argument in the literature about how far employers should be concerned about turnover levels. Some writers have emphasized the potentially positive effects of a continuous transfusion of fresh blood into the organization. As cited by Stephen Taylor, Careell et al (1975), distinguish between functional and dysfunctional turnover, and suggest that the former serves to promote innovative ideas and methods and can renew a stagnating organization, while Hom and Girffeth (1995) also draw attention to research that has shown functional turnover to be commoner than the dysfunctional form. The net result is an improvement in productivity as poorer employees quit, leaving a higher proportion of good performers to enhance organizational effectiveness. They also note that high turnover gives employers more opportunity to promote and develop valued staffs and reduces the need to make costly redundancy when there is a downturn in business.

Any simple explanation of various causes of turnover would be inadequate. Causes may be broken up into two categories, "extrinsic and intrinsic". The extrinsic factors deal with

situations outside of the individual and are not necessarily job related; whereas, the intrinsic factors are those feeling and attitudes employees which are job related (Medina, 2012). The major extrinsic cause of turnover has traditionally been low wages (of course what constitute "low" is relative).Age and Sex have also been related to turnover. Younger employees and women employees will usually have high turn rates than older employees and male employees (Mallon and Petersen, 1979, Fink, 1992 and Hanlin, 1982). The intrinsic factors are not as important as the extrinsic or psychological factors affecting worker's perception of job and management. The firs factors are responsibility. Some managers seemed to be ordinary busy; the phone was constantly ringing and his Subordinates were dashing up him for his approval on various pieces of work. Hence, in this case, the subordinates' need of responsibility was not being satisfied. The other factor is recognition, was it could be a positive force for reducing turnover, or wrongly used, it can be a negative one for increasing them. A good manager always recognizes the accomplishments of his subordinates. Recognizing who? If misused and use it for wrong employees (poor performer), the bureau will face losing several key people (Medina, 2012; Susan, Mark, Melissa, Michael, 2007).

Final factor for turnover is advancement; in this regard employee likes to know the avenues available for promotion. That is why some companies leaned towards a policy of promotion from within. A wise manager learn understand aspiration of his subordinates and tries give them as much as responsibility as possible as possible in order to develop their potential. A survey made indicated that most employees leave their organization because of lack of opportunity for growth and advancement (Taylor, 1975).Once the causes for turnover determined, the next step is to eliminate them as nearly as possible, this, of course is the difficult part of the process. This requires understanding the physical, security, status and social needs of employees (Hom&Griffeth, 1995).

### 2.7.4 Factors Affecting Employee Turnover

The commonly used formula to calculate a crude turnover rate for any given period is described as shown below by the United Kingdom based Chartered Institute of Personnel & Development (CIPD).,2007 report.

- Total number of leavers over a period    X 100
- Average number of staffs employed over a period.

However, Loquercio, Hammersley and Emmens(2006) suggest that number of leavers should encompasses all leavers, including people who left due to dismissal, or retirement, but it typically excludes those leaving at the end of fixed contract. The main purpose of excluding fixed term employees from the calculation is that it does not indicate the real problem of the organization.

Employees move from one organization to the other and from one industry to the other for different reasons. Sometimes it is the attraction of a new job or the prospect of a period outside the workforce which 'pulls' them like higher salary or better benefits; on other occasions they are 'pushed' due to dissatisfaction in their present jobs to seek alternative employment. Sometimes it is mixtures of both pull and push factors (Schermerhorn, Hunt and Osborn, 2002).

According to the recent research conducted by CIPD in 2007 in UK, push factors play a major role in most resignations than pull factors. CIPD also emphasized that it is relatively rare for people to leave jobs in which they are happy, even when offered higher pay somewhere else.

In general, employees leave on their own stand or they are discharged. Each disjointing of an employee from an organization whether intentional or involuntary is serious problem for the organization. Despite the fact that some degree of staff turnover is tolerable, it affects the well-functioning of an organization if they have surplus turnover. Therefore, human resource management is one of the most important functions that should be carried out with care and consciously in order to motivate staffs for better productivity and serve the organization for long time. The cause of staff turnover should be studied by management carefully. From the control point of view the staff turnover may either be avoidable or unavoidable. They also further elaborated that unavoidable causes are not fault of management but due to other factors which are not under organizations control like

employees personal betterment, domestic affairs such as marriage and pregnancy, illness, retirement, death, etc. and avoidable causes are like employees dissatisfaction with job, low remuneration, long hour of work and poor working conditions, bad relation with supervisors and fellow workers and redundancy of activities (Medina, 2012).

### 2.7.5 Impact of Organizational Commitment on Turnover and Performance

Meyer et al (1989) explain that organizational commitment has been stimulated largely by its demonstrated negative relation to turnover: Committed employees have been found to be less likely to leave an organization than those who are uncommitted. Because turnover can be costly to organizations, commitment is generally assumed to be a desirable quality that should be fostered in employees (pp.152-156).

Moreover, according to Meyer et al (1997) organizational commitment correlates positively with individual and group level of performance and they concluded that, employees who are committed to the organization tend to perform at a higher level than those who are not. (p.152). Balfour and Wechsler (1991) claim that higher levels of performance and productivity result when employees are committed to the organization, take pride in organizational membership, and believe in its goals and values.

### 2.7.6 Relationship between study variables (job satisfaction, turnover Intention and commitment)

It is not irrational to assume that the potency and nature of the commitment someone experiences in a personal relationship informs the manner in which that same person commits to an organization or work group. If an organization were to request that employees direct their efforts toward long-term goals, the message may be better understood by workers who have been engaged in strongly committed relationships over a long period of time (McMahon, 2007).One of the major tasks of organizational Psychologists perform is assessing employee's satisfaction so that organizations can take steps to improve it. According to studies job satisfaction and in fact many constructs have an impact on organizational commitment. In terms of relation job satisfaction have got appositive and significant general effect employees on motivation and job satisfaction (Henry, Casius and Motena ,2013).This relation in which when job satisfaction is higher, it will resulted in Increment of the general satisfaction is evident.

