



**THE EFFECT OF EMPLOYEE DEVELOPMENT PROGRAM ON JOB
SATISFACTION & EMPLOYEE RETENTION IN
COMMERCIAL BANK OF ETHIOPIA**

BY

TSEGAYE MOLLA

**RESEARCH PAPER SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL
OF COMMERCE IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR DEGREE OF MA IN HUMAN RESOURCE MANAGEMENT**

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PREPARED BY: TSEGAYE MOLLA (ID NO.GSE 0732/06)

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ADVISOR: FISSEHA AFEWORK (ASS. PROF.)

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

POSTGRADUATE PROGRAM

This is to certify that the thesis prepared by Tsegaye Molla entitled the Effect of Employee Development Program on Job satisfaction and Employee Retention in Commercial Bank of Ethiopia. Submitted in partial fulfillment of the requirements for the Degree of Masters of Human Resource Management complies with the regulation of the University and meets the accepted standard with respect to originality and quality.

Signed by the Examined Committee

Examiner _____ Signature _____ Date _____

Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Declaration

I hereby declare that this work entitled the Effect of Employee Development Program on Job Satisfaction and Employee Retention in Commercial Bank of Ethiopia. The entire outcome is my own effort and all sources of materials used for the study, to the best of my knowledge, have been properly acknowledged. I have produced it independently except for the guidance and suggestion of my research advisor.

This study has not been submitted for any degree in this university or any other university. It is offered for the partial fulfillment of Degree of Maters in Human Resource Management by me.

Declared by: Tsegaye Molla

Signature: _____

Date: _____

Advisor: Fisseha Afework (Ass. Prof.)

Signature: _____

Date: _____

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List of Acronyms

CBE:	Commercial Bank of Ethiopia
EDP:	Employee Development Program
ER:	Employee Retention
HRM:	Human Resource Management
HR:	Human Resource
JS:	Job Satisfaction
The Bank:	Commercial Bank of Ethiopia

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Abstract

This paper aimed at investigating the effect of employee development program on job satisfaction and employee retention in commercial Bank of Ethiopia. This study used likert scale questionnaires. Four hypotheses were investigated using multiple regression and correlation coefficient techniques. The models considered the effect of mentoring, job rotation, career development, training methods, and operational knowledge of employee's on job satisfaction and employee retention. The study also sought the relationship of EDP of mentoring, job rotation, career development, training methods, and operational knowledge of employees on job satisfaction and employee retention. The study was carried out stratified random sampled techniques used in order to select participants out of the four districts offices in Addis Ababa area of CBE out of the total sample size of 315 employees 27 poorly, and inappropriate thus the researcher collect another data in order to make appropriate analysis. Simple random sampled was used for the selected employees by used first lottery system then n^{th} . Both descriptive and inferential statistical was used to analyze the data. A Multiple Regression made to test the four hypothesis how well the EDP could predict job satisfaction and employee retention, correlation analysis used to see their relationship. The findings of this study highlight the fact that EDP are vital to employees and certainly influence and a positive relationship on job satisfaction and employee retention in the bank. CBE should provide some level of flexibility in order to deliver developmental program that appear to be important to the employees. Also, the bank should collaborate with universities and other academic institution for research on problems confronted them regarded job satisfaction and employee retention so as to derive the best solutions for their human resource development. In future, other researchers should undertake for the entire banks in the country assessed the practices that affect job satisfaction and employee retention. Also future studies should employ mixed methods in order to obtain greater insights into the specific EDP especially from the perspective of HR development of the entire banks in Ethiopia.

Key words: Employee development program, job satisfaction, employee retention

CHAPTER ONE

INTRODUCTION

1.1 Back ground

1.1.1. Background of the Study

Employees are the most valuable asset of every bank as they can make or break a reputation and can adversely affect profitability. The success of any organization is dependent on its capable human capital, although there is many other factors that play an important role that satisfy and maintain employees, commercial bank of Ethiopia might have been an effective way to utilize employees in order to stay financially solvent and competitive if they managed and utilized effectively. Most companies make the mistake of deemed to be employees are only seek financial benefits for their jobs. It is not only a mistake for employee satisfaction and retention, but it also has negative business consequences in the long run when they competed globally. Companies need to invest in an on-going employee development in order to both keep employees and be successful (Karen Shelton, 2001). Employee development program plays a pivotal role that has an experienced and proper program tends to keep their jobs longer than those who do not.

For employers it is difficult to keep employees in today's fast-paced world without provided an opportunity for their satisfaction and retention through different mechanisms for instance effective development program of employee mentoring, job rotation, career development, training methods and operational knowledge of employees that makes sense for their involvement in their transaction. Improving capabilities of workers serves as a bridge for, knowledge and skills that makes change as a major source of competitive advantage in a global market (McKinsey, 2006). In order to develop the desired knowledge, skill and abilities of employees to perform well on the job, required effective employee development program that might also affect employee motivation and commitment used to retain key employees (Meyer and Allen, 1991). Commercial Bank of Ethiopia gets ready their workers to do their job as desired, and provide developmental schemes of arrangement in order to optimize their capabilities. Most companies in the world applied long term planned; and invest to build new skills to their workforce, which enables them to cope up with uncertain conditions might face in

future, thus improved employee performance through superior level of motivation and commitment that leads to job satisfaction and employee retention.

Commercial Bank of Ethiopia invested huge amount of money to attract qualified employees and sustained them by provides attractive salaries and other fringe benefits. In today's business circumstance only high salary and designation is not significant for employees to retain them, but also other factors play an important role in their satisfaction and stay in the organization among them is the development program (Karen Shelton, 2001). Thus the researcher tried to see how Commercial Bank of Ethiopia satisfy, and retain the capable employees in the company that creates value.

The role of employer's in employee development program is crucial to change their attitude towards job satisfaction, and retention. Changed un-informed employees to informed; un-skilled or semi-skilled workers into employees who can do their assigned tasks in the way the company wants; workers who do things in the right way (Isiaka, 2011). There might have been many reasons why banks invest in developmental program for their employees that lead to job satisfaction and stayed in the organization.

Accorded to (DeCenzo and Robbins, 1996), employee development program is designed for future-oriented and more concern on important education than short term training. By education mean that employee development program attempt to install sound reasoned processes, enhances one's abilities to understand and interpret knowledge, rather than communicated a body of fact's or teaching a specific set of motor skills. Thus the researcher analyzes the effect of employee development program in relation to job satisfaction and employee retention in Commercial Bank of Ethiopia.

1.1.2. Background of the company

February 15, 1906 marked the beginning of banking in Ethiopia when the first Bank of Abyssinia was inaugurated by Emperor Menelik II. It was a private bank whose shares sold in Addis Ababa, New York, Paris, London, and Vienna. One of the first projects financed by the bank was Franco – Ethiopian Railway which reached Addis Ababa in 1917. In 1931, Emperor HaileSelassie introduced reforms in to the banking system and Bank of Abyssinia become the Bank of Ethiopia, a fully government – owned bank provide central and commercial banked

services. With the Italian invasion in 1935 came the demise of one of the earliest initiatives in African banking.” (<http://www.cbe.portal.com>).

Currently Commercial Bank of Ethiopia has more than 985 branches as of September 30, 2015. Among which four of them are located outside Ethiopia at Juba the capital of Southern Sudan. The bank has been played pivotal role in the economic development of the country, it has more than 11 million account holders and the number of Mobile and Internet Banked users also reached more than 460,000, as of September 30, 2015 and a total asset of 311 billion birr. (www.cbe.com.et)

The bank has a total of 22,819 (Twenty two thousand eight hundred nineteen) employees. From this a total of 10,094 (Ten thousand ninety four) work at Addis Ababa the remained 12,725 (Twelve thousand seven hundred twenty five) work at outlying branches. 2,578 (two thousand five hundred seventy eight) work at head office and 7,516 (seven thousand five hundred sixteen), work at branches organized under the four districts.

There for the very reason of study the effect of employee development program on job satisfaction and employee retention serves as a means of achieved strategic goals of the company and supported national development agenda.

1.2. Statement of the Problem.

Employees in commercial bank of Ethiopia are dissatisfied. According to the research conducted by (Yordanos Zerabruk, 2011), assessed employee dissatisfaction in Commercial Bank of Ethiopia, the finding shows the causes of dissatisfaction are from the respondents only 47% shows their level of satisfaction; only 30% satisfied with promotional policy of the organization. This means 70% of respondents of employees are dissatisfied with career development of the organization, and new employees has a feeling of discrimination. Thus the researcher investigated the effect and its relationship between employee development programs on job satisfaction in Commercial Bank of Ethiopia.

In Commercial Bank of Ethiopia most employees has an intention to leave the organization that leads to turnover. From the previous research conducted by (Betlehem Gebre, 2011), in Commercial Bank of Ethiopia on employee turnover, the result shows that among the respondents 60% of them are ready to leave when they get an opportunity. According to

(Bluedom, 1982) and (Price and Muller, 1981), recommended the use of turnover intention over actual turnover because actual turnover is more difficult to predict than intentions as there are many internal and external factors affect turnover behaviour. Thus the researcher investigated factors the effect and relationship between employee development programs and employee retention in Commercial Bank of Ethiopia.

On the other hand there is a knowledge gap Karen Shelton (2001),made a research on the area and his method of study concerned analysis of two studies, one conducted by the Gallup Organization and the other conducted by the American Society for Trained and Development and the Society for Human Resource Management. The Gallup Organization, through its survey called “employees Speak Out on Job Trained: Findings of a New Nationwide Study,” found that employee satisfaction and retention are high when a company is willing to train its workers (Wagner, 2000). Finally Shelton arrives at the conclusion on employees need to feel like they are making a significant difference to business success or they was run out of reasons to do their jobs well.

Muthiani Alexander Muuo (2013), on “perceived relationship between employee development program and organizational commitment at Barclays bank of Kenya” and the finding shows that employee development program increased employee interaction and shared of skills and knowledge thus it has an impact on the employee commitment. It can be further presume that the top management supported the employee development program as the line managers encouraged employees to give their views on objectives and standards of employee development. But there is no published research conducted in Ethiopia on the topic, therefore the researcher has an interest to investigate the effect of employee development program on employee retention and job satisfaction, in Commercial Bank of Ethiopia because of lack of enough research conducted in this area.

1.3. Research Questions

The specific research questions addresses are:

1. What is the effect of employee development program on job satisfaction in Commercial Bank of Ethiopia?

2. What is the effect of employee development program on retention of employee's in Commercial Bank of Ethiopia?
3. What is a relationship between employee development program and job satisfaction in Commercial Bank of Ethiopia?
4. What is the relationship between employee development program and employee retention in Commercial Bank of Ethiopia?

1.4. Objectives of the Study

1.4.1. General Objective

The general objectives of the study is to investigate the effects of employee development program on job satisfaction and employee retention in CBE, and forwarded key recommendations to improve the identified problems, for the purpose of used the company's resources to the fullest capacity and potential.

1.4.2. Specific Objective

This research project was met the followed objectives:

1. Investigated the effect of employee development program on job satisfaction in Commercial Bank of Ethiopia.
2. Investigated the effect of employee development program on retention of employee's Commercial Bank of Ethiopia.
3. Investigate the relationship between employee development program and job satisfaction of employees in Commercial Bank of Ethiopia.
4. Investigate the relationship between employee development program and employee retention in Commercial Bank of Ethiopia.

1.5. Research Hypotheses

H₀1: Employee development program does not have a significant effect on job satisfaction in Commercial Bank of Ethiopia.

H0₂: Employee development program does not have a significant effect on employee retention in Commercial Bank of Ethiopia.

H0₃: Employee development program does not have a significant relationship on job satisfaction in Commercial Bank of Ethiopia.

H0₄: Employee development program does not have a significant relationship on employee retention in Commercial Bank of Ethiopia.

1.6. Definition of Terms

Conceptual definitions:

Employee Development: Accorded to (Armstrong, 2005), employee development is the growth or realization of a person's ability and potential through the provision of learned and educational experiences.

Job satisfaction: Job satisfaction has been defined as "pleasurable or positive emotional state resulted from an appraisal of one's job or job experiences" (Locke, 1976).

Employee retention: Accorded to (Mitchell, 2001) employee retention focused on the broad array of factors that influence a person's stayed in a job.

1.7. Significant of the Study.

This study is designed to investigate the effect of employee development program on job satisfaction and employee retention, and to analyze relationship of employee development program with job satisfaction and employee retention in Commercial Bank of Ethiopia; it is important to both internal and external similar business sector of the banks. Little or no sufficient study is conducted regarded in this country on the specific title of development program that relates with job satisfaction and employee retention. Thus the researcher decide to conduct a research in order to increase the knowledge of employee development program that has an effect on job satisfaction and employee retention for the decision making purposes of management teams of Commercial Bank of Ethiopia, through identified significant determined factors of job satisfaction and employee retention that can be the outcome of employee development program.

On the other hand, the study was having a great importance for external similar businesses such as private commercial banks in Ethiopia; and the community for which the financial and non financial services provided.

1.8. Delimitation/Scope of the Study

It is preferable to study the effect of employee development program on job satisfaction and employee retention in commercial bank of Ethiopia. In comparison with other employee development program of similar functional companies, but employee development is not the only factor that creates job satisfaction, and retention of employees. Thus the employee development program conduct on the bases of high investment in Commercial Bank of Ethiopia, and also the issue of job satisfaction, and employee retention is crucial problem of the bank. Therefore this research has an objective to analyze the effect of employee development program that influence employee's retention and job satisfaction in commercial bank of Ethiopia contemporary practices, by taking the appropriate sample from the general population, and concentrate the sample in to different group base on their proportion.

1.9. Limitation of the Study

The quality of the output of this study was depending on the genuine data acquired from the selected representative samples. This implies that, the finding and the analysis of this paper was depending up on the quality of their response. So that, lack of willingness, for various reasons like suspect of miss use of the companies confidential information for non academic purpose was limits the reliability of the research paper to achieve its objectives. In addition, shortage of pervious similar researches in Ethiopian case, and limited resource may affect the qualities of the study output. Finally, the researcher as a member of employee in CBE, his personal perception, feeling for the company, leads to personal bias and may affect the research. But the researcher, as much as possible, tries to mitigate these biases in order to come up with valid conclusion.

1.10. Organization of the study

This research is organized in to five chapters. The first chapter introductory part, which contains back ground of the study, an overview of Commercial Bank of Ethiopia, statement of the problem, research questions, and objectives of the study, significant of the study, scope and

limitation, organization of the study. The second chapter deals with literature review, in which critical review of scholars' work in the research topic was presented. The third chapter deals with on methodology and research design that is used to undertake the research, in this chapter the researcher tries to design the study, sample size, source and tools of data collection are presented. Chapter four is deals with the finding of the study data collection, analysis, results, interpretation, and discussion. The last chapter five is summary, conclusion, recommendations, and annex.

CHAPTER TWO

LITRATURE REVIEW

2.1 Theoretical Background

Herzberg's Motivation-Hygiene theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors causes dissatisfaction. His findings have a practical influence on attitudes toward intrinsic. According to him, individuals are not comfortable with the satisfaction of lower order needs at work, for example those needs associated with minimum salary levels and unpleasant working conditions. Rather individuals look for higher level needs having to do with achievement, recognition, responsibility, and advancement. This appears to be parallel with Maslow's theory of need hierarchy. However, Herzberg added a new dimension to this study by proposing a two factor model of motivation, based on the notion that the presence of one set of job characteristics leads to dissatisfaction and an intention to quit at work. The theory suggests that to improve job attitudes and productivity, administrators must recognize that increased satisfaction leads to job satisfaction and subsequent retention of employees. Dissatisfaction can also stem from unfavorable assessment of job related factors as company policies, supervision, operational problem, interpersonal relations, lack of career opportunities and work conditions. These factors do not only lead to dissatisfaction, but also serve a reason for employees to leave.

