

ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS & ECONOMICS
SCHOOL OF COMMERCE GRADUATE STUDIES



Human Resource Development and Job Satisfaction: In Case of the FDRE
Ministry of Defense Forces Communication And Information Main Department
/MODCIMD/.

By: Biruk Teklu

Submitted to Addis Ababa University School of Commerce in Partial
Fulfillment of the Requirements for the Award of Master of Arts
Degree in Human Resource Management/MHRM/

Advisor: Abraraw Chane (PhD)

May, 2018
Addis Ababa
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Declaration

I, Biruk Teklu,, student of the faculty of Business and Economics school of commerce AAU, aware of my responsibility, declare and certify with my signature that my thesis work entitled “Human Resource Development and Job Satisfaction: In Case of the FDRE Ministry of Defense Forces Communication And Information Main Department /MODCIMD/” is entirely the result of my own work. The information presented in this paper is true and original to the best of my knowledge and understanding. Materials and Sources used have been acknowledged and the work had not been submitted to any educational institutions for the requirement of any degree or diploma.

Biruk Teklu Date

Certificate

This is to certify that the work incorporated in the thesis “Human Resource Development practice and Job Satisfaction: In Case of the FDRE Ministry of Defense Forces Communication And Information Main Department /MODCIMD/ submitted by Biruk Teklu was carried out by the candidate under my guidance. Such materials as has been obtained from other sources have been duly acknowledged in the thesis.

Abraraw Chane (Ph.D)

Thesis Advisor

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ACRONYM AND ABBREVIATIONS

AVOVA	Analysis of variance
BPR	Business process reengineering
CD	Career development
DV	Dependent variable
FRDE	Federal democratic republic of Ethiopia
HO	Higher officers
HRD	Human resource development
ICT	Information communication technology
IV	Independent variable
ILO	International labor organization
JS	Job satisfaction
MONDCID	Ministry of national defense force communication and information main department
MO	Middle officers
NCO	Non Commissioned officers
SPSS	Statistical package for social science
T & D	Training and development
USAID	United states agency for international aid

Abstract

Contemporary management practices indicate that many leading companies have recognized the strategic importance of human resources and have adopted an investment perspective toward these resources. Further, there is greater awareness of the costs of treating employees as variable costs, which is beginning to change views of human resource practices organizations operate in a complex and changing environment that greatly influences their growth and expansion to overcome this situation they need have to develop their human resource to get competitive advantage out of them..This research was planned to assess the impact of HRD on job satisfaction and to determine their influence and forward relevant solutions. And it deals on the ministry of defense information and communication main department/ MONDCID/ military personnel. There for the prime intention was to depict out the impact of HRD on job satisfaction occurring in the institution arising from HRD activities. The department has a total man power of 160 and I used probability sampling by creating stratum by stratified random sampling method to select sample then 114 participated in the form respondent and by giving interview. Descriptive research method has been applied In order to reduce sampling error the researcher was used enough sample size, regarding non sampling error the data collection, the questionnaire design were done in a guided way. The Data were analyzed and interpreted using descriptive statistics based on SPSS 20.0 and qualitative technique. The finding of the study showed that HRD has a strong impact on job satisfaction. Moreover the result proved the department was in a good track in practicing training and development, career development and organizational development. The finding also indicated that the department were well the practice of HRD and. To minimize problems in the practice of HRD first and the department has to do all HRD activities equally. The conclusion and recommendation also has given.

Key words: Training &Development, Organizational development, career management, and job satisfaction;

CHAPTER ONE

1. Introduction

In this chapter, background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, definition of key terms, and organization of the study, literature review and literature based questionnaire and interview methodology of the research are prepared and conceptual frameworks also has its own designated place.

1.1 Background of the Study

The environment of the 21st century is very dynamic and challenging. Organizations focus on resources that provide them with leverage against their competitors. Organizational resources are divided either into tangible and intangible resources. Human resources fall under the category of intangible resource since its imperceptible and complex for rivals or opponents to understand, purchase, imitate or substitute for competitors and the single source of sustainable competitive advantage (Hitt, Ireland, & Hoskisson, 2007).

According to Ford and Noe (1987), as cited by Eddie W.L Cheng and Danny C.K. (1998), for HRD system to be effective and resulted in employee satisfaction eventually retention, it must be perceived positively by employees. Employees' satisfaction pertaining to provision of training and development, opportunities for growth and development within the organization and management's supervision and guidance are very important for successful HRD practices. (Hooi Lai Wan, 2007). Simply providing training and development programs is not the key to better performance and employees' satisfaction. (Hooi Lai Wan, 2007). Organizations need to look into the needs of the employees' and ensure that HRD practices are aligned with both company and individual goals.

According to Haslinda (2009a), human resource is organizations' greatest assets because without it, everyday activities such as managing public service, communication and dealing with customers could not be completed. This shows that the employees and the potential they possess are key drivers of the organizations' success. Moreover similarly, as noted by Haslinda (2009b), in order to maximize organizational effectiveness and to ensure the employees' potential, capabilities and talents must be developed and updated. According to Jacobs and Jones (1995), human resource development (HRD) is a continuous process which matches human knowledge and skill with organizational objectives.

It has been suggested that the level of employees' satisfaction with the HRD practices are among the most important criteria to consider when assessing the HRD practices. (Hooi Lai Wan, 2007). Employees' satisfaction with the organization HRD practices can be expected only when the practices incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of job satisfaction with the practices is worth to consider.

MONDCID HRD department has been done a lot in relation to employee development to accomplish its mission but the practice of doing HRD is not on the basis of the demand of the career progression and focuses only a limited subject matter.

Job satisfaction is the combination of feelings and beliefs that workers hold in relation to their current jobs. Someone with a high level of satisfaction will generally like their job, they feel that they are being fairly treated and believe that the job has many desirable facets. The satisfaction at work has been characterized as positive or pleasing emotional state which emerges as the result of evaluating one's work or experience. In the work place (Locke 1976).

Theories on job satisfaction began with Maslow's hierarchy of needs in (1943) the studies could be traced back to Fredrick Taylor's (1911) Scientific Movement School. Job satisfaction indicates that theories of job satisfaction are grouped in various ways. For instance some are based on their nature or chronological appearance, content theories (e.g. Maslow's hierarchy of needs, Herzberg two factor theories) and process theories (e.g. Expectation theory, Equity theory and Goal theory). According to Jennifer (2009) job satisfaction is the combination of feeling and emotions of employees in their work.

Job satisfaction is the result of worker's perceptions of ‘‘ How well their job provides for those things that are considered important’’ With the field of organizational behavior, it is generally organized that job satisfaction is the most important and most frequently studied attitude. Studies show that there are many factors which affect the level of job satisfaction (Mitchell and Larson 1987)

1.2 Statement of the problem

The army through time changing its organization and develop its military personnel's through training development activities. Out of many departments organized by the army the MONDCID is the one. As per the institution capacity building program MONDCID has tried to give various education, training, in the army training centers, colleges, universities, and foreign countries for its army communication and information personnel's, which helps the members to capacitate in their academic area and to be more combat service provider through developing their career progression.

Gary Dessler,(2006) announced that Employers, not just employees, therefore benefit from offering employees career development support. The employees, armed with better insights about their occupational strengths, should be better equipped to serve the company. Supporting your employee's career development may also boost employee engagement and support your recruitment and retention efforts. As one expert said, the most attractive proposition an employer can make today is that in 5 years the employee will have more knowledge and be more employable than now. That should be the acid test for any career development program.