Among many researchers (Marsden, Kallberg, Cook, 1992, and Toby and Catley, 2007).when particular dimensions of commitment viewed, job satisfaction had a significant positive effect on normative commitment and affective commitment while job satisfaction dimensions had no effect on continuance commitment. It is suggested here, that, as job satisfaction levels increases, organizational commitment (affective and normative) increases as well but it does not alter the level of continuance commitment (Gunlu et al, 2009).with regard to turnover, various factors influence turnover through their impact on organizational commitment and job satisfaction, which in turn influence intent to leave, which then leads to voluntary turnover. First, less satisfied and less committed employees think about leaving, look for alternative jobs, are more likely to quit, and do each of these to a greater degree when they believe that desirable job alternatives exist (Cho, D.H and Son,J.M,2012).

**2.7.7Study on job satisfaction, turnover and commitment**
Under this section the researcher treated local (Ethiopian) studies that are related to this research. Though, these are not the only studies conducted, the researcher selected few and presented them logically beginning from criterion variables (job satisfaction and turnover intention) to organizational commitment respectively.

Unless employees are satisfied by their assigned job, the output of the organization will be affected either directly or indirectly (Sebisibe, 2002) Desalegn (2010) also affirms that human resource development can be realized by employees' satisfaction. On this study determinant factors that leading to Ethiopian electric power employees dissatisfaction were identified and measured as to how it affect the entire success of HRD practices. The study finds out that employees are not satisfied because the management's unfair provision of opportunities for quit few sections of employees. In similar study by Abdu (2011) which compares nurses and midwives job satisfaction.

Regarding BPR (processing re-engineering) in Hawassa University teaching Hospital, though, there is no huge gap in the dissatisfaction level of the two job sectors, still they are dissatisfied regarding the way such systems are imposed and implemented. The issue of employee turnover is among the basic managerial decision area, as employees constitute the cornerstone of an organization. One study investigate the nature and extent of employee turnover in case of academic staff of Addis Ababa University, considering the department, professional rank,

gender, and seniority of an employee. The result indicates that in Addis Ababa University, academic staff with a rank of lecturers and female academic staff left the university more frequently during the past five years (Meskerem, 2010).

According to one local study by Yared 2007 that the causes of staff turnover are a combination of factors. Family problems, poor leadership, dissatisfaction with the job, better opportunity in other organizations, dissatisfaction with the area, and educational opportunity are some of the causes. Professional employees' turnover in organizations is more common than other organizations (Asmamaw, 2011).

Finally regarding the studies related to organizational commitment. Many studies indicated important findings. The quality of service delivery of any organization depends on the presence of committed and talented employees. Employees are main sources for organizations in meeting objectives in organizations. Therefore, giving emphasis for employees becomes a big issue particularly for organizations.

In one study, entitled as impact of intrinsic and extrinsic factors of motivation towards organizational Commitment in Private Colleges, affirms that instructors in private colleges were satisfied with intrinsic factors of work such as opportunity for achievement, challenging work, responsibility, and opportunity for growth and development. On the other hand, instructors were generally dissatisfied with extrinsic content of work such as salary, fringe benefits, incentives, job security, opportunity for training, and post-employment security. Moreover, there was also structural inequity which is a perception of employees that they are required to do too much work for small pay. Consequently, employees were not committed to their organization which implies the availability of high turnover and lower performance (Birhanu, 2007).

# CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

## 3.1 Research Methodology

The primary focus of this chapter is to provide an overview of the research methodology used to investigate the research problem. It covers the research design, source of data, population, sampling method, data collection procedure and methods of data analysis in relation to the assessment of human resource development practice, satisfaction and turnover the case of Addis Ababa Roads and Transport Bureau

## 3.2 Research Approach

This study used both the qualitative and quantitative data collection methods. Qualitative and Quantitative researches provide both an in-depth look at context, processes, and interactions and precise measurement of attitudes and outcomes. In this mixed method the presentation of the results can be convincing and powerful (Marguerit, Dean, & Katherine, 2006).

This method was used in the different phases of the research to obtain a variety of information on the same issue and use to obtain a higher degree of validity and reliability through deeper analysis.

## 3.3 Research Design

This research calls for examining the assessment between human resource development practice, employee satisfaction and employee turnover in Addis Ababa roads and transport bureau on sustainable development activities. Accordingly, the researcher decided to employ a descriptive survey method. The researcher selected a descriptive method because the study was intended to make detailed description and analysis.

As explained by Best and Kahn (1999:114) a descriptive survey method is concerned conditions that exist, opinions that are held, process that are going on and effects that are evident or trends that are developing. This method also helps to gather data from a relatively large number of cases within a limited period of time. Besides, this method is appropriate for analyzing the prevailing conditions and particular trends that are developing.

### 3.4 Research Methods

**3.4.1 Target Population**

The target population of this study is employees of Addis Ababa Roads and Transport Bureau. Who are working in main office in the job category of management team, and social workers consists of 1126 personnel.

**3.4.2 Sampling techniques and sample size**

The population includes those employees who are working in Addis Ababa Roads and Transport Bureau. As of July 30, 2016, the total population size i.e. number of management team, employees of the Bureau in Addis Ababa Roads and Transport Bureau was 1126.

It is very expensive in terms of money and time to collect data from all these employees, so that the researcher has to determine sample which is representative for the total population. Yamane (1967:886) provides a simplified formula to calculate sample sizes of finite population, which is used to determine the sample size for this study paper. A 95% confidence level was assumed for this formula to determine the sample size, at e=0.05.

The sample size is determined by the following formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where "n" is the required sample size," N" is the population size and "e" is the level of precision.

Applying the above formula,

$$n = \frac{1126}{1 + 1126(0.05)^2} = 295$$

Hence the sample size of the study is 295 employees from Addis Ababa Roads and Transport Bureau.