In Commercial Bank of Ethiopia, employee development program is a key issue and the company invests a huge amount of money, and built a trained Centre of Excellency monitor by Human Resource development. In recent times there is a succession plan and giving a continuous training program by selected employees started from line managers up to the level of president i.e. from Customer Service Managers, up to the president as per the nearest hierarchical ladder for the purpose of succession, Its aim is prepared back up due to there is turnover of key employees, and the intention to protect continues profitability of the company (cbe.portal.com, 2016).

2.1.1. Brief over View of Employee Development Program.

In today's competitive banked industry, it is not only important for the banks to earn current profit but also become the most important aspects of long term profitability requires through highly satisfied and competitive employees that has retained in the organization for longer period of time. Retention of employees is not an easy task, until companies provided them with intrinsic/extrinsic rewards and opportunities for career development. In the recent past, individuals engage in personal career development (Hall, 2002), stated that personal educational advancement and professional trained; which may be align with their present organizational goals. On the other hand, companies choose developmental program to their employees in alignment to their present needs and also prepare them for future organizational needs. This can be done through employee mentoring, Job rotation, Career Development, training methods, and by increased the operational knowledge of employees, so that employees can understand their abilities and take accurate action plan to fulfil their career goals (Muthiani Alexander Muuo, 2013). Every person has sensitive of his developmental goals to plan accordingly. For this, there should be a mat with the supervisors and managers to engage in self assessment to articulate their goals and developmental needs, and setting employee development plan as career development plan is the first step and a road map to develop his/her career. Career development planned is one of the most important factors for both the individuals and for the bank, because it is not possible to plan for the career without identified the needs of company and competencies of employees.

One of the most important aspects that has an effect on employee job satisfaction, and retention of employees in the EDP of the company is career development. Among the functions of managers to the employees successfully achieve their task and motivate them to achieve greater organizational efficiency which reduces their intention to leave, the impact on their customer satisfaction and looses the company on good competitive advantage (Oosthuizen, 2001). Banking industry in today's complex and competitive environment always on look out to find the relationship and reasonable balance between employee satisfaction and retention of employees in the bank as it relates to its survival and growth.

Walia and Bajaj (2012) stated that the impact of HRM developmental practices on employee satisfaction among the employees of the branches of ICIC Bank, AXIS Bank and HDFC bank in the Haryana state. It was be concluded that retention and job satisfaction acquires through

different mechanisms, better policies of the bank like, work life balance, supervisor support, and proper incentives, benefit policies, good worked conditions and opportunities to provided them on trained and development to enhance their skills that creates confidence in the work place. Walia and Bajaj (2012), also analyzed from the responses that serves for career development and worked environment show the highest relationship with the job satisfaction, which means employees want to work at the company where they get support from the peers, colleagues, line managers, and development of their career opportunities.

The satisfaction level of employees and the level to stay in the bank is the extent to which employees think, feel, and act, in ways that represent high levels of commitment to their company. Employee engagements are motivated them for maximum contribution of their knowledge, skills, and abilities to help their organizational success when they are satisfied. High level of Employee Engagement increases the growth of the company and acts as an effective retention strategy, it benefits both for the company and their employees, but in Commercial Bank of Ethiopia it is very much un-satisfactory and expresses in the form of emotional attachment of the employees towards the company as the research shows that of (Betlehem Gebre, 2011). It is about created the anticipation among the employees by doing effective employee development program in order to support them to do their tasks beyond what is expected from them thus employee engagement creates satisfaction when it is implemented effectively and retained them accordingly.

2.1.2. Importance of Employee Development Program.

Employee development program is one of the most important factors that are used for employees and employers in the banked industry. Employee development program for employees as an activity performed to indicate companies care about their employees wants to achieve (Elena P., 2000). Many of the companies engaged in employee development program for the purpose of their contributions towards employee job satisfaction and retention that is used for employees worked hard in order to utilize their full skills and efforts to achieve the goals of the organizations. This concept indicates that employee development has recognized by the employees who want to learn or who are willing to learn. When employees are willing to learn, they show their interest in the developmental activities, as a result they are more satisfy and retain with their job which was lead to increase in their performance Elena P. (2000).

Employee development is a personal responsibility of employees at all levels and involved in the developmental activities whether the upper level employees, middle or lower level employees (Antonacopoulou, 1996). When an individual employee wants to learn, he would learn more and more, he would participate in many other activities such as attend in short term trainings, on the job trained and others developmental activities, either on the job or off the job. This certainly would lead to employee development, and also increases their performance, and satisfaction in their work place, thus minimize turn over.

Employee mentoring, job rotation, career development, training methods, and operational knowledge of employees is an important instrument on job satisfaction and employee retention that addresses gaps or discrepancies between an ideal and an optimal stage of developmental program but it requires the interest of employers. However, from a comparison between desire and actual work methods or between desired and actual results, developmental needs arise on the job performance of employees. There are methods for identified needs: the generic methods, performance analysis, and competency assessment in order to implement selective employee development program (Smith and de Cronje, 2003). Thus trained and development can be used to execute when it has been determined which employees should participate in developmental activities and what their current levels, knowledge and skills are. Consequently, the assessment of the individual needs was indicated the range of skills and knowledge that is used to be acquired. Note that the difference between actual performance and require for the performance was ultimately form the knowledge gap, and therefore it indicate the extent of developmental needs that is used to satisfy and retain employees.

Employee development programmes contains certain components like employee mentoring, job rotation, career development, training methods, and knowledge of employees (Du Plessis et al., 2010).

2.1.3. Employee mentoring

Employee mentoring offers by the organization near on their employees in order to couch from different perspectives of employee, their work skills, and their duties on the job. Mentoring is also used by organizations to develop employees professionally as well as to develop more loyal employees it can be helpful in developed thinking, supported change and leadership development

through retained qualified employees by provided developmental activities (Eisenberger et al., 2001). And also organizations see their employees more personally and provide knowledge of their personal needs as well as their work needs that allows the organization to see their employees from different perspectives in different forms for the purpose of satisfied and stayed them on their assigned job.

Both formal mentoring program and informally developed relationships have been establish to be useful in enhanced employees' career advancement and increased their job satisfaction, organizational commitment, and organizational citizenship behavior (Donaldson et al., 2000). Employee mentoring is one of Human Resource Development aspect that is used for employee development in fulfilled the gap of intervention that has useful in changed employee's perception.

I. Formal and Informal Mentoring Program

Formal mentoring program with a structure type approach to the mentoring process as opposed to informal mentoring, those relationships that develop on their own, it shows that to be positive and beneficial to companies. Formal mentoring program include training for mentors, attach the mentoring program to business goals with measurable results, and conduct periodic evaluations and coordination offered ongoing support for mentoring pairs (Murray, 2006). In those situations, the mentors and mentees both benefit in different ways. For mentors, varies studies have shown that increase personal and job satisfaction. The increase in job satisfaction is a result of several factors, one is that mentors gain more influence in the company, through its respective gain in the development of future leaders. Mentors also gain professional assistance from the mentee on work projects and may also enhance their own skills by learning new skills from the mentee that is used for both parties to become satisfy and retain in their organization. In addition, the relationship can help to motivate a season mentor by offered fresh viewpoints and new perspectives about the organization (Murray, 2006).

II. Mentoring, Job Satisfaction and employee retention

Accorded to Journal of Applied Business and Economics (2011), the mentoring process as a “developmental, cared, shared, helped relationship where one person invests time, knowledge and effort in order to increase and improve another person's growth, knowledge and skills” that

is helpful for employee's job satisfaction and retained in the organization. Mentoring program in banked industry considered as performance interventions, but this program are implemented to pair an experienced employees as a mentor, with an inexperienced employee as a mentee. The purpose is to increase the knowledge and productivity of the employees and to enhance the performance of the organization. In those banks effective implementation of mentoring program, the benefits of running such kinds of program have compensated the costs they incur.

2.1.4. Job Rotation

Job rotation is one way of created job satisfaction, and employee retention that helps as a means in order to maintain the high performance employees in the bank. Thus job rotation can be described as lateral transfer of employees among a number of different places and tasks within jobs where each needs different skills and responsibilities. Rotated employees to different positions is an excellent way to motivate employees, give them a sense of belonging, reduce boredom and fight off a lack of commitment (Campion et al., 1994). Through these process employees learn several different skills and perform each task for a particular time period, and used for different place of job assignments that helps the employee in order to understand the different steps that is used created a product and service delivery, how their own effort affects the quality and efficiency of production and customer service. Job rotation practices can defer to skill variety and task identity rotated employees to different positions is a very good way to motivate employees, give them a sense of belonged, decrease boredom and force away a lack of commitment and increase employee satisfaction (Campion et al., 1994). Therefore, job rotation enables employees to gain experience in different stages of the business and, hence, broaden their viewpoint and as the result satisfied and retained them for a reasonable period of time.

Job rotation is a developmental technique that has been widely used but, surprisingly, received little attention in human-resources studies empirical research in this regard is greatly required (Beatty et al., 1987). And as we all know that job rotation is a process/a practice of periodic shifted of employees from one specific task to another where each task requires different skills and responsibilities. It is the process through which an organization's staffs work as displacement at different homogenous levels, or participate in different positions or in different situations at time periods which are classified based on a range of individual knowledge, skill and capability of employees (Gomez, et al., 2004).

2.1.5. Career development

For the purpose of implemented employee development program it requires career development is an important aspect for both individuals and for the organization, because it is not possible to plan for the career development without identified the needs of organization and competencies of employees. So organizations need cannot be satisfy without satisfied individual needs of career development that leads to employee satisfaction, boost up productivity, and reduce turnover rate of employees. Goyer (2010), state that professional career development is provided to the employees in small and medium enterprises seems to be beneficial to both employees and enterprises.

Career development and growth in their workplace, creates retention, and job satisfaction was increase (Papageorgiou et al., 2013). On the other hand, dissatisfaction with management supervision leads to job dissatisfaction (Cramer, 1993). From this what we can see is the relationship of supervision with job satisfaction ends by contribution to employees' high levels of job satisfaction when supervisors provide them with support and cooperation on the process of completed their tasks. Career development is given least attention by most organizations and a successful placement of employees in positions that meet their needs as well as the organization's need. Thus, the purpose of career development is to match an employee's career aspirations with opportunities and challenges available within the organization (Aplin & Gerster, 1978). Hrebiniak and Alutto (1972), mention that there is a positive relationship between job satisfaction, advancement and propensity to turnover. There is also a negative relationship between perceptions of upward mobility and the propensity to leave among a service-orient business organization. Kent and Otte (1982) also said that career development presumes that legitimacy of employee needs at all levels and attempts to provide the best possible match with organizational need.

2.1.6. Training methods:

According to D. Rajasekar (2014), training is the process of enhanced knowledge, developed skills and changed the attitudes of people so that they are effective in their work responsibilities. It is also emphasize that employees given on the job cross functional trained, and make them volunteer to do something different, crates job security to its employees, establishment of

friendly relationship between coworkers for the purpose of improvement, interpersonal relationship among the employer and employee, the form of job redesigned has to be done to make the jobs more interested and challenged, improved quality of work life and rewards linked with performance. There are different types of trained; for the purpose of this research the researcher tries to see the well known types of training.

I. On-the-job training

When new employees joined in the company, management creates an opportunity of on the job training, because they have already takes place training method in their school life, but a great deal of learned takes place on the job. There have also been employee learned and skills development program in the company that result from on-the-job experience (Smith and de Cronje, 2003). A program of employee development includes assignments and job rotation plans that stretch managers to their limits (Grobler, Warnich et al., 2006). Thus on the job training is essential for every organization no matter how automate an organization or not may be, high productivity depends on the level of motivation and the effectiveness of the workforce. On the job training is an essential strategy for motivated workers. This was gave the banking industry has an opportunity for self-improvement and their development to meet the challenges and requirements of new equipment and new techniques of task.

Accorded to Armstrong (2006), on the job training acts as a pathway for learning and development as an important factor in created a sense of progression and purpose that leads to organizational commitment. The finding of the research by (Michael and combs, 2008) in their study, training can reduce probability of failure as an effect on performance, enlarges the skill base and develop the level of competence, it helps in developed climate for learned which is not the only aids in training to flourish but also supports self-manage learning practices like coaching and mentoring (Armstrong, 2006).

II. Off-the-job trained

The purpose off the job training method serves for developmental practice makes employees more aware of their own behavior and how his behavior perceives by others; it also increases the participants' awareness and acceptance of the differences between them, it is a type of acquired knowledge through this program. During their learning process, employees discuss themselves,

their feelings, on the group process (Grobleret al., 2006). In terms of this type of developmental program, small groups are created in the teaching learning process and then discuss each other are usually grouped together and assist by each other in addition to what is provided by the lecturer.

According to Saleem and Mehwish (2011), training is organizing as an increasing from the know-how skills and atmosphere needs for staff members to execute efficiently in the offered process, as well as, to operate in underlined situation. Training methods are used for employee development that could be given through different methods such as coaching and mentoring, peer's cooperation and participation by the subordinates through the creation of teams. This team work enable employees to actively participate on the job and produces better performance because of gained their excitement, hence improved their satisfaction level. Developmental activities are considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual level of employee in the school participation. Moreover, it is also enhances the capability of group of employees in a very effective way by motivating them and transformed in to well organized and well-mannered, and ultimately affects the performance of company by training methods.

Armstrong-Stassen and Templer (2005) identified three key areas of concern to company's seeking to build training programs that is relevant and useful to experienced workers: provided access to training, use of training methods, materials, environments suitable to the aged workforce, and training managers of experienced workers on effective utilization of experienced workers' skills and talents through training methods.

In general trained is a critical component of any plan to attract and retain skilled and experienced workers at the higher satisfaction level, and successful training programs should contain:-

1. Take on a targeted approach- Identify workers, who would most benefit, identify workers who would like to continue working with the company, and modify training products and techniques to the needs of experience of employees.
2. Replenish critical skills - Build on workplace assessments to ensure that the skills and knowledge the company relies on are being renew in experienced workers and transmits to newer ones.

3. Offer new challenges- Experienced workers may need to be redistributed in new positions, or may desire new abilities, and skill development program can support these goals.

4. Integrate training in to recruitment- Organizations can develop learning initiatives for experienced job seekers to train highly qualified candidates who lack specific skills or knowledge.

2.1.7. Operational Knowledge of employees:

Operational knowledge is an instrument used for moved faster than ever with the Internet and a business cannot keep up today's world if its employees do not have access to it we could not await some organ provided for us. Although higher education is important to prepare people to work in business, they still need a new set of skills by the time they start worked (Gerbman, 2000). It becomes the responsibility of the employer to make sure people have these skills, and it must be an on-going process in order to train them. When employees need information, they often need it right now and two days from now is not soon enough. Therefore, companies need to make sure people can learn anytime (Garger, 1999). For this reason, the bank can use its intranets and computer based trained modules that are necessary because operational knowledge is power and they need to keep their skills current to success. It is also unrealistic to expect a recent college graduate to be fully prepared for the ever-changed business world (Gerbman, 2000).