For the time being the HRD direction of the F.D.R.E. defense force changing through time, as my observation and reading of 2006 annual reports of the ministry concerning HRD and unsatisfied interests of military personnel, this will lead to that neglecting duty, and Less job satisfaction and reducing commitment. This may be very risky matter especially the country located in a very unstable zone and trying to alleviate from poverty requests a logical response will be given to the armed force which is diverse in nature and culture unless and otherwise it gets a proper resolution timely the endings will not be quite right. Even if there are so many researches made on HRD related with performance and motivation this research is different because my focus is in the military organization the organizational culture, the standing commandments of military organization is differ to that of civilian matters.

In Ethiopian defense level, a five year strategic plan has been prepared and is under operation since 2007. Accordingly, step by step and year after year, different stages of activities have been improved and coordination has been enhanced in the defense force. However, at the same time several problems remain unsolved with regard to the HRD in various defense units. Therefore, the paper focused on investigating the gaps and knowing the degree of relation of HRD on job satisfaction in defense force particularly in MONDCID.

The previous career structure of the ministry has some drawbacks and can't full fill the need of the ministry as indicated in the different ministry annual reports. And also intended to overcome for the last five years giving a great focus to human resource development plan of and indicated that needs some amendments. But still the career development structure is under preparation. To my surprise, none of the constructs has been investigated cumulatively or separately in the ministry and neither of them is researched separately nor jointly in military settings. As a result it inspires me to portray out with a research the current HRD practice and and job satisfaction in MONDCID, to show the degree of relevancy between the dependent and independent variables, to render the real knowledge gap, and other unforeseen events. I proudly say that the research result at the end will comes with a solution that will narrow the existing gap and give insight for decision makers and stakeholders.

1.3 Research questions

The underlying principle behind this study was revolving around the following questions:

General question

What is the impact of HRD on job satisfaction?

Sub questions

1. What is the level of job satisfaction in the selected department?
2. Is there the relationship between Training & Development and job satisfaction in the selected department?
3. How strong the relationship between Organization Development and job satisfaction in the selected department?
4. Is there the relationship between Career Development and job satisfaction in the selected department?

1.4 Objectives

1.4.1 General Objective

The overall objective of the study was to assess the impact of human resource development practices on job satisfaction prevailing in the selected defense communication and information main department.

1.4.2 Specific Objectives

The specific objectives of the study include:

1. To measure the degree of strength of Training & Development on job satisfaction of the MONCID military personnel

2. To measure the degree of strength of Organization Development on job satisfaction of the selected department
3. To measure the degree of strength of Career Development on job satisfaction selected department members
4. To clearly depict out the level of job satisfaction of the military personnel

1.5 Hypothesis

The following research hypothesis were intended, the Independent variable Training and Development (H_1) has the relationship to dependent variable job satisfaction (j_1), Organizational, development(H_2) has the relationship to dependent variable job satisfaction (j_1) and career development (H_3) has the relationship to job satisfaction. (j_1)

1.6 Definition of terms and concepts

Rank: - all military award starting from sergeant to brigadier general

Higher Officers: in this research all a military member of defense communication and information department, but their military rank is starting from major to brigadier general.

Officers: - in this research officer all a military member of defense communication and information main department, but their military rank is starting from second lieutenant to captain.

None commissioned officers/NCO/: - in this research all a military member of defense information and communication department, and their military rank is only sergeant

Personnel's: - in this research all members of the defense information and communication main department except civilians and their military rank below sergeant

Commissioned officer: - a military personnel whose rank starting from second lieutenant and above

1.7 Scope and limitation of the study

1.7.1 Scope of the research

It was very interesting and good for me, conducting a research as a whole in the ministry of defense from strategic level to operational level, but the troops were located geographically wide spread, and they were engaged in deferent readiness and peacekeeping activities so, may I couldn't get them as of my program, the financial constraints, the time, and other unforeseen events were hindered the research safely movement like state of emergency. But by excluding others my focuses was on the following matters:

- MONDCID which is located ground force around Torhailoch hospital and Gofa camp branch office and maintenance corridor.

- On only the topic of the impact of HRD practice on job satisfaction concerning the use of secondary data I will try to use the year only after 2003 to 2009 Ethiopian calendar.

1.7.2 Limitation of the research

The study was specifically focused on assessing the HRD and job satisfaction in one military department. Regardless of the fact that the researcher tried to do all the best to maximize its fruitfulness the study is subjected to some limitations because of its scope. As it was focused on a single department and only 6 maintenance corridors it is difficult to conclude about HRD and job satisfaction generally in the army. Thus, the findings of the study were limited to those areas and conclusions and recommendations are also limited

1.7.3 Significance of the study

This successfully accomplished study, can answer questions arising from the problem associated with impact of HRD on job satisfactions and show the way to the organization /MONDCID/ leaders how to fill their knowledge gap, and helps them to make the combat service provider troops psychologically ready for any mission as well as they can give solution as much as possible proactively. And they can develop a short or long period departmental HRD plan in order to lead the process in a guided way. Furthermore, it is a scientific research which is a base for advancement from individual to societal level. Even for me it helps to expand my existing knowledge about the research topic.

1.7.4 Organization of the research

Totally this research work has organized with five chapters; the introduction part has been first chapter of this study. The literature review also holds the second chapter. The third chapter assesses the methodology of the research. The analysis of the data, presentation, and interpretation compiled on the fourth chapter of this research. The final chapter consists of findings, conclusions, and recommendations. In the annex, questioner, interview questions also have their own designated place in the compiled booklet.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 An Overview of Human Resource Development

According to Richard and Elwood, (2008) Human resource development (HRD) is a very large field of practice and a relatively young academic discipline. Furthermore, HRD is deeply concerned about the dynamic issues of individual and organizational change.

As of Werener and Desimore,(2011)human resource development (HRD) can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. Focused most broadly, HRD seeks to develop people's "knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity

According to Singh, (2012), HRD implies that the talents and energies of employees in an organization as potential contributors in turn this has a critical role for the creation and realization of the organizations visions and goals. It is also the process of increasing knowledge and capacities of the people in a given organization. According to (McLean, 2001), HRD is conceptualized as any process or activity either short or over the long term that helps to develop employees" work based knowledge, expertise, productivity, and satisfaction for personal, organizational, community and country at large. Based on (Singh, 2012), in the national context, HRD is considered as a process by which the people in various groups are helped to get new knowledge continuously and make them self-reliant.

Werener and Desimore (2011) On the other hand viewed as follows HRD activities should begin when an employee joins an organization and continue throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line. HRD programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources. In short, while training and development activities, or "T&D" for short, constitute a major part of human resource development, activities such as coaching, career development, team building, and organization development also are aspects of human resource development.

According to Harrison (2000) as cited in Michael Armstrong (2006), human resource Development:

“Involves introducing, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by an organization.”

Harrison’s definition shows that; HRD requires an effective leadership for introducing, directing

And guiding individuals and teams. This implies that for an effectiveness of HRD process the role of employees’ immediate supervisors is indispensable. It is also clear that HRD is a process which encompasses all individuals and teams for improving the skills, knowledge and competences. In addition to this, the definition implicated that HRD is primarily designed to satisfy current and future tasks requirement of an organization.

2.2 Historical Perspective of Human Resource Development

As indicated by Werener and Desimore(2011).The origins of HRD can be traced to apprenticeship training programs in the eighteenth century. During the 1960s and 1970s, professional trainers realized that their role extended beyond the training classroom. The move toward employee involvement in many organizations required trainers to also coach and counsel employees. Training and development (T&D) competencies therefore expanded to include interpersonal skills such as coaching, group process facilitation, and problem solving. This additional emphasis on employee development inspired the ASTD to rename itself as the American Society for Training and Development (ASTD). The 1980s saw even greater changes affecting the T&D field. At several ASTD national conferences held in the late 1970s and early 1980s, discussions centered on this rapidly expanding profession. As a result, ASTD approved the term human resource development to encompass this growth and change.