Among these 295 sample size the researcher selected 145 for questionnaires, 20 respondents for interviews and 130 for focus group discussion in ten separated groups purposely, because the selected respondents are assumed to be good in generating relevant information for the designed data collection tool types.

### 3.5 Data Collection Technique and Procedure

The combination of primary and secondary data sources were used to undertake the study informative. The primary data were collected from, management bodies and employees of AARTB using Interview, Questionnaire, and Focus group discussion and unscheduled site observation. The researcher also used secondary sources, which contain data related to the topic under study, the implementation plan, annual review, official report, policy frameworks, strategies and guidelines as well as relevant literature human resource development principles employee satisfactions and employee turnover.

In order to obtain relevant data about the study the researcher employed questionnaire as a major tool of data collection. The questionnaire was preferred for it enables to gather data about situation, practices and problems from large number of respondents within a relatively short period of time therefore 145 employees are selected purposely whom the researcher thought may give accurate response to the distributed questionnaire.

According to Patton (1987;11) an interview guide is a list of questions or issues that are to be used in the course of an interview and it provided topics or subject areas about which the interview is free to explore, probe and ask questions that will elucidate and illuminate that particular subject. Thus, 20 interviews were employed with purposely selected managements and Department heads to generate and obtain relevant information. The data obtained were qualitatively analyzed and triangulated with quantitative ones, where appropriate. Besides, documents review (project implementation plan, impact evaluation report) was made to enrich the qualitative data.

According to Patton (1987; 70) an important source of qualitative data evaluation is direct, first - hand observation of the program. The main advantage of observation is its directness moreover, data collected by observation may describe the observed phenomena as they occur in their natural setting" (Nachmias,1992;192).Therefore, the observation for this study was planned in order to have better understanding about the sustainable development activities provided by the sub city for the public. The observations were focused on the physical environment of the activities, how employees are welcomed and involved in bureau and other related issues.

Focus group discussion (FGD) was conducted in such a way that after having the necessary data from the key informants through interview, unclear ideas and information related to the subject under study were further reviewed. Therefore, totally 10 focus group discussions were held to this study. In each focus group discussion 13 participants were selected purposely as they are well informed to the issue under study. According to Krueger and Richard (1994), participants who were not included in questionnaire and interview got the chance to be selected.

### 3.5.1 Data Analysis techniques

Before the analysis, the data gathering questionnaires were tabulated and analyzed quantitatively. Information generated from respondents by using interview was organized, summarized, analyzed qualitatively. To analyze the quantitative data percentage was used. Moreover the information gathered by the use of observation and interview guides was transcribed and summarized using narrative. Finally, the qualitative data were triangulated with the quantitative data obtained by using questionnaires.

### 3.6 Validity

The questioner used for this study is structured in four parts: the first parts were demographics, the second one is HRD practice, the third one is job satisfaction, and the last was turnover parts again which was adopted from different scholars that is sited on literature and satisfaction with some modification and checked using pilot test. Reliability is one of the major criteria for evaluating research instruments' questioner will make instrument valid. And also export opinion was given on the instrument by the research advisor to improve its validity.

### 3.7 Reliability

Internal reliability of the questioner was checked by conducting a pilot study on 25 respondents and the result (0.87) shows a highly reliable instrument.

### 3.8 Ethical considerations

In the first place, the department approved the thesis proposal. In addition, the researcher followed logical procedures in every stage of data collection processes. Accordingly, the respondents were introduced about the purpose of the study then informed consent from the respondents and responsible officials of the sector bureaus covered by the study was obtained to discuss with and interview them about the subject under study. Therefore, on the basis of these ethical principles, efforts were made and confidentiality would be assured and kept throughout the process of this research work.

# CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

## 4.1 Results and Discussion

This chapter illustrates characteristics of the studied population, analysis and interpretation of the data collected. The analysis and interpretation are given after each table. The chapter begins with describing the response of management of the bureau according to the questions presented in the Interview session, and then the primary data from the questionnaire and the evidence from the secondary data was analyzed and interpreted accordingly to generate a meaningful result.

## 4.2 Characteristics of the Respondents

The total population of the target organization is 1126 among the total population (145) sample respondents were selected for filling the questionnaires techniques. As the table below shows among the entire sample size 145 questioner 127 (87%) of the target samples responded to our distributed questionnaires.

**Figure 4.1: Total number of questionnaire distributed, returned and unreturned.**



| | Total distributed | Returned | Unreturned |
|---|---|---|---|
| Number | 145 | 127 | 18 |
| % | 100% | 87% | 13% |
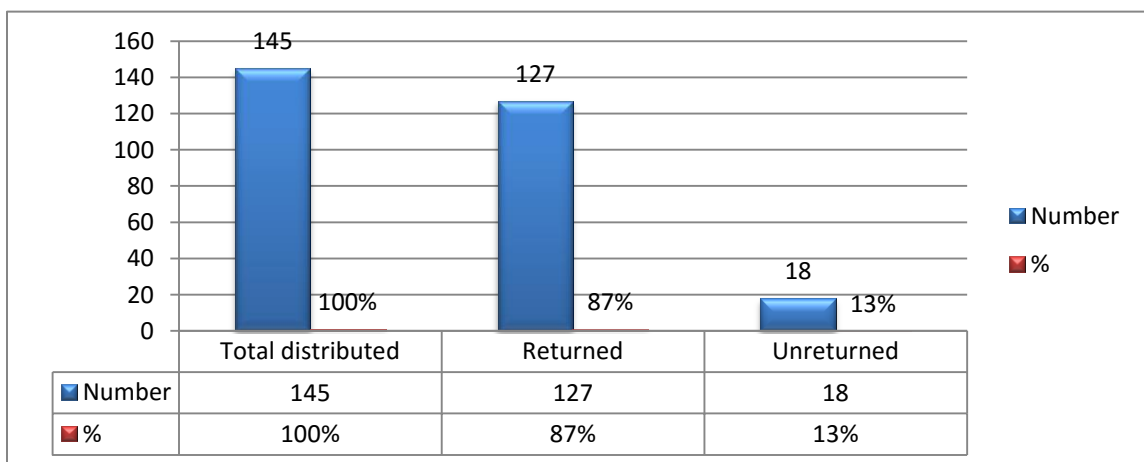
## 4.3 Views of the management on Employee Turnover

In this subsection, the results of the interview made with the manager of the Personnel Administration on issues related to intensity, reason, causes of employee turnover and retention mechanisms by Addis Ababa Roads and Transport Bureau to tackle the problem are presented .The results are important in providing comparison on what management think as causes of employee turnover and what employees perceive as causes of turnover at Addis Ababa Roads and Transport Bureau.