Knowledge is originate from results-driven, ambitious, idealistic, competitive, optimistic, and people-orient may be lost unless companies creatively develop strategies to simultaneously retain skilled and experienced employees in order transition their knowledge to younger workers (Morton, Foster, & Sedlar, 2005). These workers was also take decided for the purpose of accumulated organizational knowledge with them, and this leads to "brain drain" that results the loss of key information about the task or work place practices that could be devastated organizations.

Scholars argue that an employee's knowledge makes a person becomes better employees. Accorded to Silverthorne (2004), found that the better the knowledge of employees fit with the organization, the higher the job satisfaction, the higher the organizational commitment and the lower the turnover rate.

2.2. Empirical Background

2.2.1. Developmental Activities

Employee developmental activities are learned which explains the process of acquired knowledge through interest to learn it is a mind-set who has concern to get information. Employee learning was increased the abilities and competency of the employee (Dixon, 1999). The abilities and competencies are helpful in employee performance and productivity through the creation of satisfy, and loyal employees that is used to increase the skill inventory level of an employee used for the growth of possible thought in training and coaching. Employee development also depends upon the individual employee, how much interest to learn.

Most companies do not consider the employee developmental activities of as much value. They only focus on achieved the goals of the company, this cannot be attained without satisfaction and retained qualifies employees, and thus it is a short term phenomenon doesn't have long term benefits. So, if companies would focus on employee development activities, was helpful in enhancing the skills of the employees for future use (Chay et al., 2003). As skills enhance, they would be able to develop career, their own realistic career plan and thus lead to increase organizational effectiveness.

Employee attitude and behaviour refers to the reaction of an employee on their satisfaction and stayed in the organisation. Employee satisfaction was ultimately affecting organizational effectiveness to the achievement of overall goals of the organization (Milkovich et al, 2004). When employee was nominated in different short courses, and training sessions, their attitude and behaviour was determine the seriousness in employee development program. Thus the responsive abilities of employee was learn different skills which was increase the employee performance that leads to job satisfaction and employee retention.

Challenges in Employee Development

Employee development program depends on the individual employee whether they are willing to participate or not. It is also depends upon the company culture, attitude of top management, and limited opportunities of promotion (Elena P., 2000; Antonacopoulou, 1996). If company culture was encourage employees to participate in decision making, and then employees would more develop their satisfaction level and loyal to their company.

2.2.2. Job Satisfaction

Accorded to Locke (1976), Job satisfaction defined as an enjoyable or positive emotional state of mind resulted from the evaluation of employee's job. (Haque and Taher, 2008) is also said that job satisfaction express as an individual's general attitude towards his or her job ;(Robbins, 1999) mentions that motivation is closely related to job satisfaction. This definition and suggestions show that job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measured different dimensions of satisfaction.

Examination of developmental level of employment condition is often useful for a more careful evaluation of employee satisfaction and retention with critical job factors. Various factors such as an employee's needs and desires, social relationships, style and quality of management, job design, compensation, worked conditions, perceived long range opportunities, and perceive as an opportunities elsewhere are considered being the determinants of job satisfaction (Byars and Rue et. al., 1997). Job satisfaction has a significant influence on employees' overall commitment, turnover, absenteeism, tardiness, accidents, and grievances (Byars and Rue et.al, 1997). Accorded to Robbins (1999), a satisfied workforce can increase organizational productivity through less distraction caused by absenteeism or turnover, few incidences of destructive behavior, and low medical costs.

One of the most important determined factors of job satisfaction is employee development program of the company is an instance of development by considered being the most common HR practice. It refers to any effort to improve current of future employees, skills, abilities, and knowledge (Aswathappa, 2008).

Smith et al., propose five-facet Job Descriptive Index (JDI) to measure job satisfaction: pay, promotions and promotion opportunities, co-workers, supervision, and the work itself (Smith, et.al., 1969). Locke adds a few more facets into the index: recognition, worked conditions, as well as company and its management. JDI is a specific questionnaire type of job satisfaction measurement that has been widely used (Locke, 1976). Other job satisfaction questionnaires type measures include: the Minnesota Satisfaction Questionnaire (MSQ), the Job Satisfaction Survey (JSS), and the Faces Scale.

There are several factors that affect job satisfaction: salaries, fringe benefits, achievement, self-independent, recognition, communication, supervision, and several others. The most important factors that determines job satisfaction is leadership style which plays an important role in organized people and social interaction within the organization (SuliemanIbraheem, et.al. 2011).

2.2.3. Employee Turnover

Employee turnover is the series of actions that takes the employee leaving to his or her organization. It is often utilized as an indicator of companies' performance and can easily be observed negatively towards the company's efficiency and effectiveness (Glebbeek & Bax, 2004). It is also defined as the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that company during the period, frequently managers refer to turnover as the entire process associated with filling vacancy each time that a position is vacate, either voluntarily or involuntarily, a new employee must be hired and trained.

Employee turnover is not relatively a new concept in management but a typical issue in human resources management that is present attracted and retained competent employees in the banking industry is challenged, & expensive. To the one side there is cost of investment in employees, with globalization, which was improved competition, companies must continue to develop tangible products and provide services, which are bases on strategies created by satisfied employees (Ongori, 2007).

There are different theories of turnover among them of voluntary theory of turnover represents a deviation from traditional thinking that is decision making theory by focused more on the decisional aspect of employee turnover, in other words, showing instances of voluntary turnover as decisions to quit. Image theory describes the process of how individuals' process information during decision making (Beach, 1990). Beach (1990), further argues that individuals hardly ever have the cognitive resources to systematically evaluate all incoming information rather they compare this information to more heuristic type decision making alternatives.

I. Types and Impacts of Employee Turnover

Voluntarily vs. Involuntary

The separation of employees from company may be due to voluntary or involuntary. Accorded to Chaminade (2007), defines turnover as a voluntarily move by an organization to create an environment which is difficult to engage its employees for long term. It is voluntary when the choice of leaving the company is initiated the employee and involuntary where the employee has no choice it is termination. Involuntary turnover result from the followed situations: dismissal, redundancy, retirement, long term sickness, physical/ mental disability, moved /relocated abroad, death.

Impact of employee turnover

Accorded to Gustafson (2002), turnover includes other costs, such as loss of productivity, loss of management's time. It is clearly demonstrate that turnover affects the profitability of the company and if it's not managed properly it would negative effect on the performance of the company. Different scholar's state that hiring and training a replacement worker for a lost employee costs approximately fifty percent of the workers annual salary (Johnson, 2000) but the costs do not stop there. Each time an employee leaves the firm, we presume that productivity drops due to the learning curve involved in understanding the job and the company. Furthermore, the loss of intellectual capital adds to this cost, since not only to the companies lose the human capital and relational capital of the departed skills of employees, but also competitors are potentially gained these assets (Meaghan, 2002). Therefore, if employee turnover is not managed properly it would affect the company adversely in terms of personnel costs and in the long run it was affect its liquidity position.

An employee leaved a company for whatever reason might have an impact on the company and the people that compose it. Employee turnover is expensive from a business point of view and voluntary give up which represents leaved of highly skills on human capital; investment from companies and the subsequent replacement process requires multiple costs to the companies. These replacement costs include search of the external labor market for a possible substitute, selection between competed substitutes, induction of the chosen substitute, and formal and informal employee development of substitutes until he or she attains performance levels

equivalent to the individual who quit (John, 2000). In addition to these replacement costs, output would be affected in some extent or output would be maintained the cost of overtime payment.

2.2.4. Employee Retention

Companies realize that experiences of employees are important assets and companies have to suffer the challenge of retained them (Garger 1999). Thus, companies which are provided employee development program to their employees for the purpose of getting success in retained them. Initiation has established in the localities where manager provide help to their employees to develop professionally, numerous employees participate in employee development program are not assure of a conventional association between the program and employee retention.

I. Factors Affected Employee Retention

Human resource management practices in compensation & rewards, job security, trained & development program, supervisor support culture, work environment and organizational justice can help to reduce absenteeism, enhance employee retention and better quality work (Solomon, 1992 et al; 1992).

Accorded to Osteraker (1999), the employee retention is considered the cornerstone for success of the company. The retention factors of the mental dimension are work characteristics, employees are retained by flexible tasks where they can use their knowledge and see the results of their efforts.

Accorded to Van Knippenberg (2000), employees become more loyal and stay in the company when they identify themselves satisfied within a group and contribute to the performance as a group. This suggestion relies on work performing by Locke and the goal setting theory he develops; the goal of team performance and the individual feeling part of the group. The focus of Locke is on the goal, but in order to reach the goal one must associate oneself with the group and task as their own concern.

There are several factors that influence in employee's retention which need to manage congruently i.e. compensation & rewards, job security, trained & development program, supervisor cultural support, work environment and company justice etc. Accordingly, company

utilizes extensive range of employee development program that influences employee commitment and retention (Stein, 2000; Beck, 2001; Clarke, 2001; Parker and Wright, 2001).

Retention Factor	Definition
Advancement opportunities	The amount of potential for movement to higher levels within the organization
Constituent/basic attachments	The degree of attachment to individuals associated with the organization such as supervisor, co-workers, or customers
Extrinsic rewards	The amount of pay, benefits, or equivalents distributed in return for service
Flexible work arrangements	The nature of the work schedule or hours
Investments	Perceptions about the length of service to the organization
Job satisfaction	The degree to which individuals like their jobs
Lack of alternatives	Beliefs about the unavailability of jobs outside of the organization
Location	The proximity of the workplace relative to one's home
Non-work Influences	The existence of responsibilities and commitments outside of the organization
Organizational Commitment	The degree to which individual's identify with and are involved in the organization
Organizational Justice	Perceptions about the fairness of reward allocations, policies and procedures, and interpersonal treatment
Organizational Prestige	The degree to which the organization is perceived to be reputable and well-regarded

Note. Several definitions in this Table are adapted from Price & Mueller (1981) and Steers (1977).

2.2.5. The relationship between dissatisfaction and employee turnover

Dissatisfaction of employees is the major cause to leave the company that has been recognized as the final decision ability, having an immediate causal effect on turnover (Bedeian et al., 1991). These costs would become even more serious when a company loses valuable employees who are difficult to replace within a short period of time. Better understanding of turnover in relation to obvious investment in employee development and work satisfaction would be helpful to companies.

A clear investment in employee development is use full instrument in order to reduce employees' intention to leave the company for several reasons. First, employees often engage in social relationship processes (Adams, 1965), so their situation to the peers in other company under-invest in employee development program. Such link should increase the value of the company to the employees and influence their attachment to the company. Low intent to leave the company has been viewed as a means by which employees can repay their employer for the obligations

creates by considerate such as helped employees update their skills and develop new skills to avoid obsolescence for the employees (Wayne et al., 1997). Investment in employees is negatively associates with turnover through the creation of job satisfaction under employee development program (Kalleberg and Rognes, 2000).

People who are well-invested by their firm in terms of development are more likely to experience success, satisfaction and affective commitment on the job and thus are less likely to leave (Ferris and Urban, 1984). Employee development program are a message to employees that the company cares about their well-being; to reciprocate, they demonstrate attitudes that proportionate with the amount of commitment they feel, the employer has for them (Wayne et al., 1997). A company should strive to create a culture in which a formal employee development program that is strongly supported employees, so as to enhance such reciprocity. In so doing, the repayment of these obligations reinforces giving and strengthens the mutually beneficial exchange between employees and company (Eisenberger et al., 1986).

2.2.6. Trained and Career Development

Companies are intensify in investment in trained program for retained talented employees, through proficiency analysis, input on employee interests, need development and multisource appraisal of capabilities and formulate plans for action (Clark, 2001).Investment on employee trained is considered as an important aspect in employee retention through providing career development, companies has the incentive to make investment in the form of trained & development on those workers, from whose expect to return and give output on its investment.

Accorded to Noe (1999), trained has a perception to acquire new knowledge & skills which has applied on the job and also share with other employees. Different scholars found that companies often delay in career development, even if employee development program is used to determine workers personal value of goods matches with company culture or otherwise.

Employers cannot make a simple promise to its employees for their job security, but they provide them opportunities to improve their knowledge, skills and abilities, so that they can remain in their job (Moses, 1999). The basic reason of career developmental planning as a measure of employee development is not merely to support employees to think that their employers are financed in their career, furthermore keep in mind that they help employees to manage various

characteristics of their lives and a clear promotion track. Career development of the employees should be established on bright career path which employee can easily recognize and gave it worth of their knowledge, skill, and development (Nunn, 2000). To achieve this purpose, employee must classify their work, work priorities and current skills they have to do their job. Therefore, employees can start to identify the jobs that would require in the future and a set of skills to manage those jobs (Moses, 1999). As a result, employee should improve their knowledge, skill, and abilities for the understanding of work, better accountability for career and strategy for action to attain upcoming goals.

Development of skills consists of improved interpersonal communication, technological knowledge, problem solved and basic literacy etc. (Garg&Rastogi, 2006). Developed the capability of employees can provide specialize technique and skills to employee and also helps to rectify deficiencies in employee job satisfaction and retention, while development program provides the skills and abilities of employee which was need the company in the future.

Leaded firms in the industry recognize that comprehensive range of trained, skill and career development is the key factor of attraction and retention in the form of flexible, sophisticate and technological employees that firms strategy to success in the advanced economy (Bassi and Van Buren et al., 1999). Employee development is a sign of organizational commitment to employees when it uses career development as an incentive mechanism it is also reflects strategy of the company and based on value adding rather than low cost.

2.2.7. Alignment

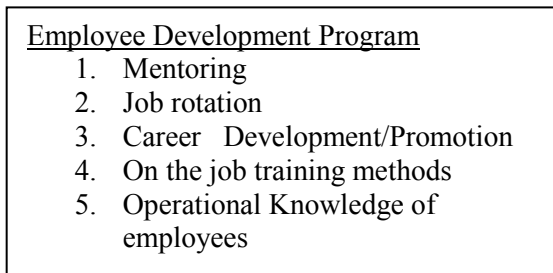
The alignment issue is an important concern on retention, and job satisfaction of employees, much of the emphasis of good employee development program has been places on strategies to retain staff, link their satisfaction with organizational objectives, and has emphasized flexibility in employment, communication, and family friendly work policies, telecommuting, wellbeing program, employment conditions and social and community practice (Beauregard & Henry et al; 2009). Gill (2006), also suggests that whether a company has a good employer or not can be viewed from different perspectives, included from employee, employer, industry and public perspectives. Erickson and Gratton (2007), concerns that in the war for talent, companies was not become good employers simply by utilized other companies best practices; rather, employers needs to provide a signature experience to cultivate a committed organizational workforce.