2.3 Strategic Perspective of Human Resource Development

As sited by Armstrong, (2006), Strategic human resource management was defined by Hall (1984) as: ‘The identification of needed skills and active management of learning for the long range future in relation to explicit corporate and business strategy.’ A later definition was provided by Walton (1999) as follows:

Strategic human resource development involves introducing, eliminating, modifying, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by the organization.

As described by Harrison (2000), strategic HRD is ‘development that arises from a clear vision about people’s abilities and potential and operates within the overall strategic framework of the businesses. Strategic HRD takes a broad and long-term view about how HRD policies and practices can support the achievement of business strategies. It is business-led and the learning and development strategies that are established as part of the overall strategic HRD approach flow from business strategies and have a positive role in helping to ensure that the business attains its goals.

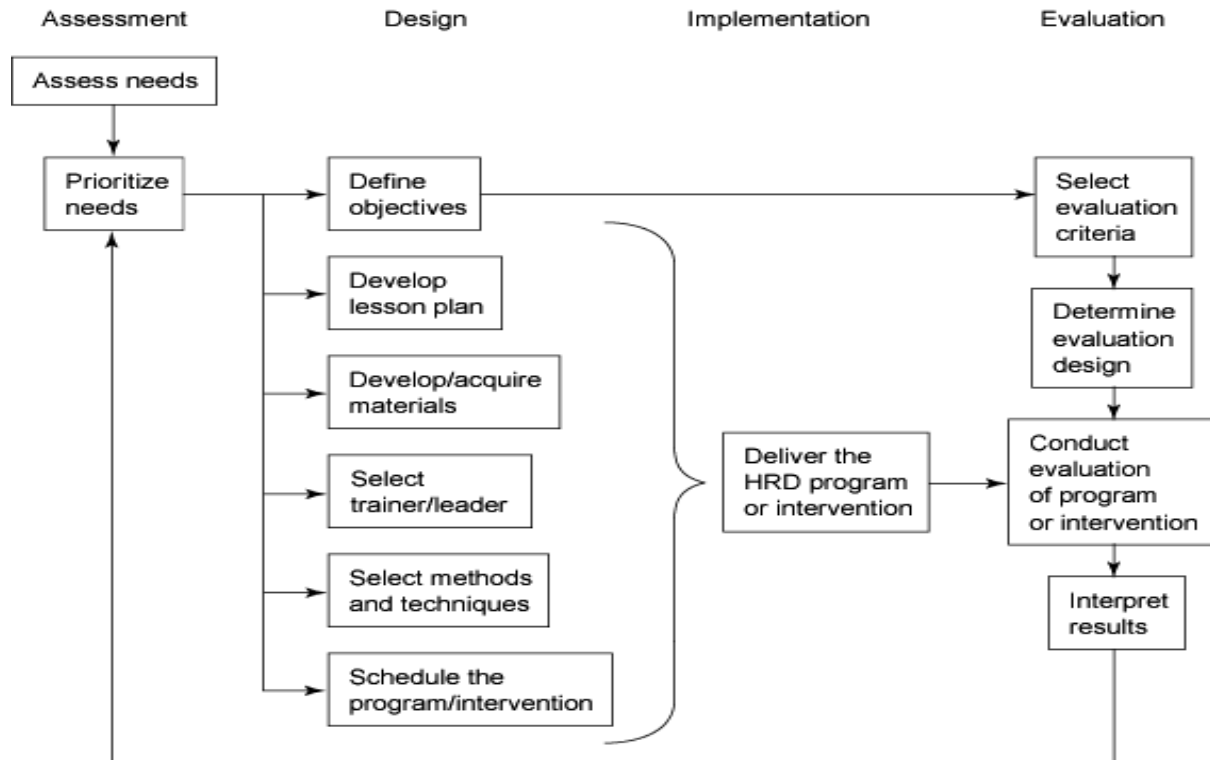
As noted by Greer, (2001) Specific human resource investments in training and development were then considered, beginning with investments in the future employability of employees. As noted, declines in the viability of employment guarantees and no-layoff policies have increased the importance of individual security through the notion of future employability. In order to have the world-class human resources needed to pursue strategic objectives, organizations must provide employees with skills and development they will need to be employable in the future. If it is really need-oriented, stakeholders must be involved at all stages of the policy-making, from problem identification and needs assessment, to the definition of objectives and priorities as well as of strategies. Therefore, planning, coordination of policy-making, regulation, monitoring and information are also strategically important to the well functioning of HRD.

As Armstrong, (2006), stated the fundamental aim of strategic HRD is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This is achieved by producing a coherent and comprehensive framework for developing people.

2.4 Processes of Human Resource Development practice

Figure 1 Training and HED process Model

FIGURE: Training and HRD Process Model



Source: Werener and Desimore(2011) Human resource development

According to Werener and Desimore(2011) they depict out the above HRD process frame work shows where these activities fit within the training and HRD process model. It is important to stress at the outset that program design can be a lengthy process. As revealed by Harris et al. (2006), in today's changing environment, employees at all levels need additional capacity building and opportunity to managers to develop their management thinking. In this respect, organizations are required to be engaged in continuous employees" management development programs.

2.4.1 Needs assessment: As the definition of Werener and Desimore(2011) need assessment (or needs analysis) is a process by which an organization's HRD needs are identified and articulated

2.4.2 Identify and design objectives: As stated by Werener and Desimore(2011) Armed with needs assessment data, the focus now turns to designing an

effective HRD program. The key activities involved in designing an HRD program are: Setting objectives, Selecting the trainer or vendor, developing a lesson plan, Selecting program methods and techniques (including the appropriate use of technology), Preparing materials, scheduling the program. Once HRD needs are clearly identified, the next process is to establish objectives.

2.4.3 Instructional method and media: The instructional method and media depend on the program content and in turn developed by human resource development need identification and established objectives Werther& Davis, (1996). The objective is to teach specific skill, provide needed knowledge, or try to influence attitudes the content, method, and media must match with the job requirement of the organization and the learning style of the participant.

2.4.4 Implementation of the HRD Program: As stated by Werener and Desimore(2011) the effective delivery of HRD programs requires considerable preparation, as well as creativity and flexibility. Both assessment and design issues should have been addressed by this point. Where these activities fit within the training and HRD process model. As Harris et al. (2006), HRD program is aimed at enabling organizations to achieve objectives and the program is set up after having clear-cut objectives in mind.

2.4.5 Evaluation and follow-up: HRD evaluation is defined as “the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.” (Werener and Decimate 2011).

Therefore, evaluation is a crucial mechanism to assess the effectiveness and efficiency the organization.

2.5 Theories of human resource development

The discipline of HRD and the model of HRD are believed to be supported and explained through the three core theory domains of psychological theory, economic theory, and system theory (Pass more, 1997; Swanson, 1995).

2.5.1 Economic Theory of Human Resource Development

The economic principles for HRD revolve around managing scarce resources and the production of wealth. Most people who talk about performance can mentally convert units of performance into monetary units. HRD itself has costs and benefits that need to be understood and are not always favorable. As they are better understood in terms of theory and practice, the HRD discipline and profession will mature. The economic propositions for HRD appear elementary yet must be addressed through sound economic theory and practice: (Richard and Elwood (2008) Moreover, the economic theory holds the critical position in the evolution of the concept of HRD in context of an organization. Economics is the study of how scarce resources are optimally utilized and how these scarce resources are allocated. It consists of certain concepts of efficiency which could help in designing a framework for ensuring maximum societal well-being. Thus, economics is considered to be one of the theories of human behavior (Deb, 2010).