### i. Reasons for termination

The Management of Addis Ababa Roads and Transport Bureau is aware-of the mobility of skilled manpower which occurs at a significantly higher rate which has caused an operational disruption. As per the view of the Personnel Administration Manager, the organization is losing its skilled manpower mostly to other private organizations where the compensation system is higher than Ababa Roads and Transport Bureau.

Even though no exit interviews were made when employees leave the organization, management tried to understand the reason for termination via the application letter employees submit when they resign. But the researcher has tried to look at 226 employee personal files that resigned during the last two years (2015-2016) and found out that 106 employees terminated their job without submitting resignation letter. These employees simply quit their job without informing the Bureau. On other hand the remaining employees (90 in number) who submitted letter of resignation, seventy percent of them stated no reason why they are quitting their job. The remaining (30 employees) submitted resignation letters contained reasons such as educational opportunity and family problem.

The Personnel Administration Manager also said that there is equal opportunity for promotion and development for all employees in the organization .Whenever there is vacancy, it is posted on a notice board where everyone can see and a telegram is sent to districts so that employees working in the districts can also apply and compete for the vacancy. According to him, the basic criterion for promotion was the performance evaluation of that individual employee. Through this, employees' contribution to the achievement of Addis Ababa Roads and Transport Bureau's

objective, especially those of the top performers was recognized by promoting them. Due to the failure of the result oriented performance evaluation method the performance of the employees in the Bureau has not been evaluated since last three to four years and as a result the organization these days has resorted to seniority as the basic criteria for promotion. The manager feels that the compensation system of the organization is poor despite efforts made to revise the salary scale of Addis Ababa Roads and Transport Bureau in 2015.The main reason according to him that employees are leaving the organization, is due to the poor salary employees get. Most of the organizations that the ex-employees joined have a very attractive salary and benefit packages.

In relation to the relationship between management and employees, he believes that there is smooth relationship between management and employees as there is no dispute or grievance raised to the administration attention by the employees. As the number of employees is large, the communication system between management and employees is through the labor union. Apart from this any employee who wishes to communicate with the management has to follow a certain procedure.  The manager also stated that the organization has no formal orientation program for new employees. This task is left to the sections and departments of the organization but they have no feedback whether sections and departments orient the new employees or not.

## ii. Turnover Rate

As indicted in Graph 4.2 below, during the period 2012 to 2016 the Ababa Roads and Transport Bureau recruited a total of 353 employees. The turnover rate in the year (2016) is high in amount compared to the other years under review. The rate of employee turnover in the years under review are 66, 31, 86, 76 and 94 percent respectively.

As it is explicitly seen from the collected data the Bureau has employee retention problems and the Human resource Development practice is not functioning well in the organization.  From this we can conclude that Addis Ababa Roads and Transport Bureau have a potential problem on retaining skilled employees within the organization.

This information is also helps us to conclude the problem on Human resource management is persistent and continual.  This information from the secondary data found from the Human

resource development office report is also justified by the response of the respondents that was analyzed and discussed briefly in Item two of the turnover Part.

**Figure 4.2:  Employment and Turnover statistics**



| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| employed | 41 | 54 | 70 | 65 | 180 |
| terminated | 66 | 31 | 86 | 76 | 94 |
| years | 2012 | 2013 | 2014 | 2015 | 2016 |
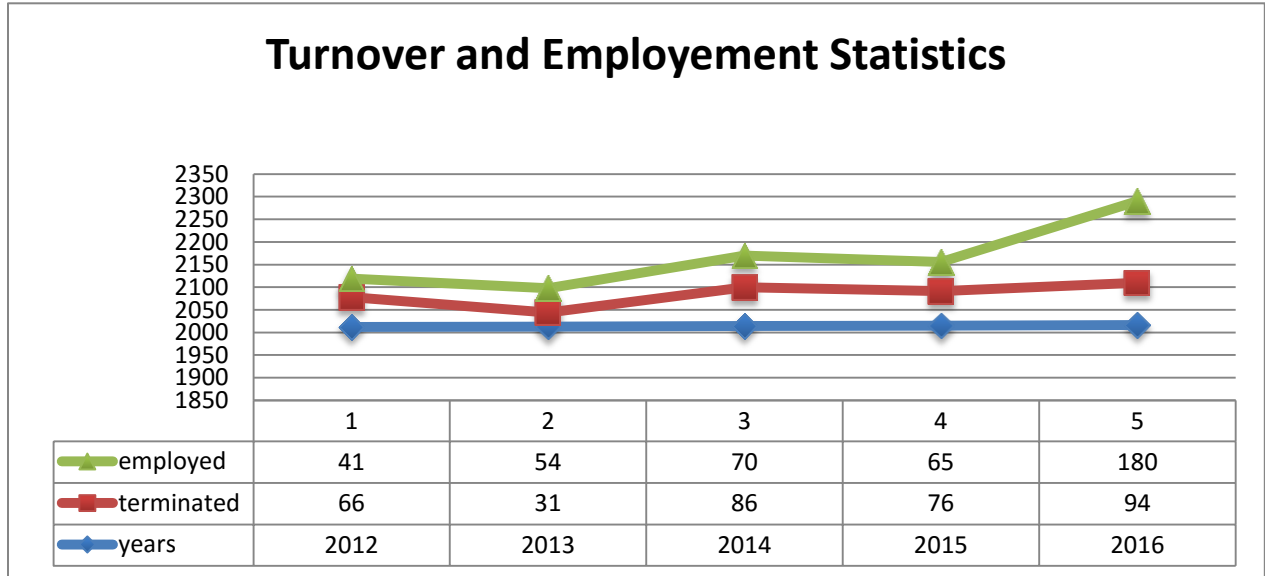
*Source: Human Resource Management Report of the bureau 2016*