2.3. Conceptual framework of the study

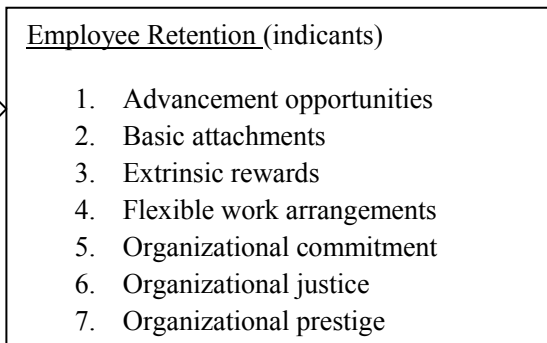
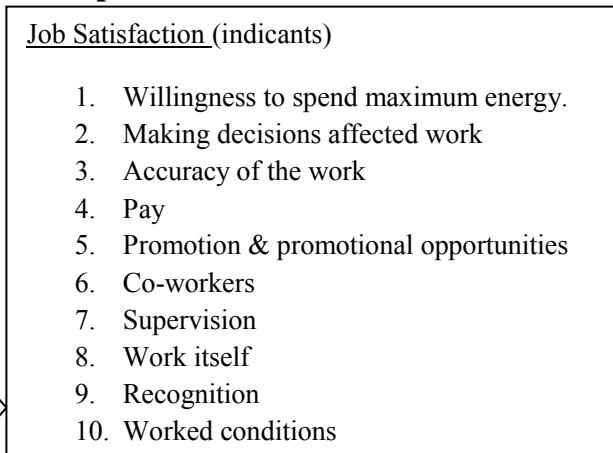
From the above literature review, the researcher reach at the conceptual frame work that is concerned employee development program as an activity performed for the development of knowledge, skill, and ability. The issues is the concern of employee development program; employee mentoring; job rotation; career development; training methods; operational knowledge of employees that leads to job satisfaction, and employee retention.

Employee development program is the independent variable, which incorporates employee mentoring, job retention, career development, training methods (Muthiani Alexander Muuo, 2013), and operational knowledge of employees; for the purpose of examined its effect on the dependent variables of job satisfaction and employee retention in Commercial Bank of Ethiopia.

Independent Variable



Dependent Variable



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In the previous chapter deals with literature and concepts related to the subject matters of the research. In this chapter the researcher tried to show the research design and methodology that was be used in conducted the study. Research design, population, sample size and sampled method, research instrument, source and method of data collection, procedure of data collection, validity, reliability, and ethics and method of data analysis and presentation.

3.2. Research Design

The main objective of this research is to investigate the effect of employee development program on job satisfaction and employee retention in Commercial Bank of Ethiopia, thus adopted a inferential/regression is crucial for this study. Accorded to Glesne (2011), inferential/regression research design is concerned in order to gathering of facts or obtained pertinent and precise information in relation to the current status of phenomenon and whatever possible to draw possible conclusions from the facts discovered. The researcher believed that the collection of essential data in the study needed to best investigate the contemporary practice of employee development program that affect job satisfaction and employee retention in Commercial Bank of Ethiopia.

3.3. Population, Sample size, Sampling technique and Sampled Design

3.3.1 Target Population

In this study the target population in statistics is the specific population about which information is looked for. Accorded to Kombo& Tromp (2006), stated population as a group of individuals, objects and items from which samples are taken for measurement. A target population is the aggregate of all cases that was be straight to some selected set of conditions. For the purpose of this study, the target population is the employees of Commercial Bank of Ethiopia, Addis Ababa area under four district office staffs i.e. North, South, East and West districts. Due to homogeneity in the branch structure, i.e. there is a Branch Manager, Customer service manager,

Accountant, branch controller, chief cashier, Customer Relationship Manager, Senior customer service officers (cash, and accounts), and Customer service officer thus sampled method is randomly selected from certain branches in Addis Ababa region, bases on the random sample selection methods.

3.3.2 Sample Size

For the purpose of making statistical inference and descriptive statistics about the effect of employee development program on job satisfaction and employee retention in Commercial Bank of Ethiopia, random sampled is used as the researcher could not study the entire population because of feasibility and cost constraints.

Table 3.1 The sample size determination method

Population size	Sample size		
	Small	Medium	Large
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1,201-3,200	50	125	200
3,201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source .J. Carvalho, 1984

Or the sample size is selected from the population used the Solvin's formula fitted in (Unan, 2012:52).

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

Where, N is the number of Population, n is sample size and e is the possible error term. Accordingly with estimate error term of 9%, it yields,

$$n = \frac{7,516}{1 + 7,516(0.09)^2}$$

n= 121.46, which is the sample size was be 122.

Thus the sample size method of determined by used Solvin’s formula fittest in (Unan, 2012:52) is too small thus the researcher has an interest to use sample determination method of *J. Carvalho, 1984* of maximum sample of 315 from the range of the total population of 3,201-10,000 i.e. total population of the research is 7,516 through stratified sampled technique.

3.3.3 Sampled Technique and Sampled Design

For the study stratified sampling technique was used to select the pertinent sample. Accorded to Denscombe (2007) stratified proportionate random sampled technique produce the overall population parameters with greater precision and ensures a more representative sample is derived from a relatively heterogeneous population. From each stratum the study used simple random sampled to select 315 respondents. The technique was the most appropriate in that it allowed the researcher to use statistical methods to analyze sample results.

Table 3.2 Sampling frames

District	Total N ^o of Employees	Sample Size	%age
North	2259	95	30.05
South	1763	74	23.46
East	1768	74	23.53
West	1726	72	22.96

Source: www.cbe.portal

The distribution of the sample is on the bases of selected branches randomly from each district from the list of employee data by used a lottery system in order to select certain number and goes on the nth accordingly.

3.4. Research Instrument/instrument of data collection

Adopted standard questionnaire is used for the purpose of investigated the effect of employee development program on job satisfaction, and employee retention in Commercial Bank of Ethiopia. A close-ended questionnaire was used to extract responses that are within the scope of the study. The Likert type data are commonly used to measure attitude provided a range of responses to a given question or statement, a set of attitude statements was be presented, where subjects of the study was be asked to express the agreement or disagreement used a five-point scale. The degree of agreement is given a numerical value ranged from one to five, thus a total numerical was be calculated from all the responses (Underwood, 2004). The questionnaire was

four (4) parts; the first part was basic demographic information, the second part is Employee development program in general, the third part job satisfaction, and the fourth part concerned on employee retention.

3.4.1 Sources and Methods of Data Collection

The data and information is collected for this research paper is derived from primary data. The data obtained from the respondents which has been selected branch employees, and the four district branch office staffs of the Commercial Bank of Ethiopia.

Secondary data was collected from published literatures, documents of the Commercial Bank of Ethiopia on this regard, Journal articles, case studies and reports, and research papers available on employee development program that has an effect of job satisfaction and employee retention so as clearly and substantiate the result from the primary data.

Survey questionnaire was administered to conduct pilot test from T/Yaj branch of Branch Managers, Customer Service Managers, Customer Service Officers (maker, checker), Branch Controllers, Senior Customer Service officers, and Customer Relation Officer. A five point Likert scale questionnaire ranged from 1 (strongly disagree) to 5 (strongly agree) is developed by amended certain questions which is not pertinent for the study.

3.4.2 Procedure of data collection

Before distributed questionnaires to the respondent's the researcher obtained their consent and explained the purpose, and its confidentiality of fill out questionnaire. Why the information was be needed and gave assurance that information collected would be kept confidential and would be used solely for academic purpose. The researcher neither attempts to uncover the respondent's identity nor examined the responses on an individual basis.

The researcher is collected quantitative data by used a self-administered questionnaire i.e. distribution and collection is done by the researcher himself. Where it is difficult for the respondents to complete the questionnaire immediately, the researcher left the questionnaires with the respondents and pick them up later. The structured questions was be used in an effort to safeguarded time and money as well as to facilitate in easier analysis as they are in immediate usable form.

To create the validity of the research instrument the researcher was obtained opinions of experts in the field of study especially my advisor. This helps to improve the content validity of the data that was be collected. It was be facilitated the necessary modifications of the research instrument that is used for enhanced the validity. Glesne (2011) says that the usual procedure in assessed the content validity of a measure is to use a professional or expert in a particular field and hence professional advice was required.

3.4.3 Methods of data analysis

Data analysis would be done after all the data completely collected and the process was used to make sense of the data. The type of data analysis tool that would be concluded dependent on the type of data, that is the data qualitative or quantitative (Nieswidomy, 2008). Before processed the responses, questionnaires would be edited for completeness and consistency. The data would be then coded to enable the responses to be grouped into various categories. The descriptive statistics such as frequencies, percentages and graphs are used for the analysis of the research questions would be done with Correlation Coefficient. SPSS (Statistical Package for Social Sciences) is computer software applied to run the analyses the responses of standard questionnaires.

Appropriate statistical tools was used to analyze the structured questionnaires of Likert scale data, the items are created by calculated a composite score (sum or mean) from five and or more than five type items. Median result has its own drawbacks in some cases midpoints may be viewed by the respondents as a “dumped ground” for unsure or non-applicable responses as well (Kulas, Stachowski& Haynes, 2008). Midpoint opinions claim that the midpoints cannot increase the reliability of measurement (Tasang, 2012). Descriptive statistics recommended for interval scale items include the mean for central tendency and standard deviations for variability. Additional data analysis procedures appropriate for interval scale items would include the Pearson's r, ANOVA, and regression is done. Accorded to Harry N. Boone, Jr (2016) If the researcher have designed a series of questions that when combined measure a particular trait, you have created a Likert scale and use means and standard deviations to describe the scale.

In order to see the effect and its relationship the model adopted from the research conducted by Scheryl Waeni Musyoka (2015) as follows:-

$$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots\dots\dots 1$$

$$Y_2 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots\dots\dots 2$$

Y_1 = Job satisfaction

Y_2 = Employee retention

β_0 = is the Y intercept or constant

$\beta_1 \dots \beta_5$ = coefficient of regression which measures how each independent variable influences the dependent variable that is job satisfaction and employee retention.

X_1 = Mentoring

X_2 = Job Rotation

X_3 = Career Development

X_4 = Training methods

X_5 = Operational knowledge of employees

ε = Error term

3.5. Validity and Reliability

To ensure validity in this research, there would be used to compare multiple data sources to arrive at common theme. Internal consistency reliability, conducted Cronbach's alpha. According to (Cronbach, 1951), Coefficient alpha is a guide of the internal consistency or reliability of measures, and it becomes routine practice in nearly all social science research in which multiple-item measures created. In his view reliability includes internal consistency measures, as the proportion of test variance that is attributable to group and general factors.

However, to confirm whether the adapted instrument is understood by the respondents or not by and also to ensure if it works in this research context a pilot test was conducted. A total of 20 questionnaires were distributed to the respondents from T/yaj branch, based on accessibility. Then the returned 20 pilot instrument questioners are coded, analyzed, and a Cronobach's Alpha test is identified by SPSS IBM version 20.00.

3.6. Measurement of instruments

The independent variables of the study are employee development program and dependent variable is job satisfaction and employee retention. The independent variable is measured used (employee mentoring, job rotation, career development, training methods, and operational knowledge of employees) measured by Muthiani Alexander Muuo (2013), by used 5 point likert scale. Thus the researcher tries to use 5 point likert scale 25 items for the independent variables, and the dependent variables measurement is 5point likert scale 10 items for job satisfaction because it is difficult to obtain secondary data which is published that shows quantitatively, and 5 point likert scale of 7 items used for employee retention. The overall measurement of reliability pilot test result shown in table 3.3.

Table 3.3 Reliability Statistics of variables

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Employee Mentoring	0.802	0.804
Job Rotation	0.740	0.736
Career Development	0.754	0.761
Training methods	0.775	0.778
Operational Knowledge of Employees	0.880	0.882
Over all independent variables	0.894	0.885
Job Satisfaction	0.814	0.820
Employee Retention	0.863	0.864

Source: own source (2016)

From the above result the overall Cronobach's Alpha value of the dependent and independent variables in this study has fulfilled the minimum requirement of a reliability indicator (i.e. Cronobach's Alpha > .70). The pilot test result of reliability and validity was strong. However, during the main study a few number of the question in the scale found to be less reliable and weakly correlated. As a result those questions that are found to be less reliable and weakly correlated are removed from the scale.

CHAPTER FOUR

Data Analysis & Interpretation of Results

This chapter presents the results of the study. Among the issues discussed are the demographic characteristics of respondents, employee development program namely employee mentoring, job rotation, career development, training methods, operational knowledge of employees. The dependent variables which are job satisfaction and employee retention analyzed. Regression and correlation was conducted to test the hypotheses, and answer the research question of the study.

4.1 Socio-demographic Characteristics of Respondents

Descriptive statistics such as percentages, graphs, tables, pie-charts are used to describe socio-demographic characteristics of respondents on the issue of age, gender, educational background, place of assignment, and years of experience of the respondent's information gathered on this part is summarized, analyzed and presented below.

Three hundred and fifteen respondents were targeted for the study hence the same number of questionnaires was sent out. However, out of this number, 315 questionnaires were received out of which 27 were poorly and inappropriately filled, therefore not used in the analysis thus the researcher collected another data which is used to execute the expected number of response. In all a total number of 315 questionnaires were used. Table 4.1 depicts the distribution of the responses based on sample. Accorded to Mugenda and Mugenda, the statistically significant response rate for a study should be at least 50%.

Table 4.1. Response Rate

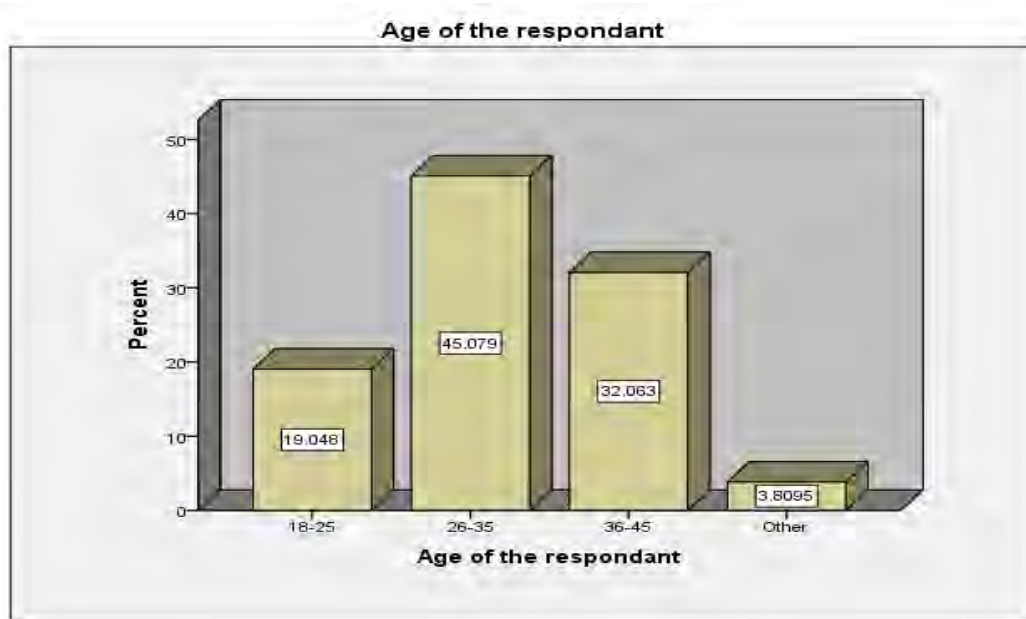
Unweighted Cases	N	Percent
Included in Analysis	315	100.0
Selected Cases Missed Cases	0	.0
Total	315	100.0
Unselected Cases	0	.0
Total	315	100.0

Source: Author (2016)

4.1.1 Age of Respondents

The researcher needed to know the general age distribution of respondents to help categorize the employees because currently CBE has many employs as compared with other organization in Ethiopia. Figure 4.1 below summarizes the data obtained on the ages of respondents.