2.5.2 Psychological Theory of Human Resource Development

The psychology principles for practice revolve around the mental processes of humans and the determinants of human behavior. Among scholars and practitioners of psychology, the schism and gimmick reported under the psychology banner abound with little integration. As the three psychology sub theories here are interpreted in terms of the theory and practice relevant to HRD, the discipline and profession will mature. While the psychological propositions appear to be elementary, they are regularly ignored in practice:

The Discipline of Human Resource Development

Tolman's (1932) Gestalt psychology: HRD must clarify the goals of individual contributors, work process owners, and/or organization leaders.

Behavioral psychology: HRD must develop the knowledge and expertise of individual contributors, work process owners, and organization leaders. (Hergenhahn & Olson, 1993).

Cognitive psychology (purposive behaviorism): HRD must harmonize the goals and behaviors among individual contributors, work process owners, and organization leaders.

2.5.3 Systems Theory of Human Resource Development

The system theory principles for practice require serious thinking, sound theory-building research, and the utilization of new tools for sound practice. A full pursuit of the following

simple propositions in HRD would reshape the HRD purpose and the tools utilized in practice:

General system theory: HRD must understand how it and other subsystems connect and disconnect from the host organization.

Chaos theory: HRD must help its host organization retain its purpose and effectiveness given the chaos it faces.

Futures theory: HRD must help its host organization shape alternative futures. The Discipline of Human Resource Development. In conclusion, since HRD takes place in organizations that are themselves systems and subsystems functioning within an environmental system that is ever changing, system theory is at its core Buckley, 1968; Gradous, (1989).

2.6 Job Satisfaction

According to Locke(1976) Expression Job satisfaction is the combination of feelings and beliefs that workers hold in relation to their current jobs. Someone with a high level of satisfaction will generally like their job, they feel that they are being fairly treated and believe that the job has many desirable facets. The satisfaction at work has been characterized as positive or pleasing emotional state which emerges as the result of evaluating one's work or experience. In the work place.

Theories on job satisfaction began with Maslow's hierarchy of needs in (1943) the studies could be traced back to Fredrick Taylor's (1911) Scientific Movement School. Job satisfaction indicates that theories of job satisfaction are grouped in various ways. For instance some are based on their nature or chronological appearance, content theories (e.g. Maslow's hierarchy of needs, Herzberg two factor theories) and process theories (e.g. Expectation theory, Equity theory and Goal theory). According to Jennifer (2009) job satisfaction is the combination of feeling and emotions of employees in their work.

Job satisfaction is the result of worker's perceptions of ‘’ How well their job provides for those things that are considered important’’ With the field of organizational behavior, it is generally organized that job satisfaction is the most important and most frequently studied attitude. Studies show that there are many factors which affect the level of job satisfaction (Mitchell and Larson 1987)

2.7 Components of Human Resource Development Practice

2.7.1 Training and development:

Training: It is defined as a planned and systematic activity resulting in enhanced level of skill, knowledge and competency that is required to perform work effectively (Gordon, 1992).

Development: It is a broad set of ongoing multi-faceted activities (including training) aimed at bringing someone or an organization up to another level of performance, often to perform some job or a new role in the future (Mc Namara, 2008).

As stated by Maphapatro, (2010) Employee training and development initiatives can transform organizations with providing extra skills to your employees to not only increase safety and productivity but training leads to higher job satisfaction, which shows up in better corporate performance. Valuable training also includes situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the company.

Personnel training and development (T&D) constitutes the largest realm of HRD activity. Training and development is defined as a process of systematically developing work-related knowledge and expertise in people for the purpose of improving performance. Within personnel training and development, more effort is focused on training than on development. Also, training is more likely focused on new employees and those entering new job roles in contrast to long-term development t. To be clear, the development portion of training and development is seen as “the planned growth and expansion of knowledge and expertise of people beyond the present job requirements” (Swanson, 1996b, p. 6).

2.7.1.1 Significance of Training and Development

The importance of training and development according to (Gary 2010) include:

- **Increase in production:** the more the employees are trained the higher the level of production. In concise, giving training implies updating the knowledge, skills and abilities of its employees. Thus the amount of production was increase.
- **Reduction in errors:** one of the pros of trainings is the ability to reduce the amount of errors. The more trained employees are, the lower the probability of making errors. So training and making errors are inversely related.

- **Reduction in turnover:** turnover plays an important role in the amount of training investment companies was make. The greater the chance of employee turnover, the less likely the company was invested in training.
- **Less supervision necessary:** when the knowledge and skill level of employees increase, the lesser the amount of supervision required. Thus if the organization employees are well trained, the employees can perform their job efficiently and effectively and without any supervision.
- **New capabilities and attitude:** training is the method of teaching new employees the necessary skills they need to perform their job. Thus by having training programs in the organization to develop capable and knowledgeable employees.
- **Training help employees carry out tasks, monitor quality and manage complex products and services within the organization.**
- **Training help organization adapt to the changes in the business environment:** due to the dynamic nature of global and technological development, firms are facing new challenges. Technology is beginning to occupy the role of human resource, thus to overcome these hurdles, more improved and effective training programs are required by all organizations.

2.7.1.2 Designing Training and Development Programs

Once it has been identified that training and development is required, training goal must be established. Management should specifically state its end results for each employee (Decenzo, 2005). The outcome of training needs assessment enables training objectives to be achieved by answering two fundamental basic questions, “who needs training and what training is needed.” When designing training and development programs the following steps needs to be taken:

- **Training objectives:** the training design stage depends on adequate and sufficient information resulting from TNA stages. The first step that Human Resource Development (HRD) manager should do is to outline the objective for training program. Training objectives should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and tangible. These objectives must specify what is expected from the trainee when they return to their work (Kuber & Prokepenko, 1989).
- **Selecting the trainer:** the characteristics of good trainer include ability to communicate their knowledge clearly, use various structural techniques, have good

interpersonal skills and have the ability to motivate others to learn (Kuber & Prokepenko, 1989).

- Prepare lesson plan: objectives must be translated to executable training sessions via development of lesson plans. A lesson plan is a guide for actual delivery of training content. Development of lesson plan requires the trainer to identify what is to be covered and how much time must be spent in each part of the session (Kuber & Prokepenko, 1989).
- Select the methods: can be on the job training or off the job training (Kuber & Prokepenko, 1989). Career Development (CD):

2.7.1.3 Implementing Training and Development Program

Following the formulation of designing and development program, the next phase is the implementation stage. Arrangements for instructors, classrooms, materials and so on would be made at this point (Mathis & Jackson, 2008). Experienced trainers who are able to deal with different people and situation are necessary for the successful implementation process.

2.7.1.4 Evaluating Training and Development Programs How to determine whether a training program is effective or not? One way is to measure the change in outputs in terms of costs, sales, production, employee turnover or revenue. The HRM can compute the Return on Investment (ROI) by determining the benefit of the training and dividing it by training expenses Decenzo, Robbins, & Verhulst, (2010). According to Armstrong (2003) training and development programs should be monitored continually to insure that plans are going according to budget. To ensure managerial results, training should be evaluated after each event. So evaluation must be:

- Objective and targeted as an important outcome.
- Accomplished according to agreed evaluation.
- Matched with organization philosophy, culture and objective.
- Should be reasonable.