**4.4 Analysis of the Questionnaire and Secondary Data**

**4.4.1 Age Categories of the Respondents**

**Figure 4.3: Age Categories of the Respondents**



**Age Catagories of the Respondants**

| | < 25 | 24-35 | 35-44 | 45-54 | > 55 |
|---|---|---|---|---|---|
| ■ Male | 27 | 122 | 71 | 24 | 9 |
| ■ Male Percentage | 11% | 48.2 | 28.10% | 9.00% | 4% |
| ■ Female | 22 | 13 | 5 | 2 | 0 |
| ■ Female Percentage | 52.00% | 31% | 12% | 5% | 0% |
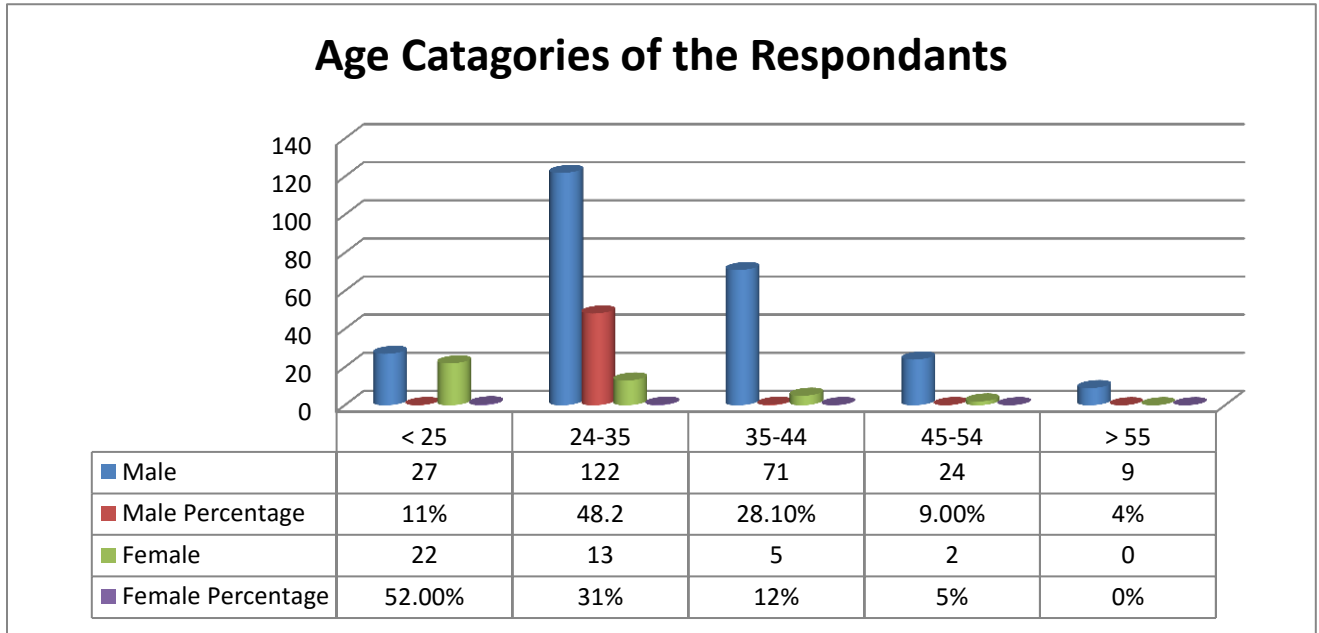
*Source:   human resource management department of the bureau*

Figure 4.4 illustrates more than half (79.2 %) the respondents in which the questionnaire were distributed was within the age of 24-35. Therefore the researcher believes that the bureau (Addis Ababa Roads and Transport Bureau) constitutes with a good working age of employees for increasing its productivity if a good human resource management practice have been implemented.

**4.4.2 Human Resource Development Practice**

**Table: 4.3.2:   Human Resource Development Practice**

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 1.  The Bureau has human Resource Development Policy and Strategy? | Strongly Agree | 07 | 5.51% |
| | Agree | 05 | 3.94% |
| | Disagree | 28 | 22.05% |

| | | | |
|---|---|---|---|
| | Strongly Disagree | 84 | 66.14% |
| | No Comment | 03 | 2.36% |
| | Total | 127 | 100% |

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 2. The Bureau has active program to upgrade employees knowledge and skills | Strongly Agree | 00 | 0% |
| | Agree | 07 | 5.5% |
| | Disagree | 33 | 26% |
| | Strongly Disagree | 80 | 63% |
| | No Comment | 07 | 5.5% |
| | Total | 127 | 100% |

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 3. Employees have equal access to all job related training opportunities? | Strongly Agree | 01 | 0.79% |
| | Agree | 02 | 1.57% |
| | Disagree | 77 | 60.63% |
| | Strongly Disagree | 31 | 24.41% |
| | No Comment | 16 | 12.6% |
| | Total | 127 | 100% |

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 4. Is there fairness and Openness during Employee Training selections? | Strongly Agree | 08 | 6.3% |
| | Agree | 13 | 10.24% |
| | Disagree | 23 | 18.11% |

| | Strongly Disagree | 77 | 60.63% |
|---|---|---|---|
| | No Comment | 06 | 4.73% |
| | Total | 127 | 100% |