Figure 4.1: Age Distribution of Respondents



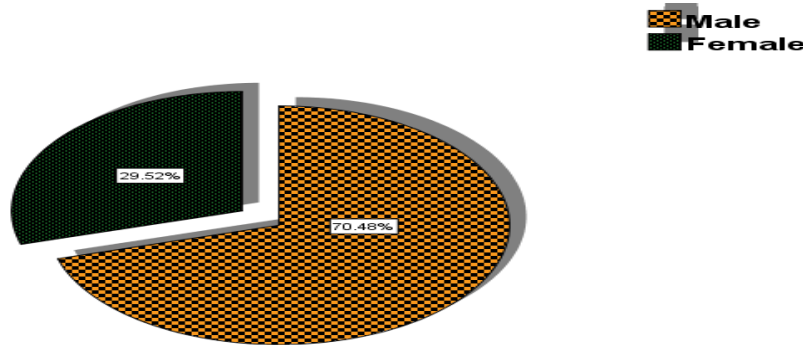
Source: Author (2016)

Analyzed the data obtained from the questionnaire, figure 4.1 reveals those respondents between 18-25 years represented 19.0%. Majority of the respondents between the ages of 26-35 represented 45.1%. 36-45, 46-55, and above 56 represented 32.1%, 3.2%, and 0.6% respectively. The arrangement of the age structures in the commercial bank of Ethiopia indicates a clear succession planned in place – where the older ages are less in percentage as compared to the younger generation. This shows that majority of employees (45.1%), (32.1) and (19.0%) were in the economically active age group of (26-35), 36-45), and (18-25 years). From the data what we have understand most of the employees are young.

4.1.2 Gender of Respondent

Figure 4.2 below present’s data on gender of respondents. The figure shows that male respondent formed the majority of the target population with a total of 70.5% while 29.5% of the respondents were female.

Figure 4.2 Gender of Respondent



Source: Author (2016)

More than half of the respondents (70.5%) were males, which is not surprised because most people want to work in the banks due to the benefits but the long worked hours render the industry problematic for females (Rebecca Dei Mensah, 2010).

4.1.3 Educational Background

It was also necessary for the study to determine the educational levels of the respondents that could be determined what kind of development program might be most appropriate. Table 4.2 below presents the data of educational background of respondent.

Table 4.2: Educational Background of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	38	12.1	12.1	12.1
First Degree	248	78.7	78.7	90.8
Valid Masters Degree	27	8.6	8.6	99.4
Other	2	.6	.6	100.0
Total	315	100.0	100.0	

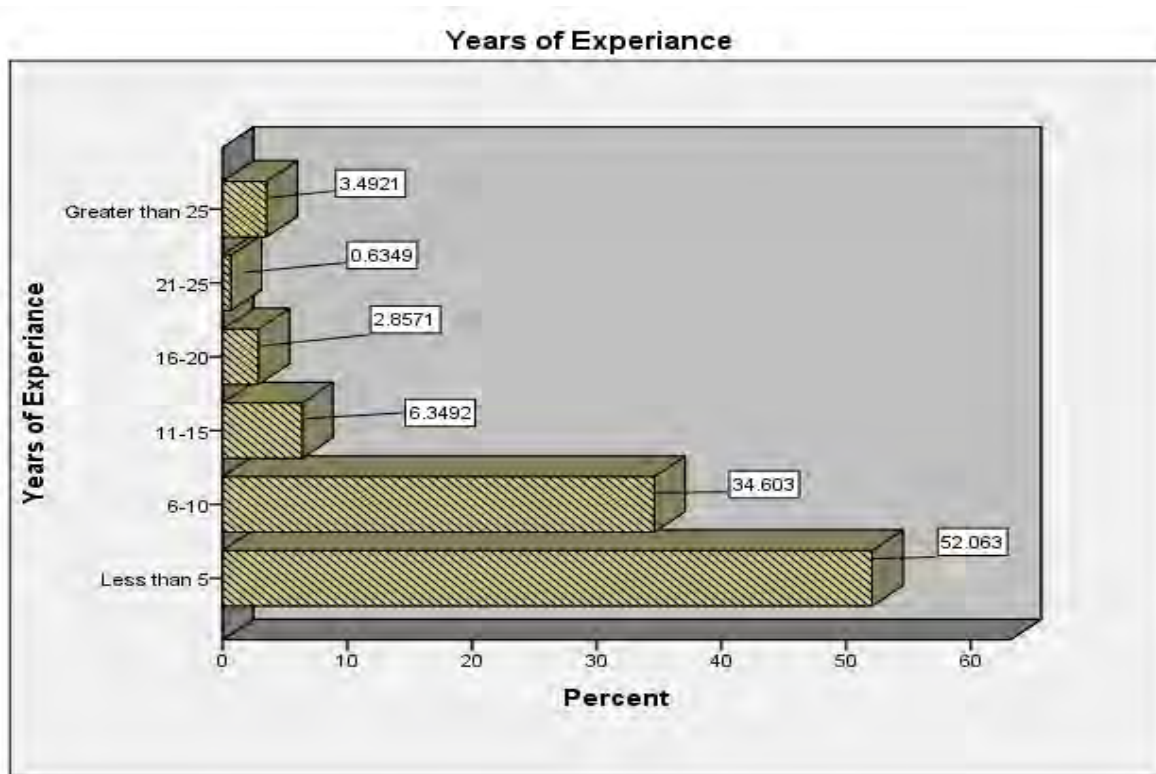
Source: Author (2016)

From table 4.2, it can be seen that respondents hold a range of educational qualifications from diploma to masters' level. Most of the employees consisted majorities of the total respondents have first degree 78.7%. Post graduates constituted 8.6%, and diploma holders are 12.1%. Thus the level of education of the respondents was mostly bachelor's degree (78.7%) due to the fact that respondents were officers, middle and top management personnel and currently a minimum of first degree is required for such positions.

4.1.4 Years of Service in the Organization

The study also sought to find out the years of service the respondents have rendered to the organization to enable us put their responses into proper perspective. Figure 4.3 below represent the categories of years of service as indicated by the respondents.

Figure 4.3: Years of Service in the Organization by the Respondents



Source: Author (2016)

Most of the respondents (52.1%) had been worked in CBE for not more than five years. 34.6% had been between 6-10 years. 6.3% of employees worked between 11-15 years. 2.9% had been worked for between 16-20 years. 0.6% had been worked 21-25, and 3.5% of employees had

been worked greater than 25 years. The result shows most of the respondents joined the bank in recent times.

Before proceeded to the analysis of the data collected, the overall reliability of the measurement scales is tested. Concerned literatures showed that in most of the cases Cronbach’s alpha had been used to measure internal consistency or reliability of a psychometric instrument like Likert scale data

Table 4.3: Reliability test

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Employee mentoring	0.845	0.846
Job rotation	0.826	0.827
Career development	0.830	0.831
Training methods	0.738	0.742
operational knowledge of employees	0.887	0.888
Overall independent variables	0.922	0.922
Job satisfaction	0.852	0.853
Employee retention	0.869	0.871

Source: Author (2016)

The overall and inter item Cronobach’s Alpha value of the entire dependent and independent variables in the study has fulfilled the minimum requirement of a reliability indicator (i.e. Cronobach’s Alpha > .70). Thus, based on this finding it is concluded that the scale used in the study is reliable.

4.2 Descriptive Analysis

4.2.1 Results of Employee Development Program

Summary of the respondent’s response to the questions on the employee development program is summarized below. Analysis in this respect is helpful to identify the strongest and weakest

contributors of the employee development program indicators. There by helps to review the EDP and enhance its contribution.

Employee Development Programs

This section presents respondents perception of EDPs in five key areas namely employee mentoring, job rotation, career development, training methods, and operational knowledge of employees.

Employees were asked to indicate the extent to which they agreed to statements related to EDP undertaken by CBE on a five-point likert scale 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4- Agree and 5-Strongly Agree.

4.2.1.1 Mentoring

Mentoring was measured based on questions that indicates effective mentoring practices such as getting help and support from their colleagues/supervisors at work, extent of treatment from their colleagues, participation in reviewed objectives, opportunity express their views and feelings concerned the objectives and standards of work, and social connections in the work place.

Table 4.4 Mentoring

Statement	S.D %	D %	N %	A %	S. A %	Mean	Stand. Dev
I get help and support from my colleagues/supervisors at work.	8.6	10.5	23.5	39.7	17.8	3.48	1.155
My colleagues treat me with respect.	6.7	9.8	25.4	36.8	21.3	3.56	1.128
My line manager and I regularly review the objective of shared knowledge for improvement.	9.2	20.6	35.9	18.1	16.2	3.11	1.181
My line manager gives me an opportunity to express my views; feelings concerned the objectives and standards of work.	7.9	15.2	31.4	34.9	11.7	3.29	1.028
We are socially connected in the workplace than before	7.6	19.7	22.9	29.8	20.0	3.35	1.218

Source: Fieldwork(2016)

From the Table 4.3, the mean score of the respondents shows“ neutrality (i.e. neither agree nor disagree) to their participation on regular review of objective of knowledge sharing for

improvement. The mean results of 3.11 indicate employees neither agreed nor disagreed with the statement of “My line manager and I regularly review the objective of shared knowledge for improvement.” For the rest questions respondents shows their agreement on the issues of “getting help and support from their colleagues/supervisors at work” with the mean score of 3.48; “their colleagues treatment respectful” with the mean score of 3.56; “line managers gives an opportunity to express their views, feelings concerned the objectives and standards of work” the mean score of 3.29 “they are socially connected in the workplace than before” a mean score of 3.35. An important scholar in the field, Clutterbuck (2004), goes as far as said ‘I have yet to find anyone who is self-sufficient enough not to benefit from a mentor at some point in his or her life’. The finding shows that most of the respondents agree that mentoring is a determinant factor to them. Mentoring provides an encouraging environment through ongoing interactions, coaching, teaching, and role modeling that facilitates progression within the organization; mentoring has been found to influence job satisfaction and, employee retention because it helps to establish an organizational culture that is attractive to the top talent stream for growth opportunities.

4.2.1.2 Job rotation

The respondents were requested to indicate the extent to which job rotation has helped them to learn about different departments and also gain confidence as an employee of the company.

Table 4.5 Job Rotation

Statement	S. D %	D %	N	A %	S. A %	Mea n	Stand.Dev'n
I have got an opportunity to do a variety of tasks.	11.7	12.4	31.4	34.9	9.5	3.18	1.138
Multiplicity of knowledge acquired in my job	11.4	18.4	34.0	27.3	8.9	3.04	1.128
Job rotation program of the bank broadened my knowledge and skill in other fields.	6.7	18.1	37.1	32.7	5.4	3.12	0.989
Job rotation program of the bank is an excellent system to acquire new methods of work.	6.9	14.9	27.6	36.5	14.3	3.37	1.105
Before job rotation, the organization seeks my consent.	10.8	14.6	36.5	29.2	8.9	3.11	1.103

Source: Fieldwork, 2016

From the Table 4.5, the score of the respondents shows their neutrality (i.e. neither agree nor disagree) to the questions related to “Multiplicity of knowledge acquired in my job” mean score of 3.04, “Job rotation program of the bank broadened my knowledge and skill in other fields” mean score of 3.12,” Before job rotation, the organization seeks my consent” mean score of 3.11. The rest of the two measurements of job rotation “I have got an opportunity to do a variety of tasks” mean score of 3.18, and “Job rotation program of the bank is an excellent system to acquire new methods of work” a mean score of 3.37. Regarding job rotation measurement parameter shows that most of their responses are neutral i.e. neither agree, nor disagree. Therefore from this it is difficult to say anything from the result of career development response it is a hygiene factor.

4.2.1.3 Career development

Statements related to career development focused mainly on employee development. Huselid (1995) has suggested that EDP such as providing career development is important determinants of job satisfaction and employee retention.

Table 4.6 Career development

Statement	S. D %	D %	N %	A %	S. A %	Mean	Stand. Dev'n
I know where my career is going.	6.3	17.8	32.1	31.7	12.1	3.25	1.088
I would recommend my profession helps for career advancement.	6.0	16.2	36.2	31.4	10.2	3.23	1.035
My career is a central interest in my life	7.0	15.9	31.7	30.2	15.2	3.31	1.122
My work effort contributed to my personal growth.	11.1	14.0	33.7	28.6	12.7	3.18	1.162
I understand how my future career work contributes to my life	8.3	15.0	34.2	33.3	9.2	3.21	1.063

Source: Fieldwork, 2016

The mean scores of responses suggest that respondents were generally neutral (neither agree nor disagree) to questions on career management as shown in Table 4.6. on the issue of their “knowing where their career is going” (Mean score of 3.25), their self confidence on “Recommended their profession helps for career advancement”(Mean score of (3.23),

concerning their intention to growth “My career is a central interest in my life” (Mean score of 3.31), regarded their effort “their work effort contributed to their personal growth”(Mean score of 3.18), and career development contributions “their understanding how their future career work contributes to their life” (a mean score of 3.21). From the response of employees they are neutral neither agree, nor disagree for about career development program of the bank, therefore from this it is difficult to say anything from the result of career development response it is a hygiene factor.

4.2.1.4 Training methods

The study asked the respondents to indicate their level of agreement on the weather training method is pertinent to the participant.

Table 4.7 Training methods

Statement	S. D %	D %	N %	A %	S. A %	Mean	Stand. Dev'n
The course content is relevant to my job.	11.4	7.3	28.6	43.2	9.5	3.32	1.115
Almost everything learnt can be applied at work	12.4	23.2	31.1	30.2	3.1	2.92	1.074
It is difficult to practically apply what has been learnt	4.4	11.6	39.7	39.0	5.4	3.30	0.902
I found that skills and knowledge can be applied in the bank	6.3	17.1	29.2	39.7	7.6	3.25	1.033
I can coach other new employees to the area	10.2	12.4	39.4	28.9	9.2	3.15	1.082

Source: Fieldwork (2016)

The overall response indicates neutrality on the applicable part and transferred their knowledge obtained from training methods the mean scores of “Almost everything learnt can be applied at work “is 2.92, “It is difficult to practically apply what has been learnt” is 3.30, “I can coach other new employees to the area” is 3.15 (neutral). The respondents agree the relevance of the course content “The course content is relevant to his job” a mean score of 3.32, and they agree on the application of skills found “I found that skills and knowledge can be applied in the bank” mean

score of 3.25. The overall mean result shows that employees are agree with training method influences their attitude on CBE.

4.2.1.5 Operational knowledge of employees

The study in this area asked the respondents to state the extent to which various aspects on employee’s operational knowledge applicable to commercial bank of Ethiopia they worked in. The responses were rated on a five point Likert scale where: 1 – Strongly Disagree 2 –Disagree 3 – Neutral 4- agree and 5- strongly agree. Findings are presented in Table 4.7

Table 4.8Operational knowledge of employees

Statement	S. D %	D %	N %	A %	S. A %	Mea n	Stand. Dev’n
My work helps me better to understand myself.	11.1	17.5	28.9	32.7	9.8	3.13	1.152
My work makes a positive difference in the bank	9.2	12.7	22.5	41.3	14.3	3.39	1.155
I built high extent of network of contacts within the bank for obtained information about events, changes, or activities	11.7	15.9	31.4	35.6	5.4	3.07	1.095
My knowledge is persistent, and helps to get job done on time	5.4	10.2	29.5	44.4	10.5	3.44	0.993
In my work group people try to pick up new skills and knowledge	5.1	14.3	36.8	35.6	8.3	3.28	0.979

Source: Fieldwork, 2016

The mean result regarding operational knowledge of employees shows that, they agree on operational knowledge is an important factor and determines satisfaction and retention tool.