2.7.2 Career

What comes to mind when you think of the word career? The word career means many things to many people. It also has different meanings among researchers. Greenhaus, 1(987) and

Schein, (1987) describe several themes underlying different definitions of the term, including:

- A. The property of an occupation or organization. When used in this way, career describes the occupation itself (e.g., sales or accounting) or an employee's tenure within an organization (e.g., my college career).(Dalton, Thompson, & Price, 1977).
- B. Advancement. In this sense, career denotes one's progression and increasing success within an occupation or organization. (Hall, 1976).
- C. Status of a profession. Some use the term career to separate the "professions," such as law or engineering, from other occupations, such as plumbing, carpentry, or general office work. In this view, the lawyer is said to have a career, while the carpenter does not. (Hall, 1976).
- D. Involvement in one's work. Sometimes career is used in a negative sense to describe being extremely involved in the task or job one is doing, as in "Don't make a career out of it." (Schein ,1987)
- E. Stability of a person's work pattern. A sequence of related jobs is said to describe a career, whereas a sequence of unrelated jobs does not. (Van & Schein 1977),

The term career is broad and there are various definitions. But we can observe that commonly careers are viewed from both an organizational as well as individual viewpoint and how they work together. More over career also describes as a development strategy through one's life, Gary Dessler(2006) define career as the occupational positions a person holds over the years. Decenzo& Robbins(2005) also viewed a career is a sequence of positions occupied by a person during the course of a lifetime. Dessler, BijuVarkey, (2010) they put the definition of Career as the occupational positions a person has had over many years. (Greg .I. Stewart (2009) stated career is occupational position a person has had over many years. Edwin b. Flippo (1984) Career is a sequence of separate but related work activities that provides continuity, order and meaning in a person's life. Noe. Hollenbeck, Gerhart, Wright (2008) defines careers as a sequence of positions held within an occupation.

According to Derek Torrington • Laura Hall St Ephen Taylor • Carol At kinson (2104) people generally want to display their talents and give of their best but can be alienated by a lack of empowerment within their job and by formal organizational procedures and processes. Managers need to engage talented employees by providing appropriate scope and decision making capacity and manage them lightly on a day to day basis – you may wish to

refer back to our discussion on organization design and flexibility at this point .Managers also need to be prepared to manage talented employees' careers in a joint and flexible manner..

2.7.2.1 Career development

According to Gary Dessler,(2006), Employers, not just employees, therefore benefit from offering employees career development support. The employees, armed with better insights about their occupational strengths, should be better equipped to serve the company. Supporting your employee's career development may also boost employee engagement and support your recruitment and retention efforts.

As of the words of Werener and Desimore, (2011), the overall process of career development can be defined as “an ongoing process by which individual's progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks.”

2.7.2.2 Career planning

As the description of Werener and Desimore(2011) Career planning is defined as “a deliberate process of (1) becoming aware of self, opportunities, constraints, choices, and consequences; (2) identifying career related goals; and (3) programming work, education, and related developmental experiences to provide the direction, timing, and sequence of steps to attain specific career goal.” Viewed in this way, career planning is an activity performed by the individual to understand and attempt to control his or her own work life. The individual need not perform these activities alone. Assistance from counselors, supervisors, and others within and outside an organization can be helpful, but the focus of career planning is on the individual.

2.7.2.3 Career Management

According to Raymond (2010), Because of many persons spend a large amount of their lives working, work provides a place where employees look to satisfy a number of needs, such as affiliation, achievement, power, and growth. Career management can help employees satisfy these needs. Career management is becoming important also because the workplace is an area in which social equality, workplace diversity, and personal liberation can be achieved.

According to Baruch (2004) points out that career is the property of individuals, but for the employed, it is organizations that will plan and manage employee career. However during the last few decades notation that individual is also responsible to cater to and build their own careers. Instead of leaving it entirely to the organization to mange, has been well

documented. Hence career management requires initiative from both organization as well as individuals in order to provide maximum benefit for both.

On the other end of the continuum is career management, defined as “an ongoing process of preparing, implementing, and monitoring career plans undertaken by the individual alone or in concert with the organization’s career systems.” Career management may include activities that help the individual develop and carry out career plans, but the focus is on taking actions that increase the chances that the organization’s anticipated HR needs will be met. At its most extreme, career management is largely an activity carried out by the organization.

According to Jeffrey Greenhaus, (2010) and colleagues use the term career management to refer to all phases of career development activities, from gaining self-awareness, to developing career goals and plans, to enacting those plans. Because planning is a significant activity within management, we adopt this more inclusive use of the term career management and use this model to form the framework of our discussion of how individuals and organizations can influence career development. Before discussing how one can influence the course of one’s career, however, it is important to examine the career development process.

2.7.2.4 Career theories

2.7.2.4.1 Trait-and-Factor

Among the early theorists on career development, Frank Parsons in *Choosing a Vocation* Boston, (1909) argued that a wise vocational choice was made first by studying the individual, second by understanding the relevant characteristics of occupations, and finally by matching the individual with the occupation. This process, called the trait-and-factor theory, became the foundation for many career counseling programs and is still in use today. It has led to the development of assessment instruments, as well as to the study of individual job requirements. This theory focuses on individual traits but does not account for changes in values, interest, skills, achievement, and personality over the course of a lifetime. Thus, although assessments based on the trait-and-factor approach are quite useful in career counseling, this theory is generally considered to be quite limited.

2.7.2.4.2 Ginzberg

In contrast to the static approach of the trait-and-factor theory, Ginzberg, Ginsburg, Axelrad, and Herma (1951) were the first to view career development as a lifelong process, with an emphasis on very early development. Ginzberg and associates outline three distinct stages or

periods in the career-choice process, each of which is divided into sub stages. During the fantasy stage (childhood before age 11), play gradually becomes work oriented and reflects initial preferences for certain types of activities. The second period, called tentative, is divided into four sub stages (interest, capacity, values, and transition) and lasts from ages 12 to 17. During the tentative period, the individual becomes more aware of work requirements and of his or her own abilities and values and makes decisions regarding vocational likes and dislikes. At the realistic stage (ages 18 to young adult), there is further integration of perceived abilities and occupational interests. As the person first narrows his or her choices to a few possibilities and then makes a commitment by selecting a job or entering specialized training. Ginzberg (1984) reemphasized that career development is lifelong process for those who seek to attain major job satisfaction. As changing work goals occur, a person will reassess how to improve it with the work environment.

2.7.2.4.3 Super

Donald Super's (1953) life span developmental theory includes five major stages. The first, growth, occurs from birth to ages 14 or 15 and is characterized by the development of attitudes, interests, needs, and aptitudes associated with self-concept. During the exploratory stage (ages 16 through 24), occupational choices are narrowed, and the establishment stage (ages 25 through 44), is characterized by work experience. From ages 45 to 65 the person experiences a continual adjustment process to improve the working situation. Finally, during the decline phase (ages 65 and over) there is reduced work output and eventual retirement. Super's theory has been expanded and refined over the years. Super's (1996) theory has increasingly been viewed as the most comprehensive of the developmental approaches.

2.7.2.4.4 Roe

Roe's (1956) theory focuses on early relations within the family and their subsequent influence on career choice. Roe classifies occupations into two major categories: person oriented and non-person oriented. Empirical investigations of Roe's theory have generally failed to provide validation, and the theory itself is difficult to implement in research terms. Roe's major contribution appears to be her emphasis of the impact of childhood experiences on career development and her job classification system.

2.7.2.4.5 Holland

The theory that has generated the most research and has the most influence on the career practice of psychologists and counselors is the work of John Holland. According to Holland (1985), the choice of a career is an extension of one's personality into the world of work. Individuals choose careers that satisfy their preferred personal orientations. Holland

developed six modal personal styles and six matching work environments: realistic, investigative, artistic, social, enterprising, and conventional. A person is attracted to the particular role demand of an occupational environment that meets his or her needs. For example, someone who is socially oriented would seek out a work environment that provides interactions with others, such as nursing in a hospital setting. Holland and his colleagues have developed a number of instruments (e.g., the Self-Directed Search) designed to assist in identifying individual personality traits and matching those traits to occupational groups. Holland's theory assesses each individual in terms of two or three most prominent personality types and matching each type with the environmental aspects of potential careers. It is predicted that the better the match, the better the congruence, satisfaction, and persistence (Holland, 1985).