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 5. I am given the training and support I need to do my job effectively | Strongly Agree | 07 | 5.5% |
| | Agree | 11 | 8.7% |
| | Disagree | 60 | 47.2% |
| | Strongly Disagree | 39 | 30.7% |
| | No Comment | 10 | 7.9% |
| | Total | 127 | 100% |

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 6. I have a colleagues who impresses me with motivate ideas, support and resourcefulness | Strongly Agree | 03 | 2.4% |
| | Agree | 10 | 7.9% |
| | Disagree | 45 | 35.4% |
| | Strongly Disagree | 67 | 52.8 |
| | No Comment | 02 | 1.5% |
| | Total | 127 | 100% |

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 7. My Manager is available when I need him/her | Strongly Agree | 00 | 0% |
| | Agree | 05 | 3.8% |
| | Disagree | 57 | 45% |

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| | Strongly Disagree | 65 | 51.2% |
| | No Comment | 00 | 0% |
| | Total | 127 | 100% |
| Item | Response | Frequency | Percentage |
| 8. I am provided with adequate opportunities for promotion | Strongly Agree | 01 | 0.8% |
| | Agree | 02 | 1.6% |
| | Disagree | 77 | 60.6% |
| | Strongly Disagree | 31 | 24% |
| | No Comment | 16 | 13% |
| | Total | 127 | 100% |

As indicated from Item one and Item two of the table above (Table: 4.3.2) the respondents response on either there is any human resource development policy and Strategy of the Organization or not? Almost 88.19% of them said that there is no any Human Resource Management policy and strategy document within their organizations. But during the interview session with the management they said that they have strategic document in the organizations they are commanding, however they were not cooperative to show the respondent. From these findings the researcher assumed there might not be perfect Human resource development policy and strategy document or they are negligent to introduce the document for their employees. On the other hand the respondents express their feeling on Item of the same table strengths their response on Item One.

Item two of the same table presented the respondents with a question saying that about the entire available active program to upgrade the employees' knowledge and skills only 5.5% of the respondents responded that the bureau is offering active training to enhance knowledge and skills of the employees. On the other hand the remaining employees reflected that the bureau is not offering any means of training to empower the employees with knowledge and skills.

Item three and Item four from the above table were interrogating the respondents on human resource development Practices mainly the selection process of the training for all employees of the organizations. Based on the presented questionnaire 77 (60.63%) of the respondents reacted to Item three contradiction to the equal access to all job related training opportunities within the organization. on the other hand the same numbers of employees (60.63%) strongly disagreed that there is Open and fair training selection with in Addis Ababa Roads and Transport Bureau. From this the researcher concluded that the Target organization has gaps in Human resource development practice Implementations.

From the above table (Table: 4.3.2) containing Item five and six for the Human Resource and Development Practice part 45.2% and 30.7% of the Respondents Reacted Disagree and Strongly Disagree respectively by saying that they are not given any kind of job training that will help them to perform their jobs effectively. 35.4% and 52.8% of the employees also said that there are no co-workers who impress them with motivating idea, support and resourcefulness within the organization. From this the researcher assumed that there is no any collaboration and integrated systems that helps employee of the organization to share expertise and work experience among them. From the finding it is also clear that Addis Ababa Roads and Transport Bureau do not give job trainings to enhance its employee productivity in their assigned job titles.

Among the 127 employees almost 57(45%) and 65(51.2%) of the employees responded by disagreeing and strongly disagreeing to Item seven which interrogates about the interaction between the Management and Employees of the Organizations. In parallel 84.6% of the employees disagree on Item eight that the organization managements are not implementing adequate opportunities for employee promotions. This issue was also was also reflected on focus group discussion session in all groups that the relationship among employees and the management staff is not working well within the bureau. From these findings the researcher concluded that the Addis Ababa Roads and Transport Bureau management have gap in creating smooth relationship among the employee themselves and with the management bodies.

### 4.4.3 Job Satisfaction

**Table4.3.3: Job Satisfaction**

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 1. Does the HR Development Practice helped me for the job I am assigned? | Extremely Satisfied | 08 | 6.3% |
| | Satisfied | 13 | 10.2% |
| | Dissatisfied | 23 | 18.2% |
| | Extremely Dissatisfied | 77 | 60.6% |
| | Neutral | 06 | 4.7% |
| Total | | 127 | 100% |
| Item | Response | Frequency | Percentage |
| 2. Does the Training added values as compared to my previous knowledge and skills? | Extremely Satisfied | 00 | 0% |
| | Satisfied | 07 | 5.5% |
| | Dissatisfied | 33 | 26% |
| | Extremely Dissatisfied | 80 | 63% |
| | Neutral | 07 | 5.5% |
| Total | | 127 | 100% |
| Item | Response | Frequency | Percentage |
| 3. Do you feel comfortable enhancing the organizational performance after you take any Training | Extremely Satisfied | 02 | 1.6% |
| | Satisfied | 10 | 7.9% |
| | Dissatisfied | 31 | 24.4% |
| | Extremely Dissatisfied | 77 | 60.6% |
| | Neutral | 07 | 5.5% |
| Total | | 127 | 100% |
| Item | Response | Frequency | Percentage |
| 4. The amount of Independent thought and action I can exercise in my Job | Extremely Satisfied | 05 | 3.94% |
| | Satisfied | 10 | 7.9% |
| | Dissatisfied | 29 | 22.83% |
| | Extremely Dissatisfied | 77 | 60.6% |
| | Neutral | 06 | 4.72% |
| Total | | 127 | 100% |

Table: 4.3.3 illustrates all the Items presented for Job Satisfaction related questions. As the table above states the training given to the employee in relation to their assigned job only 8(6.3 %) and 13(18.2%) of the respondents said that the training they got helped them for the job they are assigned. While 100 (78.8%) of the employee extremely and partially dissatisfied the Item. The remaining 4.7% of the respondents remain silent. From this the researcher understands that only selected employees of the organization are beneficiaries of training available to the organizations. This information also supported by Item two of the same table questioning about the value added to the employee's performance after they took certain kind of training. Based on the Item findings the no responds reacted to Item two.