4.2.2 Results of Job Satisfaction

The scores for employee’s perception on job satisfaction show that they were generally satisfied with “Willingness to spend maximum energy on job”, a mean score 3.70, “Making decisions affected work” a mean score 3.46, “Accuracy of the work”, mean score of 3.68, “Chances for advancement on job. (Promotion and promotion opportunities)” mean score of 2.99, “The way my co-workers get along with each other. (Co-workers)” mean score of 3.55, “Competency of my supervisor in making decisions. (Supervision)” mean score of 3.28

Table 4.9 Job Satisfaction

Statement	S. D %	D %	N %	A %	S. A %	Mean	Stand. Dev'n
Willingness to spend maximum energy on job	3.2	4.1	29.2	46.7	16.8	3.70	0.907
Making decisions affecting work	6.3	12.1	22.5	47.0	12.1	3.46	1.056
Accuracy of the work	3.6	5.7	17.1	55.2	15.6	3.68	1.014
The amount of pay for the work I do. (Pay)	9.2	31.1	22.9	29.8	7.0	2.94	1.122
Chances for advancement on job. (Promotion and promotion opportunities)	10.5	28.3	22.5	29.2	9.5	2.99	1.174
The way my co-workers get along with each other. (Co-workers)	4.1	3.8	37.1	42.5	12.4	3.55	0.906
The competence of my supervisor in making decisions. (Supervision)	7.0	11.7	34.9	38.7	7.6	3.28	1.006
The chance to make use of my best abilities. (Work itself)	2.9	10.8	28.6	45.7	12.1	3.53	0.938
The way I get full credit for the work I do. (Recognition)	8.9	13.0	37.1	30.2	10.8	3.21	1.086
Worked conditions (heated, lighted, ventilation, etc) on the job. (Worked Condition)	13.9	13.7	25.4	40.3	7.0	3.13	1.163

Source: Fieldwork (2016)

This is shown in table 4.8. The responses under job satisfaction presuppose that, the majority of employees were content. This is good for employees to become satisfied with their jobs are more likely to remain in their organisations. As Rajendran and Chandramohan, (2010) put it; job satisfaction is of major importance because it influences the efficiency of employees and also positively affects job behaviour such as absenteeism and employee turnover. From the mean result majority of the respondent agree that when they obtained what is expected from employee development program achieved they stayed in the organization.

4.2.3. Results of Employee Retention

Table 4.10 Employee Retention

Statement	S. D %	D %	N %	A %	S A %	Mea n	Stan. Dev' n
Opportunity for moved to higher levels within the Organization. (Advancement Opportunities)	5.7	21.0	37.1	26.7	9.5	3.13	1.035
The degree of attachment to individuals associated with the organization such as supervisor, co-workers, or customers. (Basic attachments)	3.2	8.9	39.7	44.4	3.8	3.37	0.824
The amount of pay, benefits, or equivalents distributed in return for service.(Extrinsic rewards)	11.1	14.9	43.5	28.9	1.6	2.95	0.973
The nature of the work schedule or hours. (Flexible work Arrangements)	4.1	15.9	30.8	38.7	10.5	3.36	1.003
The degree to which individual's identify with and are involved in the organization. (Organizational Commitment)	10.8	11.4	28.9	34.4	4.4	3.20	1.063
Fairness of reward allocations, policies and procedures, and interpersonal treatment. (Organizational Justice)	7.3	22.5	32.7	32.1	5.4	3.06	1.027
The degree to which the organization is to be trustworthy and well-respected. (Organizational Prestige)	6.7	20.0	27.0	37.5	8.9	3.22	1.074

Source: Fieldwork (2016)

4.3 Correlation results

4.3.1 Correlation between the independent variables and job satisfaction

The study findings were subjected to correlation analysis to determine the relationship between employee development program and job satisfaction. The study used Karl Pearson's coefficient of correlation in order to quantify the strength of the relationship between the variables. The Pearson product-moment correlation coefficient determines the strength of a linear association between two variables and is denoted by r which can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0

indicates a positive association, that is, as the value of one variable increases so does the value of the other variable. A value less than 0 indicates a negative association, that is, as the value of one variable increases the value of the other variable decreases.

The Pearson’s coefficient was used to verify the existence or non-existence of linear correlation between and among the employee development program variables with job satisfaction and employee retention. The findings of EDP with job satisfaction and employee retention are shown below:

Table 4.11 Correlation between EDP and Job Satisfaction

		Mentoring	Job Rotation	Career Devt	Training methods	Oper. kn. of employees	Job Satisfaction
Mentoring	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	315					
Job Rotation	Pearson Correlation	.282*	1				
	Sig. (2-tailed)	.000					
	N	315	315				
Career Devt	Pearson Correlation	.494*	.463**	1			
	Sig. (2-tailed)	.000	.000				
	N	315	315	315			
Training methods	Pearson Correlation	.322*	.536**	.605**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	315	315	315	315		
Oper. kn. of employees	Pearson Correlation	.459*	.426**	.597**	.653**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	315	315	315	315	315	
Job Satisfaction	Pearson Correlation	.502*	.533**	.642**	.682**	.680**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	315	315	315	315	315	315

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

Source: Fieldwork (2016)

4.3.2. Correlation between the independent variables and employee retention

Table 4.12 Correlations between EDP and Employee Retention

		Mentoring	Job Rotation	Career Devt	Training methods	Op. kn. of employees	Employee Retention
Mentoring	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	315					
Job Rotation	Pearson Correlation	.282**	1				
	Sig. (2-tailed)	.000					
	N	315	315				
Career Devt	Pearson Correlation	.494**	.463**	1			
	Sig. (2-tailed)	.000	.000				
	N	315	315	315			
Training methods	Pearson Correlation	.322**	.536**	.605**	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	315	315	315	315		
Ope. kn. of employees	Pearson Correlation	.459**	.426**	.597**	.653**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	315	315	315	315	315	
Employee Retention	Pearson Correlation	.438**	.459**	.619**	.618**	.686**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	315	315	315	315	315	315

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

Source: Fieldwork (2016)

4.4 Statistical tests

Before decided which statistical analysis; pertinent tests conducted, to see the relationship, and effects between the independent and dependent variables. For the purpose of making correlation and regression analysis, the relevant tests made by the researcher indicated below, and other relevant tests appropriate are made like Pearson's coefficient of correlation R^2 , ANOVA etc-

Table 4.13 Checked data for completeness

		N	%
Valid		315	100.0
Cases Excluded		0	.0
Total		315	100.0

Source: Fieldwork (2016)

4.4.1 Test for multicollinearity

How much correlation causes multicollinearity however, is not clearly defined cut of pint. While Hair et al (2006) argue that correlation coefficient below 0.9 may not cause serious multicollinearity problem. Malhotra (2007) stated that multicollinearity problem exists when the correlation coefficient among variables is greater than 0.75.

Table 4.14 Multicolliniarity test

		Mentorin g	Job Rotation	Career Devt	Training methods	Tech. kn of employees
Mentoring	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	315				
Job Rotation	Pearson Correlation	.282**	1			
	Sig. (2-tailed)	.000				
	N	315	315			
Career Devt	Pearson Correlation	.494**	.463**	1		
	Sig. (2-tailed)	.000	.000			
	N	315	315	315		
Training methods	Pearson Correlation	.322**	.536**	.605**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	315	315	315	315	
Oper. kn. of employees	Pearson Correlation	.459**	.426**	.597**	.653**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	315	315	315	315	315

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

Kennedy (2008) suggests that any correlation coefficient above 0.7 could cause a serious multicollinearity problem led to inefficient estimation and less reliable results. This indicates that there is no consistent argument on the level of correlation that causes multicollinearity. Thus

accorded to Kennedy correlation coefficient above 0.7 could cause a serious multicollinearity problem, therefore from table 4.14. There is no multi-collinearity effect among indicators of the independent variables of Mentoring, Job Rotation, Career development, training methods and Operational knowledge of employees. In addition to the above Multi-collinearity is unlikely to be a problem if the tolerance more than 0.2 (Menard, 1995), and VIF should be less than 10 (Myers, 1990). Based on this parameter also Tolerance is more than 0.2, and VIF is also less than 10.

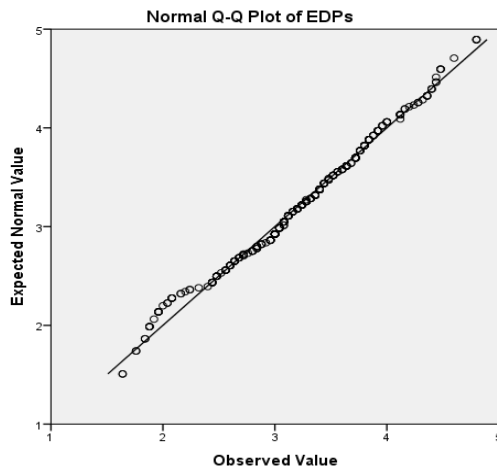
Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Mentoring	.707	1.414
	Job Rotation	.679	1.474
	Career Devt	.494	2.024
	Training methods	.450	2.224
	Oper. kn. of employees	.477	2.095

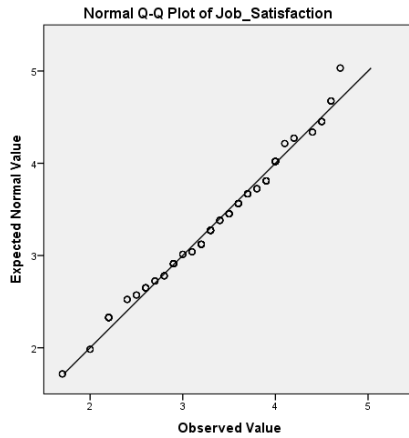
Source: Fieldwork (2016)

4.4.2 Test for normality

Normality test is made in order to determine normality of data; graphically the researcher used the output of a normal Q-Q Plot. If the data are normally distributed then the data points was be close to the diagonal line. If the data points stray from the line in an obvious non-linear fashion then the data are not normally distributed. As we can see from the SPSS output chart, figure 4.4 below.

Figure 4.4 Test of normality





4.5 Regression Analysis

The followed multiple regression equation was used for the study:

$$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots \dots \dots 1$$

$$Y_2 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots \dots \dots 2$$

In addition to descriptive analysis, the study also conducted inferential statistics of multiple regression analysis to see the effect of independent variables of EDP (mentoring, job rotation, career development, training methods, and operational knowledge of employees) on dependent variables (job satisfaction, and employee retention) in CBE.

In this study, a multiple regression analysis was conducted to test the effect of EDP on job satisfaction and employee retention. The research used statistical package for social sciences (SPSS V 20.0) to code, enter and compute the measurements of the multiple regressions. R-Squared is a commonly used statistic to evaluate model fit. R-square is 1 minus the ratio of residual variability. The adjusted R2, also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables.

4.5.1 Regression results of EDP on job satisfaction

First the study tried to see EDP on job satisfaction, from table 4.15. 63.1% of EDP of employee mentoring, job rotation, career development, training methods, and operational knowledge of

employees has an attribute of describe job satisfaction. Therefore shows that the variables under study explain 63.1% of the dependent variable and the remained 36.9% are explained by other variables that were not considered in this study.

Table 4.15 Model Summary of job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.798 ^a	0.637	0.631	0.414

a. Predictors: (Constant), Tech. kn. of employees, Job Rotation, Mentoring, Career Devt, Training methods

b. Dependent Variable: Job Satisfaction

Source: Fieldwork (2016)

Table 4.16 shows the significant value of 0.000, which indicates that the regression relationship was highly significant in predicted how employee mentoring, job rotation, career development, training methods, and operational knowledge of employees, influenced job satisfaction in commercial bank of Ethiopia. This shows that the overall model was significant. The ANOVA results indicate the model was significant at $P = 0.000$ and therefore this meets the threshold since P is less than 0.05.

Table 4.16 ANOVA of Job Satisfaction

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	92.829	5	18.566	108.246	.000 ^b
	Residual	52.998	309	.172		
	Total	145.827	314			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Tec. Kn. of employees, Job Rotation, Mentoring, Career Devt, Training methods

Source: Fieldwork (2016)

Table 4.17 Regression result of EDP with job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.632	.124		5.112	.000	.389	.875		
Mentoring	.128	.031	.170	4.172	.000	.068	.188	.707	1.414
Job Rotation	.120	.034	.149	3.567	.000	.054	.187	.679	1.474
Career Devt	.135	.039	.167	3.426	.001	.057	.212	.494	2.024
Training methods	.262	.048	.280	5.471	.000	.167	.356	.450	2.224
Oper. kn. of employees	.195	.038	.256	5.153	.000	.120	.269	.477	2.095

a. Dependent Variable: Job Satisfaction.

Source: Fieldwork (2016)

Accorded to the findings in Table 4.17 when a multiple regression is done, a significant positive relationship exists with all relationships were. Taking all factors into account (mentoring, job rotation, career development, training methods, and operational knowledge of employees) constant at zero employee development programs on job satisfaction was positive (0.632).

$$Y_1 = 0.632 + 0.170X_1 + 0.149X_2 + 0.167X_3 + 0.280X_4 + 0.256X_5 + \epsilon \dots \dots \dots 1$$

Regression coefficient for mentoring R = 0.170; P value = 0.000. The result is consistent with that of (Owens, 2006), mentoring has resulted in higher employee satisfaction. Job rotation was R = 0.149; P value = 0.000 Regression coefficient for career development was R = 0.167; P value = 0.001, and Regression coefficient for training methods was R = 0.280; P value = 0.000. These result aligned with that of Umer (2011), when organizations provide opportunities for growth and development, courses and educational sponsorships then employees are more satisfied with their jobs. Regression coefficient for operational knowledge of employees was R = 0.256; P value = 0.000, operational knowledge of employee the result aligned with the significant relationship between job satisfaction International Journal of Engineered and Science IJES (2013). The threshold met for significance since P value was less than 0.05, and there is positively affect job satisfaction of employees in CBE.

Table 4.15 above indicates an adjusted R square of 0.631, which indicates that 63.1% of employee development program of the bank predicts job satisfaction, therefore we can conclude

that an increase in EDP of (mentoring, job rotation, career development, training methods and operational knowledge of employees), was leads to job satisfaction and the reverse also true. Thus EDP of the bank has an effect on job satisfaction in CBE. The aligned with the findings done by Karen Shelton (2001)

4.5.2 Regression results of EDP on employee retention

The effect of employee development programs on employee retention in CBE. The adjusted R², also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. 56.2% of the effects of employee development program on employee retention. This therefore shows that the variables under study explain 56.2% of the dependent variable and the remained 43.8 are explained by other variables that were not considered in this study.

Table 4.18 Model Summary of Employee Retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.754 ^a	0.569	0.562	0.496

a. Predictors: (Constant), Tech. kn. of employees, Job Rotation, Mentoring, Career Devt, Training methods
 b. Dependent Variable: Employee Retention
 Source: Fieldwork (2016)

Table 4.19 shows the probability value of 0.000, which indicates that the regression was highly significantly predicted how mentoring, job rotation, career development, training methods, and operational knowledge of employees, influenced employee retention in commercial bank of Ethiopia. This shows that the overall model was significant. The ANOVA results indicate the model was significant at P = 0.000 and therefore this meets the threshold since P is less than 0.05.