2.7.2.4.6 Krumboltz

Krumboltz's (1979) theory of career development is grounded in social learning theory and in classical behaviorism. It also incorporates the more recent ideas from self-efficacy theory Bandura, (1977) and cognitive-behavioral theory this theory incorporates many factors, each of which has a different impact on the person in his or her career decision making. First, genetic endowment may expand or limit options for each individual. Included in genetic endowment are set factors (sex, race, developmental disabilities), as well as those innate talents that a person can choose to develop. Second, career decisions are influenced by environmental conditions and events beyond a person's control. Such as cultural norms and economy. The third factor is individual learning, which can occur both instrumentally (e.g., being rewarded for writing may lead to an interest in being a journalist) and associatively (e.g., watching a movie in which a policeman is seriously injured may reduce the desire to go into law enforcement). Learning experiences include acquiring (or failing to acquire) work habits and problem-solving skills. Finally, Krumboltz highlights the importance of what he calls self-observation generalizations.

2.7.3 Organizational development (OD):

As cited by Armstrong, (2006), Organization development (OD) has been defined by French and Bell(1990) as:

A planned systematic process in which applied behavioral science principles and practices are introduced into an ongoing organization towards the goals of effecting organizational improvement, greater organizational competence, and greater organizational effectiveness.

The focus is on organizations and their improvement or, to put it another way, *total systems change*. The orientation is on action – achieving desired results as a result of planned activities.

According to Maphapatro, (2010), developing the human resources, upgrading their skills and extending their knowledge and the competencies would lead to organizational development

As of Beer, (1980), Organizational development is a process for diagnosing organization problems by looking for in congruencies between environment, structures, processes, and people.

As Armstrong, (2006), discussed Organizational development is concerned with the planning and implementation of programs designed to enhance the effectiveness with which an organization functions and responds to change. Overall, the aim is to adopt a planned and coherent approach to improving organizational effectiveness. An effective organization can be defined broadly as one that achieves its purpose by meeting the wants and needs of its stakeholders, matching its resources to opportunities, adapting flexibly to environmental changes and creating a culture that promotes commitment, creativity, shared values and mutual trust.

According to Burke (1992), “OD is a consideration in general of how work is done, what the people who carry out the work believe and feel about their efficiency and effectiveness, rather than a specific, concrete, step-by-step linear procedure for accomplishing something.” (p. 1).

Burke describes an organization as being a socio technical system, with technology representing an essential part of the organization’s routines and a human aspect composed of people who interact to accomplish tasks (Burke, 1992). Too often is one or the other (technology or people) blamed for being the sole contributor or hindrance to an organization’s successes, failures, or growth? The target for change should be technology and people, the total system approach, to realize organization development (Burke, 1992).

2.7.3.1 Characteristics of OD

As cited by Armstrong, (2006), OD concentrated on how things are done as well as what they do. It was a form of applied behavioral science that was concerned with system-wide change. The organization was considered as a total system and the emphasis was on the interrelationships, interactions and interdependencies of different aspects of how systems operate as they transform inputs and outputs and use feedback mechanisms for self-

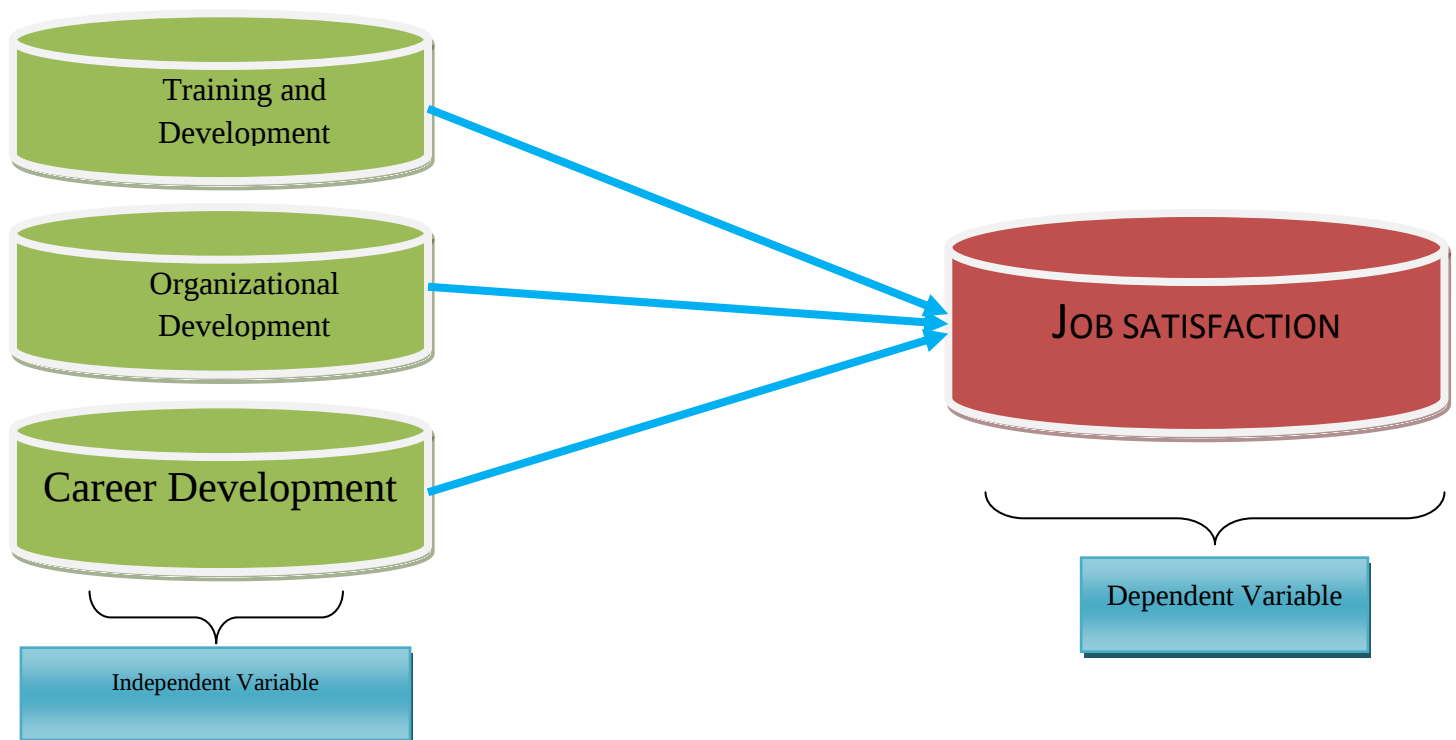
regulation. OD practitioners talked about ‘the client system’ – meaning that they were dealing with the total organizational system.

1973; Davenport, 1993)

3. Conceptual framework

The null hypothesis (H_0) of this research was there is no positive statistically significant relationship between human resource development and job satisfaction and the alternate hypothesis (H_1) was here is be a positive statistically significant relationship between human resource development and job satisfaction. According to my hypotheses, a research framework had been built based on that. The relationship independent variables on dependent variables Training, Development, Organizational, development and career development and job satisfaction. The conceptual framework has been synthesized from the paramount literature and developed by my own by assuming that have a relationship.

Figure 2 Research Model



Source: Own computation (2018)

CHAPTER THREE

1. Methodology

This section describes the methodology that was researcher used in conducting the research. The research design, sample, data source, the sample selected, data type, data collection method, data analysis and presentations, the data sampling techniques, how the research work organized, the budget and time scheduling has been discussed in detail below.