On the other hand 103(89%) of the respondents extremely and partially dissatisfied on Item two, having these information's from the findings the researcher generalized trainings given to the organization employee is not per the human resource development practices. Item three and four in table 4.3.3 presented question for employees about their motives and independent thoughts to increase productivity of the organization after they took certain kind of training. The 31 (24.4%) respondents reacted they are not even happy if the organization offer them job trainings and 77 (60.6%) they do not have independent thoughts and actions to exercise and translate the training they took. From these findings the researcher assumed that Addis Ababa roads and transport bureau working environment and culture is not comfortable for the and convenient for the employees of the bureau which might resulted in high turnover rate in the future if the top management are not revising the human resource development practices and the organizational cultures.

**4.4.4 Employee Turnover**

**Table: 4.3.4: Turnover**

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 1. What is your Passion about the Current Job Position and incentives? | Extremely Satisfied | 02 | 1.57% |
| | Satisfied | 10 | 7.9% |
| | Dissatisfied | 28 | 22.02 |
| | Extremely Dissatisfied | 81 | 63.8% |
| | Neutral | 06 | 4.72% |
| Total | | 127 | 100% |

Table 4.3.4 presented about the relationship of employee assigned job position and related motivational incentives available to retain them within the organizations. According the questionnaire result, Item One of these part 109 (86%) of the respondents dissatisfied that the organization don't offer them any type of motivational incentives. From these findings the researcher concluded that the organization have gaps motivating its employees in every level of their assigned job.

| Item | Response | Frequency | Percentage |
|---|---|---|---|
| 2. What is your attitude towards the Human Resource Development Practices in your Organization? | Extremely Satisfied | 00 | 0% |
| | Satisfied | 07 | 5.5% |
| | Dissatisfied | 33 | 26% |
| | Extremely Dissatisfied | 80 | 63% |
| | Neutral | 07 | 5.5% |
| Total | | 127 | 100% |

Item 2 of table 4.3.4 below interrogates the respondents what is their attitude towards the human resource development package in their originations and 33(26%) and 80(63%) of the respondents dissatisfied and extremely dissatisfied on the organizational Human resource development practices. From this the researcher assumed that almost 89% of the employees are not happy in the organization and only stay there till they find a better job opportunity and vacancies.

# CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

## 5.1 Summary of finding

The researcher tried to assess the Human Resource Development practice on employee satisfaction and turnover in AARTB. The researcher used mixed research approach (qualitative and quantitative ) and both primary and secondary data are used for the research purpose .The research revealed the following result, in the case of the human resource development practice  there is no any collaboration and integrated systems that helps employee of the organization to share expertise and work experience among themselves ,the Bureau management have gap in creating smooth relationship among the employee themselves and with the management bodies ,  Even if the Bureau have HRD strategy It is found that  the managements are negligent to introduce the document for their employees , only selected employees of the organization are equal Access to job related training  and the Bureau does not give job trainings to enhance its employee productivity in their assigned job titles. In the case of the employee satisfaction  trainings given to the organization employee is not per the HRD practices and the Bureau's working environment and culture is not convenient for the employees this will resulted in high turnover rate in the future if the top management are not revising the HRD practices and the organizational cultures. Finally , in the case of employee turnover  the researcher concluded that the organization have gap in  motivating its employees in every level of their assigned job and almost all employees are not happy in the organization and only stay there till they find a better job opportunity and vacancies.

## 5.2 Conclusion

Based on the main findings above, the following conclusions are drawn.

- The organization does not provide any orientation to new employees which may create reality shock on employees as they join the Bureau that in turn causes early employee resignation.

- Management is aware of the high skilled manpower turnover it is facing but has only associated the cause to only the poor compensation system the Bureau has.

- Most of the employee respondents are found to be male, single and had been in the organization for less than two years.

- Addis Ababa Roads and Transportation Bureau (AARTB) conduct formal selection and recruitment procedure but do not give orientation to the new employees and majority of respondents strongly believe that orientation is necessary.

- The majority of employee respondents' expectations before they join the Bureau have not been met after they were employed.

- Though the management of Addis Ababa Roads and Transportation Bureau (AARTB) believes in training, but most of the employees did not receive training in relation to their job.

- The majority of the respondents do not have any information with regard to career ladder and disciplinary procedures.

- Most of the employee respondents disagree with the communication system between management and employees being properly laid down and management recognition of employees' contribution to the Bureau.

- The majority of employee and respondents do not have any information with regard to the way the organization is run, changes in staffing and financial matters including budgets.

- Most of the employee respondents disagree with sharing many of the values of the Bureau; do not feel loyal to the Bureau; and lack feeling of belongingness in Addis Ababa Roads and Transportation Bureau (AARTB).

- Training and development programs are not given to the employees as much as it is claimed by the management.

- The compensation system and benefit packages of the Bureau are not that much attractive when compared to the market.

- The mismatch between person and organization and the difference in culture of employees and the Bureau is evidenced which cause employees to quit their job.

- Employees working in Addis Ababa Roads and Transportation Bureau (AARTB) acquaint themselves with their job, workgroup and the bureau culture through non programmed effort. Therefore the Bureau has failed to use widely known systematic methods of socialization in work settings.

## 5.3 Recommendation

On the basis of the findings derived and conclusions drawn with regard to the skilled manpower turnover, employee satisfaction ,HRD practice in Addis Ababa Roads and Transportation Bureau (AARTB), the following recommendations are made with the hope that implementation would alleviate or the identified problems.

- The organization should revise its compensation system according to market. Competitive compensation packages can signal strong commitment on the part of the bureau, and can therefore build a strong reciprocal commitment on the part of workers.

- The Bureau should attach reward systems based on effective service so that top performers can be rewarded better than others to motivate and retain them.