Table 4.19 ANOVA of Employee Retention

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	100.758	5	20.152	81.600	.000 ^b
	Residual	76.309	309	.247		
	Total	177.067	314			

a. Dependent Variable: Employee Retention

b. Predictors: (Constant), Tech. kn. of employees, Job Rotation, Mentoring, Career Devt, Training methods.

Source: Fieldwork (2016)

$$Y_2 = 0.511 + 0.084X_1 + 0.087X_2 + 0.210X_3 + 0.174X_4 + 0.372X_5 + \varepsilon \dots \dots \dots 2$$

The findings in table 4:20 established that taking all factors into account (mentoring, job rotation, career development, training methods, and operational knowledge of employees) constant at zero employee development program on employee retention was be positive (0.511).

All the variables were significant mentoring being the least significant (p = 0.060), and job rotation significant level was (0.056) at ten percent significant level and 90% confidence level, career development (p=0.000), training methods (p=0.002), and operational knowledge of employees (p=0.000), with one percent significant level 99% confidence level we can say employee development program has an effect in employee retention in commercial bank of Ethiopia. The result aligned with Shelton (2001) that employee’s intention to leave the organization can be lack of relevant employee development program, because employees don’t want to stay at one job for life time.

Table 4.20 Regression result of EDP on Employee Retention

Model	Unstandardized Coeff.		Standardized Coeff.	T	Sig.	95.0% Conf. Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.511	.148		3.446	.001	.219	.803		
Mentoring	.069	.037	.084	1.887	.060	-.003	.142	.707	1.414
Job Rotation	.078	.041	.087	1.917	.056	-.002	.157	.679	1.474
1 Career Devt	.187	.047	.210	3.952	.000	.094	.280	.494	2.024
Training methods	.179	.057	.174	3.127	.002	.066	.292	.450	2.224
Opera. kn. of employees	.312	.045	.372	6.875	.000	.223	.401	.477	2.095

a. Dependent Variable: Employee Retention

b. Source: Fieldwork (2016)

4.6 Discussion of the results

Based on the finding of this study, in this section discussed the results obtained.

H0₁: Employee development program does not have a significant effect on job satisfaction in CBE. From table 4.17 the result of multiple regressions of EDP on job satisfaction stated below:-

1. Mentoring with job satisfaction

The result revealed that there is a significant positive relationship between mentoring and job satisfaction (standardized coefficients of beta = 0.170, Sig. < 0.05, 99% confidence level). Sig. = 0.000, thus the better provided the mentoring to employees was leads to increase the satisfaction level of employees. The result is aligned with the theory of trust viewed effective leadership (Chao et al., 1992) and employees was feel satisfied if sufficient organizational supports are given to them. Past researchers (e.g., Scandura, 1997) have evidenced that mentoring is positively connected with organizational commitment and job satisfaction.

2. Job rotation and job satisfaction

The findings disclosed a significant positive relationship between Job rotation and job satisfaction (standardized coefficients of beta = 0.149, Sig. < 0.05,). Sig. = 0.000, thus the better offer job rotation to employees was leads to an increase the satisfaction level of employees.job satisfaction in CBE. The finding aligned with the study conducted by Adomi (2006) reveals that job rotation can reduces boredom and increases motivation through the divergence of employee's activities. And also aligned with the result of Job rotation was also shown by researchers to have an impact on employee satisfaction (Jorgensen et al, 2005).

3. Career Development and job satisfaction

The findings revealed a significant positive relationship between career development and job satisfaction (standardized coefficients of beta = 0.167, Sig. < 0.05, 99% confidence level). Sig. = 0.000, which indicates the variable met the threshold since it was less than 0.05. Thus the better make available the career development to employees was lead to an increase the satisfaction level of employees in CBE. This finding supported Herzberg (1959) two-factor motivation

theory which suggested that employees was be highly motivated if the intrinsic factors like responsibility, recognition and personal growth are presented to the workers. And the results of the study indicated that the better the perceived career development of employees, it was increase employee satisfaction as well Akmal Umar, (2015).

4. Training methods and Job Satisfaction

The findings indicated a significant positive relationship between training methods and job satisfaction (standardized coefficients of beta = 0.280, Sig. < 0.05, 99% confidence level). Sig. = 0.000 thus, depicted that an increase the quality level of training methods was lead to increase in job satisfaction in CBE. The result aligned with the findings were by Kushnir, Ehrenfeld & Shalish, (2006), who argued that there is a positive relationship between training program and motivation of employees. His study found that training enhanced the professional development skills of employees which make them to perform the complex job tasks easily and to get the desired outcomes for the organizations in which they work. Accorded to Armstrong (1996), however, argues that training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existed competencies.

5. Operational knowledge of employees and job satisfaction

The findings indicated a significant positive relationship between operational knowledge of employees and job satisfaction (standardized coefficients of beta = 0.256, Sig. < 0.05, 99% confidence level). Sig. = 0.000 thus, it indicates that an increase in operational knowledge of employees was leads to increase the satisfaction level of employees in CBE. This finding in line with M. Sandhya Sridevi(2010), As sophistication of technologies continues to evolve, they pose more challenges for managers because organizations was have to need more number of employees with increased operational and professional skills.

Finally in order to see the effect of entire employee development program on job satisfaction of EDP of mentoring, job rotation, career development, training methods and operational knowledge of employees has to be taken and computed below.

Table 4.21 Entire Regression result of EDP on job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.635	.121		5.257	.000		
EDP	.837	.037	.792	22.914	.000	1.000	1.000

a. Dependent Variable: Job Satisfaction
Source: Fieldwork (2016)

The overall finding indicated a significant positive relationship between EDP and job satisfaction (standardized coefficients of beta = 0.792, Sig. < 0.05, 99% confidence level). Sig. = 0.000 thus, it indicates that increased employee development program leads to increase the level of job satisfaction in CBE.

Therefore the null hypothesis that employee development program does not have a significant effect on job satisfaction in CBE is rejected. Thus from the above result 99% confident that EDP has an effect on job satisfaction.

H₀2: Employee development program does not have a significant effect on employee retention in CBE. From table 4.20 the result of multiple regressions of EDP on employee retention stated below:-

1. Mentoring with employee retention

The study discovered that there is a significant positive relationship between mentoring and employee retention (standardized coefficients of beta = 0.084, Sig. < 0.10, 90% confidence level). Sig. = 0.060, thus the better provided mentoring to employees will be leads to increase the intention of employees stay in the bank. The result confirmed Mentoring plays a significant role in retention of the employees and it is aligned with the notably, a five-year research study of the mentoring program at Sun Microsystems found the annual job performance ratings of employees who received mentoring were 40 percent higher on average than the performance ratings of non-participants (Dickinson, Jankot, & Gracon, 2009). This means offered mentoring for and between employees of diverse backgrounds and with various differences helps companies to foster collaborative relationships and open communication among all employees.

2. Job rotation and employee retention

The findings disclosed a significant positive relationship between Job rotation and employee retention (standardized coefficients of beta = 0.087, Sig. < 0.10, 90% confidence level). Sig. = 0.056, thus an increase in job rotation leads to increase the intention of employees stay in the bank. The result aligned with Ortega (2001), shows the relative benefits of job rotation increase when the firm knows little about its employees' abilities. From the empirical result employees with less tenure in the firm are more likely to rotate, because the firm was be more interested in learned about them. This implies that job rotation should be adopted with a higher probability in firms where average employee tenure is lower.

3. Career Development and employee retention

The findings revealed a significant positive relationship between career development and employee retention (standardized coefficients of beta = 0.210, Sig. < 0.05, 99% confidence level). Sig. = 0.000, which indicates the variable met the threshold since it was less than 0.05. Thus career development has a positive effect on job satisfaction in CBE. These findings agree with Olusegun's (2013) assertion that career planned is seen as a very systematic and comprehensive process of targeted career development and implementation of strategies, self-assessment and analysis of opportunities and evaluates the results. Another study by Kwenin (2013), explored explores the link between work environment, career development opportunities and employee retention in Vodafone Ghana Limited.

4. Training methods and employee retention

The findings indicated a significant positive relationship between training methods and job satisfaction (standardized coefficients of beta = 0.174, Sig. < 0.05, 99% confidence level). Sig. = 0.002 thus, it depicted that a unit increase in training methods has an increase in employee retention in CBE. George and Jones (2002) conclude that proper training have a significant effect on job mobility.

5. Operational knowledge of employees and employee retention

The findings indicated a significant positive relationship between operational knowledge of employees and employee retention (standardized coefficients of beta = 0.372, Sig. < 0.05, 99%

confidence level). Sig. = 0.000, indicates that a unit increase in operational knowledge of employees leads to increase employees intention to stay in the bank. Knowledgeable and highly skilled employees improve productivity; enhance quality of products and services, effect positive changes in processes and deliver quality service to customers (Khan, 2010). This accessibility of information would lead to strong performance from the employees and created strong corporate culture Meaghan et al. (2002).

Finally in order to see the effect of entire employee development program of mentoring, job rotation, career development, training methods, and operational knowledge of employees has to be taken and computed below.

Table 4.22 Entire Regression result of EDP on employee retention

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.405	.147		2.745	.006	
	EDP	.857	.045	.736	19.208	.000	1.000
							1.000

a. Dependent Variable: Employee Retention
Source: Fieldwork (2016)

There for the finding indicated a significant positive relationship between EDP and employee retention (standardized coefficients of beta = 0.736, Sig. < 0.05, 99% confidence level). Sig. = 0.000 thus, indicates that employee development program has a positive effect on employee retention in CBE.

Therefore the null hypothesis that employee development program does not have a significant effect on employee retention in CBE is rejected. Thus 99% confident, that EDP has a significant effect on employee retention.

H0₃: Employee development program does not have a significant relationship on job satisfaction in CBE. Table 4.11 clarify the followed issues

1. Relationship between mentoring and job satisfaction

The results reveal that there is a positive relationship between mentoring and job satisfaction ($r = .502^{**}$, P-value < 0.05). P value = 0.000 thus mentoring had a moderate positive relationship with job satisfaction in CBE. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship.

2. Relationship between job rotation and job satisfaction

The findings disclosed a positive relationship between Job rotation and job satisfaction ($r = .533^{**}$, P-value < 0.01), P value = 0.000 thus job rotation had a moderate positive relationship with job satisfaction in CBE. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship.

3. Relationship between Career Development and job satisfaction

The findings revealed a positive relationship between career development and job satisfaction ($r = .642^{**}$, P-value < 0.01). P value = 0.000, which indicates the variable met the threshold since it was less than 0.05. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship. Thus career development and job satisfaction has a moderate relationship with job satisfaction in CBE.

4. Relationship between training methods and Job Satisfaction

The findings indicated a significant positive relationship between training methods and job satisfaction ($r = 0.682^{**}$, P-value < 0.01). P value = 0.000 thus, depicted that training methods has a positive relationship with job satisfaction in CBE. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship.

5. Relationship between operational knowledge of employees and job satisfaction

The findings indicated a positive relationship between operational knowledge of employees and job satisfaction ($r = 0.680^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$ thus, Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship. It indicates that operational knowledge of employees has a positive relationship with job satisfaction in CBE. Generally EDP on job satisfaction as follows

Table 4.23 Entire Correlation result of EDP on job satisfaction

		EDP	Job Satisfaction
EDP	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	315	
Job Satisfaction	Pearson Correlation	.792 ^{**}	1
	Sig. (2-tailed)	.000	
	N	315	315

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

Source: Fieldwork (2016)

The entire correlation result indicated a strong positive relationship between EDP and job satisfaction ($r = 0.792^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$ thus, firm linear rule signify that the value between 0.7 and 1.0 has a strong positive relationship; it indicates that the entire employee development program has a strong positive relationship with job satisfaction in CBE.

Therefore the null hypothesis that employee development program does not have a significant relationship on job satisfaction in CBE is rejected.

H04: Employee development program does not have a significant relationship on employee retention in CBE. From table 4.12 the study arrive at the followed

1. Relationship between mentoring and employee retention

Table 4.12 demonstrate that there is a positive relationship between mentoring and employee retention ($r = .438^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship. Thus mentoring has a moderate positive relationship with employee retention in CBE.

2. Relationship between job rotation and employee retention

The findings disclosed a positive relationship between Job rotation and employee retention ($r = .459^{**}$, $P\text{-value} < 0.01$), $P\text{ value} = 0.000$. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship. Thus job rotation has a moderate positive relationship with employee retention in CBE.

3. Relationship between Career Development and employee retention

The findings revealed a significant positive relationship between career development and employee retention ($r = .619^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$, which indicates the variable met the threshold since it was less than 0.05. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship. Thus career development and job satisfaction has a moderate positive relationship with employee retention in CBE.

4. Relationship between training methods and employee retention

The findings specify a positive relationship between training methods and employee retention ($r = 0.618^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship. Thus training methods depicts there is a moderate relationship with employee retention in CBE.

5. Relationship between operational knowledge of employees and employee retention

The findings indicated a positive relationship between operational knowledge of employees and employee retention ($r = 0.686^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$. Fuzzy-firm linear rule indicate that between 0.3 and 0.7 has a moderate positive linear relationship. Thus it point out that operational knowledge of employees has a moderate relationship with employee retention in CBE.

Table 4.24 Entire Correlation result of EDP on employee retention

		EDP	Employee Retention
EDP	Pearson Correlation	1	
	Sig. (2-tailed)		
Employee Retention	N	315	
	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	315	315

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

The entire correlation result indicated a significant positive relationship between EDP and job satisfaction ($r = 0.736^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$. Firm linear rule indicated the value between 0.7, and 1.0 has a strong positive linear relationship, it indicates that the entire employee development program has a strong relationship with job satisfaction in CBE.

Therefore the null hypothesis that employee development program does not have a significant relationship on employee retention in CBE is rejected.

4.25: Summary of Hypotheses Test

Hypothesis	Results	Effect of Test
H01: Employee development program does not have a significant effect on job satisfaction in CBE.	(Standardized coefficients of beta = 0.792, Sig. < 0.05). Sig. = 0.000	The null hypothesis was rejected
H02: Employee development program does not have a significant effect on employee retention in CBE.	(Standardized coefficients of beta = 0.736, Sig. < 0.05). Sig. = 0.000	The null hypothesis was rejected
H03: Employee development program does not have a significant relationship on job satisfaction in CBE.	($r = 0.792^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$	The null hypothesis was rejected
H04: Employee development program does not have a significant relationship on employee retention in CBE.	($r = 0.736^{**}$, $P\text{-value} < 0.01$). $P\text{ value} = 0.000$	The null hypothesis was rejected

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter provides the summary of the findings from Chapter one to chapter four and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to see the effect of EDP of employee mentoring, job rotation, career development, training methods, and operational knowledge of employees on job satisfaction and employee retention. The study covered the management and employees in the entire four district selected branches.