3.1 Research design

Since this was study targeted to describe the current relationship of HRD and job satisfaction in MONDCID it had followed the methods of research thus, because of the fact that one purpose of the research is to explain the relationship between variables, so descriptive research was utilized by describing the conceptual characteristics of the variables. Because the researcher does not want to use case study because it needs experimentation it also needs more time and cost. In addition to this once the problem defined no need of using exploratory research because the purpose of the research was not defining the problem or formulating theories. There-after, the researcher we reused to investigate the relationship or impact between training and development (TD), organizational development (OD), career development (CD) on job satisfaction (JS) by means of data analysis tools which is inferential and descriptive statistic will be exercised.

3.2 Data source, Type, and Methods of Data Collection

3.2.1 Data source

The major source of data for the study was obtained from the sample employees of MONDCID through the necessary data collection instrument. In this research I was intend to use both primary and secondary sources of data that were used to collect the relevant information for the research to be undertaken and has been analyzed qualitatively as well as quantitatively.

3.2.2 Data type

Primary data were included information from respondents which have been collected through intentionally designed questionnaire, interview, and observation. Data's has been collected by distributing questionnaire and sending through email especially for corridor maintenance and conducting

interview. It was assumed that the data would provide original information for the study. Secondary data were obtained from published and unpublished available materials, records of MONDCID and F.D.R.E. ministry of defense, internets and other relevant available materials. In this research concerning secondary data I used only 2003 up to 2009E.C.

3.2.3 Methods of Data Collection

Self-administered & standardized questionnaires were used I used manuals of Minnesota satisfaction questioner with a little modification. (To be returned within a given time period.) Primary data was included information from respondents which has been collected through intentionally designed questionnaire, interview, and observation. Data's were collected by distributing questionnaire and sending through email and conducting interview. It was assumed that the data would provide original information for the study. Secondary data was obtained from published and unpublished available materials, records of MONDCID and F.D.R.E. ministry of defense, internets and other relevant available materials.

3.3 Sample design

3.3.1 Population

This research was intended to conduct in the population size of 160 military personnel's which were a member of MONDCID who are located ground force and Gofa military camp as well as the 6 maintenance corridor of the department with a maintenance technicians located at corridors and staff members located in Addis Ababa. But intentionally some civilians and non commissioned officers /NCO/ less than the rank of second lieutenant were excluded from the research, because the way the military members and civilians who are working there have different administration style and HRD plan, concerning new solders as my past experience they may be not understand have limitation of the language and the essence of the research because they came from different parts of the country side so they haven't such type experience of filling questionnaire. This was helping the researcher to minimize questionnaire spoil. I have intended to create alertness to all respondents, so I was given to them a brief explanation about the questionnaire objective formally by their team leader during morning parade /march past/ time. The data base system of the information and communication man department was well developed so I can get the names of all employees and their relevant profile in the data base of MONDCID to categories and differentiate the military personnel that will help me in taking of sample.

3.3.2 Sampling techniques

The use of the sample is necessary because of time constraints from the researcher's point of view. It was expensive as the student researcher. The target population of the study includes in its first strata second lieutenant, lieutenant and captain the second category of the strata was consist of major, lieutenant colonel, colonel, brigadier general, which means management staff /higher military officials/ of the MONDCID ranging to that of the rank of second lieutenant and it had two levels because the capacity building activities given to them follows different direction focuses on as they responsibility and rank /middle level and a higher level/ To determine the sample size in this research used stratified random sampling technique. In order to address equally all two levels and entertain heterogeneity of the population or the army personnel /line officers, and higher officers /. It was suitable forming different strata and give equal chance and to get relevant and significance representative to form strata in the MONDCID military personnel by their military rank.

3.3.3 Sampling Size

The research type of this study was descriptive the variability of the population was heterogeneous it was better using simple random sampling method. Even if the sampling error happens I tried to reduce the sampling error by increasing my sample size and my confidence level was as much as possible 95%. Concerning to reduce a non sampling error, the researcher was intentionally organize means of data collection method and preparation and design of questionnaires and relevant style and also I used to check the consistency of my questionnaire during the pilot test by use of Cromboch alpha test the result was .958. A total manpower of MONDCID was very large, due to time and cost the research was limited on out of 160 officers who are located around the main office ground force and Gofa military camp, and the 6 maintenance corridor which were located in different regions by use of simple random sampling method 114 top level mangers/ higher military officials/, army middle level officers, were selected to be respondent by filling the questionnaire that represents the whole population of the study. This sample amount were divided or clustered the population into 2 homogeneous categories proportionately from the total number of 114 sample size middle level officers /MO/were71 and higher level officers /HO/were43. Therefore, questionnaires had been sent to higher officers, and the middle officers and members. Out of the total number of samples, 7 department heads only were selected

purposely for an articulated interview. The distribution of questionnaire and interview was concluded at February 30, 2018.

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

Where: -

- n = the sample size
- N=the study population
- e = the level of precision
- 1 = designates the probability of the event occurring

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

$$n = \frac{160}{1 + 160(0.05)^2} = 114$$

Therefore, 114 respondents were selected as a sample for this study to gather data through questionnaire.

The researcher deemed necessary to take independent sample for each rank level to ensure equal representation because ranks have different number of officers. Therefore, the sample size for each rank was calculating using proportion. The study used proportionate sample allocation formula so as to make each stratum sample identical with proportion of the population. Therefore, proportional sample size from each stratum was calculated by using the following formula.

$$N_i = \frac{n \cdot N_i}{N}$$

Where: N_i = sample size for individual rank

N_i = the total number of officers in each rank

N = the total number of officers the in all rank

n = the total sample size for all rank

Source: (<http://ocw.jhsph.edu/courses/statmethodsforamplesurvey>)

Table 1 Sample proportionate

No	List of ranks	Total no of officers	No of sample size in rank
1	Higher level officers /HO/	60	43
2	Middle level officers/ MO/	100	71
Total		160	114

Source: Own computation (2018)

3.4 Data collection methods

The researcher had inattention to use both two types of data collection methods. Concerning the primary data collection the first one and which had a lion share in the data collection process is questionnaire, and in addition to that a very short interview was made with department heads. Relating to the secondary data assessing the research used the web site, referring related manuals and e-library of the MONDCID even the interpretation of the statistical result.

Measurement of variables all the IVs, the items under each corresponding facet was measured on a five-point Likert scale where 1= strongly disagree; 2= Disagree; 3 =Neutral; implies the respondent is indifferent, 4= Agree; 5 =strongly and for DV.

3.5 Data analysis and presentations

The raw data was gathered, organized on March 30, 2018 on the bases of common characteristics. By use of (Statistical Package for the Social Sciences) SPSS 20 version software then it was coded to the computer, analyzed, summarized, the result also interpreted by the researcher. The analysis was done by using correlation in order to show the degree of relationship of the variables and to describes the strength of an association between two variables; Simple regression was also used to examine the impact of dependent variables on independent variable, it also used beyond correlation analysis by adding prediction capabilities of dependent variables, Standard deviation, variance, percentage, and tables. Moreover, the information to be gathered through interview was summarized qualitatively. The last result presented by giving meaning to them.

3.5.1 Reliability and Validity

Validity: through experts like my advisor and pilot test answers from the respondents the extent to which a test measures what we actually wish to measured. The questionnaire was the one that was validated by research experts in HRM in terms of its content and construct.

Reliability: accuracy and precision of a measurement procedure and a measuring instrument was reliable if it provides consistent results. Thus, to achieve the reliability of the measurement, test the questionnaires through pilot study. Besides this, to test the reliability cronbach alpha reliability test has been made by using SPSS version 21. Training and development with cronbach alpha test result of 0.904, Organizational development with cronbach alpha test 0.912, Career development with cronbach alpha test 0.773, Job Satisfaction cronbach alpha test 0.764 and the entire questionnaire Entire with cronbach alpha test result of 0.958.