- The Bureau should give Training and Development as much as possible to increase the retention rate through well-developed and need based training programs.

- How companies recruit and how they provide orientation foundation in the first days of the job can be of crucial importance to keeping workers over the longer term. The Bureau should give new employees orientation with regard to their work, work group and organization culture during recruitment.

- The Bureau should emphasize the importance of providing "realistic job previews" to potential employees. These previews provide potential new hires with more than just a cursory glance at bureaus' operations, providing the candidate with enough information to make a decision about whether it is the right workplace for her or him.

- The Bureau should design the jobs so that it allows employees greater autonomy on the job, presenting more interesting challenges, or increasing the diversity of tasks.

- The management should examine and improve the existing HRD policy and procedure on promotion opportunity which can guarantee employees ongiving priority for internal staff to compete on vacant position before announcing to external applicants.

    o Fairness of promotion opportunity and Transparency of promotion function.

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# Appendices: Research Questionnaires

# ST.MARY UNIVERSITYSCHOOL OF GRADUATE STUDIES

## Masters of General Business Administration (GMBA) Program

Dear Respondents: - I would like to express my sincere appreciation for your generous time and honest and prompt responses. The objective this questionnaire is designed to collect information about the level of employees' satisfaction and turn with the Bureau'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 University for completing my MBA.

**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 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!!!

**I. Basic Information**

1. Sex:          a) Male      b) Female

2. Which of the following age categories describes you?

a) Under 25     b) 25-34          c) 35-44          d) 45-54          e) 55 and above

3. Number of years you have worked for the Bureau (in years)

a) 0-4          b) 5-9          c) 10-19          d) 20-30          e) 30 years or more

4. How long have you worked on your current job? (In years)

a) 0-4          b) 5-9   c) 10-19          d) 20-30          e) 30 years or more

5. Educational Qualification:

  a) High school graduate    d) Technical school graduate

  b) College Diploma     e) BA/BSC Degree

  c)  Master's Degree  f) PhD

Other (please state_____

6. Your field of specialization for you highest educational status_____

7. Current position (job) in the Bureau _____

8. In which department are you currently working? _____

9. Do you think you assigned in your profession?

  a) Yes     b) No

10 Have you been given training for the last one year?
  a) Yes     b) No

11. Have you ever been sponsored by the Bureau to attend any training or educational

  a) Yes     b) No


II. **Questions related to HRD practices**

| NO | | Strongly agree | Agree | Disagree | strongly disagree | Not sure |
|---|---|---|---|---|---|---|
| 1 | The Bureau has human resource development policy and strategy | | | | | |
| 2 | Is each human resource development practice aligning with core functional unit? | | | | | |
| 3 | The training was effective in providing the Bureau's performance in service deliver | | | | | |
| 4 | Does a Bureau provide a good job of training/skill building I need to improve my job performance | | | | | |
| 5 | The Bureau human resource development practice trainee selection was free and fair | | | | | |
| 6 | I am given the training and support I need to do my job effectively. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | High priority is given to providing appropriate training. | | | | | |
| 8 | Bureau has good internal facility for training provision. | | | | | |
| 9 | The Bureau has active programs to upgrade employees' knowledge and skills. | | | | | |
| 10 | The Bureau does a good job of supporting employees to improve their Educational level | | | | | |
| 11 | The Bureau's training and development programs focus only in some work units | | | | | |
| 12 | The bureau does a good job of providing opportunities for development and growth for all employees | | | | | |
| 13 | Employees have equal access to job-related training opportunities | | | | | |
| 14 | I am provided with adequate opportunities for promotion. | | | | | |
| 15 | The Bureau training and development programs improve my chance for promotion. | | | | | |
| 16 | There are people to whom I can go for help when I have work related problems. | | | | | |
| 17 | My manager provides me with the appropriate amount of guidance. | | | | | |
| 18 | My manager is available when I need him/her. | | | | | |
| 19 | My manager assists me to identify my training needs. | | | | | |
| 20 | My manager encourages my professional development. | | | | | |
| 21 | My manager encourages me to improve my educational level. | | | | | |
| 22 | My supervisor advices me how I can develop my career within the corporation | | | | | |
| 23 | I have colleagues who impress me with their innovative ideas, energy and resourcefulness. | | | | | |
| 24 | My work is intellectually stimulating and challenging. | | | | | |

## III. Questions related to Job Satisfaction

| | | Extremely Satisfied | Satisfied | Neural | Dissatisfied | Extremely not satisfied |
|---|---|---|---|---|---|---|
| **1** | Does the HR Development practice (short and long term training) help me for the job assigned? | | | | | |
| **2** | Was the training well studied, professional and enjoyable during the session? | | | | | |
| **3** | Does the training added values as | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | compared to my previous knowledge and skills? | | | | |
| 4 | Do you feel comfort in enhancing the organizational performance after the you take the training? | | | | |
| 5 | The amount of independent thought and action I can exercise in my job | | | | |
| 6 | The amount of challenge in my job | | | | |

**If you answer in the negative to any of the above, please explain why?**

_____
_____
_____
_____
_____
_____

## IV. Questions related to turnover

| | | Extremely Satisfied | Satisfied | Neural | Dissatisfied | Extremely not satisfied |
|---|---|---|---|---|---|---|
| 1 | Your educational qualification compatible with the current job? | | | | | |
| 2 | Are you happy with the current job or position? | | | | | |
| 3 | Are you satisfied with the current salary? | | | | | |
| 4 | Does your organization offer fair HRD practice? | | | | | |
| 5 | Is there a proper performance appraisal? | | | | | |
| 6 | How is your organization rewarding and punishment in line with performance appraisal? | | | | | |
| 7 | Does your organization offer potential for promotion and advancement? | | | | | |

# DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of St. Mary's University College School of Graduate Studies. All sources of materials used for the thesis have been fully 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.

Name:       Solomon Zeleke

Signature:   _____

Date:       November, 2016

Place:       St Mary's University College, Addis Ababa