5.1 Summary

Employee development program are valuable serves as the backbone of organisations in the world over. Indeed resources that is rare and valuable to create competitive advantage. It is therefore vital for organisations to institute appropriate measures to satisfy, and retain skilful employees because dissatisfaction and employee turnover is costly and can negatively affect organisational effectiveness. Commercial bank of Ethiopia however suffers the risk of dissatisfaction and turnover intention. The findings prove that effective EDP can however help organisations to create satisfied employee and retain its valuable assets. The purpose of this study was to examine the effect of employee development program on job satisfaction, and employee retention in commercial bank of Ethiopia. To achieve this, four specific objectives were set. These were: Investigate the effect of employee development program on job satisfaction in Commercial Bank of Ethiopia; Investigate the effect of employee development program of on employee retention in Commercial Bank of Ethiopia; Investigate the relationship between employee development program and job satisfaction in Commercial Bank of Ethiopia; Investigate the relationship between employee development program and employee retention of employees in Commercial Bank of Ethiopia.

The target population for this study consists of varies categories of employees worked under four district branch offices, by used stratified sampled technique. The target population for this study consists of various categories encompasses branch managers, customer service managers, customer relation officers, junior customer officers, customer service officers, accountants, branch controllers, chief cashers, and other employees worked in selected branch offices. The

total population was 7,516 employees under four district offices, with target sample size of 315 employees under the four districts offices in Addis Ababa (north Addis, south Addis, east Addis, and west Addis). Structured questionnaires were used to collect data based on the research questions. Descriptive statistics were used to analyze data for demographic characteristics frequencies, percentages distribution tables, and the mode mean, and standard deviation. Inferential statistics analysis was done for correlation, and regression analysis. The findings show the effect of employee development program on job satisfaction and employee retention revealed that the relationship between EDP and employee retention was statistically significant in a positive manner.

Finally, missed value checked, Pearson correlation and Multiple Regression analysis was employed to test the hypotheses. Thus based on the results, it was established that employee mentoring, job rotation, career development, of the job trained, and operational knowledge of employees significant effect and strong relationship on job satisfaction and employee retention in CBE. Also the effects of EDP on job satisfaction and employee retention the full interpretation and discussion of data have been done in chapter four provides among other things the summary of the main findings as well as conclusions and recommendations.

5.2 Conclusions

The study sought to examine the effects of EDP on job satisfaction and employee retention of employees has identified some employee development program that significantly affects job satisfaction and employee retention. And also is required to verify relationship of employee development program on job satisfaction and employee retention. The conclusions drawn from the study are discussed below.

First, conclusions from the study point to the fact that EDP such as employee mentoring, job rotation, career development, training methods, and operational knowledge of employees are important and certainly affect job satisfaction and employee retention in CBE.

Concerned the relationship between EDP such as employee mentoring, job rotation, career development, training methods, and operational knowledge of employees are important and without doubt there is a positive and strong relationship on job satisfaction and employee retention in CBE.

Although it is evident that operational knowledge of employees are recent additions to research variables on EDP issues both constructs significantly predicted job satisfaction and employee retention. Therefore HRD managers should strive to look for pertinent methods in order to enhance operational knowledge of employees in order to satisfy and retention.

Finally, the significant effect grasp is that, an effect of EDP on job satisfaction and employee retention. This could imply that although job satisfaction, and retention of employees derive from their work is usually very important to them, EDP equally plays a critical role in satisfy and retained employees in CBE.

5.3 Contribution to Knowledge

One major contribution of this study is the fact that it provided evidence in the issues of employee mentoring, job rotation, career development, training methods, and operational knowledge of employees as EDP can predict job satisfaction and employee retention. These contemporary EDP are gained popularity in use and importance in the workplace.

Second the study adds to the literature on the importance of employee development program as a satisfaction and retention mechanism empirically. The previous research conducted by Karen Shelton (2001), the effect of EDP on job satisfaction leads to employee retention, but this research tried to see how EDP affect job satisfaction and employee retention separately, and he has done his research by compared two already done researches.

Another important contribution to knowledge is that, the study also illustrates EDP as a tool in order to satisfy and retain its employees, when commercial bank of Ethiopia HRD department needs to expand these new EDP if they want to satisfy and retain their valued employees and remain competitive.

Apart from provided some answers as to how to tackle the critical management issue of job satisfaction and employee turnover intention, both theoretically and practically, the study also bridges the gap in the literature on the effects of EDP on job satisfaction and employee retention in commercial bank of Ethiopia. It further serves as secondary data for prospective researchers and a reference point for future studies.

5.4 Recommendations

This study put forward some essential recommendations. First, although EDP plays a significant role on job satisfaction and employee retention in commercial bank of Ethiopia, it is recommended that employers must not interpret traditional ways of satisfaction and employee retention mechanism is not the only basis for satisfied and retained their employees because among other things, employees must deserve the pertinent development program they receive accorded to the theory of Herzberg's Motivation-Hygiene theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors causes dissatisfaction. Among them the relevant factors other than extrinsic reward certainly considered employee mentoring, job rotation, career development, training methods, and operational knowledge of employees' as an employee development program.

Second, it is currently not enough for organizations to stick solely to the traditional method of satisfaction and retention mechanism. Chris Argyris referred to this it is a "psychological contract" in which employers were almost guaranteed long term loyalty and commitment to the organization in return for giving employees job security, opportunities for promotion, and training (Feldman, 2000), therefore the finding shows that the bank should have use EDP of employee mentoring, job rotation, career development, appropriate training methods, and operational knowledge of employees

Third, from this study, it is evident that commercial bank of Ethiopia invested in employee development. However, they are also employees has an intention to leave the bank, on the other side employees have trained to their competitors. Indeed, it seems reach in a small amount of power to be common practice in commercial bank Ethiopia. To address this problem, it is recommended that the bank should assess and formulate appropriate device to create a reliable worked environment in order to get the heart and minds of employees that leads to job satisfaction and employee retention.

Furthermore, it appears that, there is lack of flexibility in the banked industry even though they implement employee development program to its employees for instance enhancement of employee's knowledge. Therefore the bank can decide to provide some level of flexibility, for

instance job rotation in terms of giving leisure time in the form of shifts in order to create a favorable worked environment that is favors job satisfaction and employee retention. This can be done on a trial basis with in some category of staff that does not have to comfortable in his work place and time. It is possible that commercial bank of Ethiopia able to initiate these could gain some competitive advantage.

Another recommendation worth making is that, in today's technological world, employers should identify the developmental needs to its employees rather than provided generic and repetitive development program which may not be beneficial to some of them and thereby affect employee satisfaction and intention to stay in the organization. Also, in the face of competition and advances in technology, there is a natural tendency for banks to invest substantially in technology to enhance their operations but this should not be at the expense of the satisfaction, and retention of employees. It is recommended that commercial bank of Ethiopia pays equal attention to its employee development program so that they can achieve a competitive advantage through them.

Finally, it is recommended that the bank collaborate with universities and other academic institution for research on problems confronted them so that the best solutions can be derived for its employee development program.

5.5 Suggestions for further research

Some extensions to this study may provide for further insights into the effect of employee development program on job satisfaction and employee retention. Some suggestions for other future studies have been provided below.

First of all the research on EDP and its effect on job satisfaction and employee retention is a very significant area due to the importance of human resources. However, not sufficient studies are carried out in this area. It is therefore important that more researchers especially those in Ethiopia require continue to explore the area empirically.

Second, due to time and financial constraints, this research was restricted on commercial banks of Ethiopia. It is therefore suggested that in future, other researchers was undertake a study to assess the effect of employee development program on employee retention, job satisfaction in other financial institutions. Such a study was have the potential to reveal the ED program leads

to retention which is measured job satisfaction as an intermediate variable. This can help in the decision that management may take at each point of issues. This can provide a broad representation of what happens in the entire financial sector in Ethiopia.

Also, this study mainly employed quantitative methods. It is therefore suggested that future studies should employ mixed methods i.e. both quantitative and qualitative methods in order to obtain greater insights into the specific EDP especially from the perspective of human capital development of commercial bank of Ethiopia. Such a research can be done for the purpose of calculated job satisfaction and employee retention rates so as to determine the exact picture of retention in the banked industry

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QUESTIONNAIR

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE QUESTIONER ON THE EFFECT OF EMPLOYEE DEVELOPMENT PROGRAM ON JOB SATISFACTION & EMPLOYEE RETENTION IN CBE

Purpose of the Questioner

This questionnaire is designed to assist the researcher to make an objective assessment of the effects of employee development program on job satisfaction and employee retention in Commercial Banks of Ethiopia. The exercise is basically academic and your answers will be treated with utmost confidentiality. Your maximum co-operation is highly anticipated. Please tick (✓) for the response applicable to you, and fill the blank space.

I thank you for your participation and prompt response.
Tsegaye Molla.

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE)

1. How old are you? (Years)

- a) 18 – 25 b) 26 – 35 c) 36 – 45
d) 46 – 55 e) Above 56

2. Gender;

- a) Male b) Female

3. Educational Background;

- a) Diploma b) First Degree
c) Masters Degree d) PhD d) other (please specify)

4. How long have you been worked in CBE? (Years)

- a) Less than 5 b) 6-10 c) 11 - 15
d) 16 - 20 e) 21 - 25 f) Greater than 26

Section B. Questions related to employee development program of (Mentoring, Job rotation, Career development, training methods, and Operational knowledge of employees) on job satisfaction and employee retention. Please indicate your level of agreement. Where 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= strongly Agree

S.N.	Mentoring	1	2	3	4	5
1	I get help and support from my colleagues/supervisors at work.					
2	My colleagues treat me with respect.					
3	My line manager and I regularly review the objective of shared knowledge for improvement.					
4	My line manager gives me an opportunity to express my views; feelings concerned the objectives and standards of work.					
5	We are socially connected in the workplace than before					
	Job Rotation	1	2	3	4	5
1	I have got an opportunity to do a variety of tasks.					
2	Multiplicity of knowledge acquired in my job.					
3	Job rotation program of the bank broadened my knowledge and skill in other fields.					
4	Job rotation program of the bank is an excellent system to acquire new methods of work.					
5	Before job rotation, the organization seeks my consent.					
	Career Development	1	2	3	4	5
1	I know where my career is going.					
2	I would recommend my profession helps for career advancement.					
3	My career is a central interest in my life.					
4	My work effort contributed to my personal growth.					
5	I understand how my future career work contributes to my life.					
	Training methods	1	2	3	4	5
1	The course content is relevant to my job.					
2	Almost everything learnt can be applied at work					
3	It is difficult to practically apply what has been learnt					
4	I found that skills and knowledge can be applied in the bank					
5	I can coach other new employees to the area					
	Operational knowledge of employees	1	2	3	4	5
1	My work helps me better to understand myself.					
2	My work makes a positive difference in the bank.					
3	I built high extent of network of contacts within the bank for obtained information about events, changes, or activities.					
4	My knowledge is persistent, and helps to get job done on time					
5	In my work group people try to pick up new skills and knowledge.					

Section C. Questions related to job satisfaction. Please indicate your level of agreement with the statements. Where 1= Highly Dissatisfied, 2= Dissatisfied, 3= Neutral, 4= Satisfied and 5= Highly satisfied

S.N	On my present job, the level of satisfaction on:-	1	2	3	4	5
1	Willingness to spend maximum energy on job.					
2	Making decisions affected work.					
3	Accuracy of the work.					
4	The amount of pay for the work I do. (Pay)					
5	Chances for advancement on job. (Promotion and promotion opportunities)					
6	The way my co-workers get along with each other. (Co-workers)					
7	The competence of my supervisor in making decisions. (Supervision)					
8	The chance to make use of my best abilities. (Work itself)					
9	The way I get full credit for the work I do. (Recognition)					
10	Worked conditions (heated, lighted, ventilation, etc) on the job. (Worked Condition)					

Section D. Questions related to employee retention. Please indicate your level of agreement with the statements. Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

S.N	On my present job, the level of my intention to live on:-	1	2	3	4	5
1	Opportunity for moved to higher levels within the Organization. (Advancement Opportunities)					
2	The degree of attachment to individuals associated with the organization such as supervisor, co-workers, or customers. (Basic attachments)					
3	The amount of pay, benefits, or equivalents distributed in return for service.(Extrinsic rewards)					
4	The nature of the work schedule or hours. (Flexible work Arrangements)					
5	The degree to which individual's identify with and are involved in the organization. (Organizational Commitment)					
6	Fairness of reward allocations, policies and procedures, and interpersonal treatment. (Organizational Justice)					
7	The degree to which the organization is to be trustworthy and well-respected. (Organizational Prestige)					

Appendix II
Validity and Reliability Statistics

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I get help and support from my colleagues/supervisors at work	133.33	657.669	.439	.953
My colleagues treat me with respect	133.25	660.289	.404	.953
My line manager and I regularly review the objective of shared knowledge for improvement	133.70	653.728	.494	.952
My line manager gives me an opportunity to express my views, feelings concerned the objectives and standards of work	133.52	652.072	.575	.952
We are socially connected in the workplace than before	133.46	655.975	.441	.953
I have got an opportunity to do a variety of tasks	133.63	653.298	.522	.952
Multiplicity of knowledge acquired in my job	133.77	659.100	.425	.953
Job rotation program of the bank broadened my knowledge and skill in other fields	133.69	659.387	.484	.952

Job rotation program of the bank is an excellent system to acquire new methods of work	133.44	658.776	.440	.953
Before job rotation, the organization seeks my consent	133.70	654.554	.517	.952
I know where my career is going	133.56	651.088	.592	.952
I would recommend my profession helps for career advancement	133.57	650.889	.625	.951
My career is a central interest in my life	133.50	652.283	.549	.952
My work effort contributed to my personal growth	133.63	645.335	.648	.951
I understand how my future career work contributes to my life	133.60	654.732	.535	.952
The course content is relevant to my job	133.49	648.830	.614	.952
Almost everything learnt can be applied at work	133.89	662.637	.383	.953
It is difficult to practically apply what has been learnt	133.51	660.601	.508	.952
I found that skills and knowledge can be applied in the bank	133.56	660.133	.448	.952
I can coach other new employees to the area	133.66	646.950	.670	.951
My work helps me better to understand myself	133.68	643.198	.692	.951
My work makes a positive difference in the bank	133.42	642.092	.710	.951

I built high extent of network of contacts within the bank for obtained information about events, changes, or activities	133.74	648.645	.630	.951
My knowledge is persistent, and helps to get job done on time	133.37	652.946	.611	.952
In my work group people try to pick up new skills and knowledge	133.53	651.670	.647	.951
Willingness to spend maximum energy on job	133.11	660.615	.505	.952
Making decisions affected work	133.35	657.303	.490	.952
Accuracy of the work	133.13	648.139	.694	.951
The amount of pay for the work I do. (Pay)	133.87	645.243	.675	.951
Chances for advancement on job. (Promotion and promotion opportunities)	133.82	645.575	.637	.951
The way my co-workers get along with each other. (Coworkers)	133.26	665.453	.400	.953
The competence of my supervisor in making decisions. (Supervision)	133.53	651.467	.633	.951
The chance to make use of my best abilities. (Work itself)	133.28	656.016	.584	.952
The way I get full credit for the work I do. (Recognition)	133.60	652.496	.564	.952

Worked conditions (heated, lighted, ventilation, etc) on the job. (Worked Condition)	133.68	658.474	.421	.953
Advancement Opportunities	133.68	653.022	.584	.952
Basic attachments	133.44	659.145	.594	.952
Extrinsic rewards	133.86	657.331	.535	.952
Flexible work Arrangements	133.45	654.045	.583	.952
Organizational Commitment	133.61	647.348	.674	.951
Organizational Justice	133.75	648.174	.684	.951
Organizational Prestige	133.59	649.835	.621	.951