3.5.2 Ethical Considerations

As of Article 26 of the constitution: everyone has the right to privacy. Thus, being aware of this constitutional right, the research will properly inform the respondents on their ambiguity at all time. Any information provided by them being confidential will not be disclosed without their inner consent. Besides these, the foundation for conducting the research will be explained to them along with their right to participate or not to do so in the study. Accordingly, the researcher will give emphasis to the fact that as participation is voluntary, any respondent has all the right to withdraw from the same at any time without precondition.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This Chapter deals with the presentation, analysis and interpretation of the data collected through questionnaires, interview, and document analysis. It consists of two parts. The first part is concerned with the description of the background characteristics of the respondents. The second part is concerned with the analysis and interpretation of the main data. And also tried to declare impact of HRD on job satisfaction in this chapter the major findings of the study were analyzed and discussed in line with the stated specific objectives that lead to draw conclusions and recommendations.

4.1 Response Rate on Questionnaire

For this study, a total of 114 questionnaires were distributed to the whole military personnel currently working in MONDCID and six selected sector corridor. 112 distributed questionnaires were filled up and returned with response but with the known problem 2 questionnaires were not returned. To supplement data collected through questionnaire and interview were administered by the researcher with key commanders of the selected department concerning the subject under study.

Table 2 Response rate

No	Officers	Questionnaire distributed	Questionnaire returned	Response rate
1	Higher officers/HO/	71	70	98.5
2	Middle Officers/MO/	43	42	97.6
Total ...		114	112	98.2

Source: Own computation (2018)

4.2 Reliability Test Result

The reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measured. As stated by Mahon and Yarcheski (2002), the less variation of the instruments produces in repeated measurements of an attribute the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. It also indicates that whether a scale is one-dimensional or multidimensional. The normal range of Cronbach's

coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. The most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair et al., 2003).

Table 3 Cronbach's Alpha result of each variable

Field	Number of Items	Cronbach's Alpha test
Training and development	20	0.904
Organizational development	13	0.912
Career development	15	0.773
Job satisfaction	11	0.764
Entire	59	0.958

Source: Own computation (2018)

The Cronbach's coefficient alpha was calculated for each field of the questionnaire. The table 3 above, depicts that the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. As it can be seen from the Table, for each field value of Cronbach's Alpha is in the range between 0.764-0.912 this range is considered as high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.958 for the entire questionnaire which indicates very good reliability. So, based on the test the results are reliable.

4.3 Background Characteristics of the Respondents

Out of 114 questionnaires 43 and 71 were distributed respectively and administered only 42 for higher officers/HO/ and 71 for middle officers/MO/ which were clustered in to two groups. Totally 112 questioners were returned and used for analysis from the respective group and representing an overall response rate of 98.2%. Additionally the views of 6 key informant interview respondents were included. The information collected from the two groups analyzed separately. Their demographic characteristics described here under.

Table 4 Demographic characteristics of HO and MO

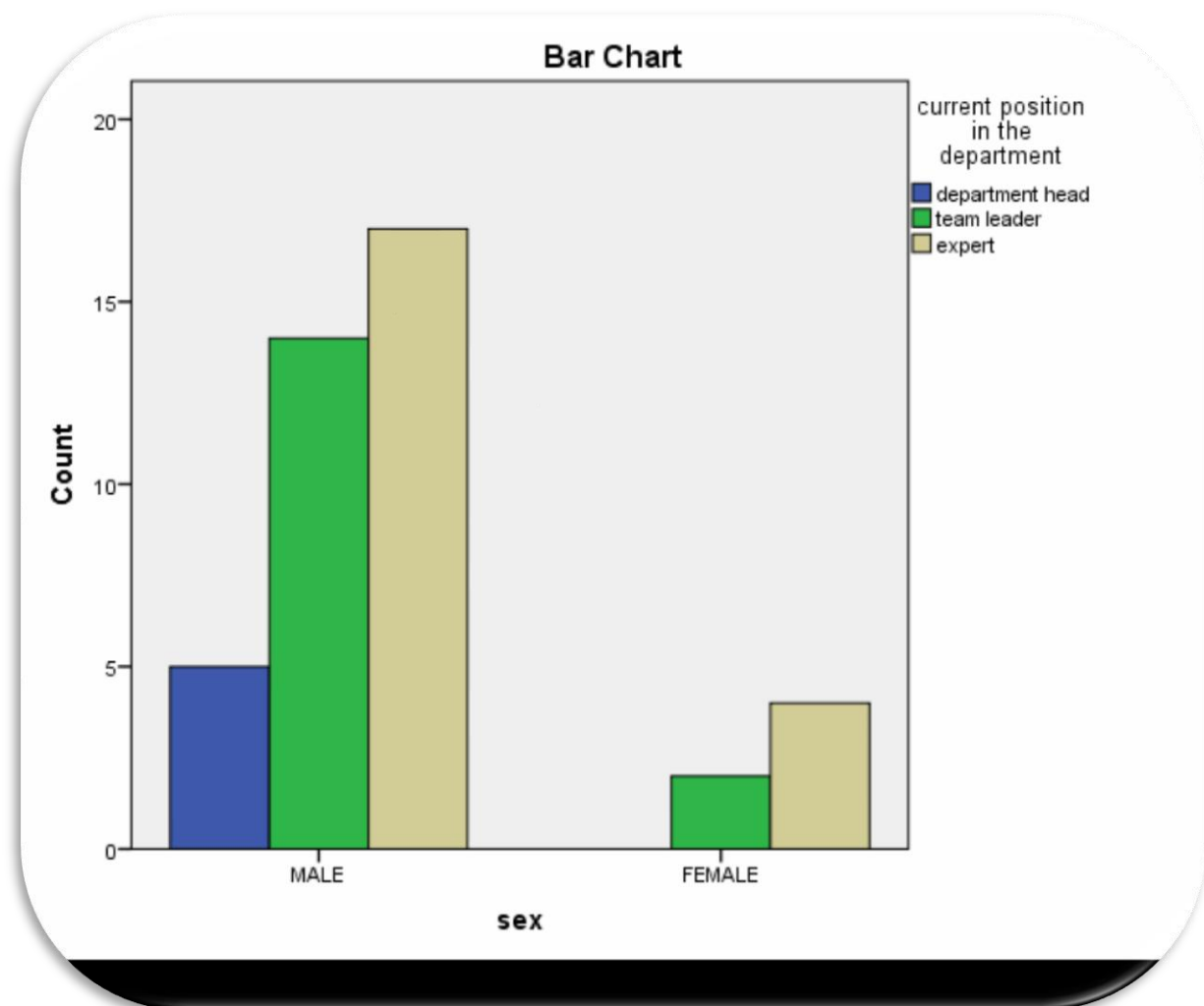
NO.	Respondents' characteristics	Categories	Higher officers		Middle officers	
			Frequency	Percent	Frequency	Percent
1	Sex	Male	36	85.7	54	77.1
		Female	6	14.3	16	22.9
		Total	42	100.0	70	100.0
2	Age	25-34	5	11.9	21	30.0
		35-44	19	45.2	47	67.1
		45-54	18	42.9	2	2.9
		Total	42	100.0	70	100.0
3	Educational level	Technical school	2	4.8	18	25.7
		Diploma	12	28.6	12	17.1
		Degree	25	59.5	36	51.4
		Masters & above	3	7.1	3	4.3
		Total	42	100.0	1	1.4
			-	-	70	100.0
4	Work experience	5-9	5	11.9	3	4.3
		10-19	1	2.4	6	8.6
		20-30	14	33.3	20	28.6
		30 years and above	22	52.4	41	58.6
		Total	42	100.0	70	100.0
5	Field of specialization	IT engineer	16	38.1	23	32.9
		Networking	1	2.4	19	27.1
		Hardware engineer	3	7.1	6	8.6
		Software engineer	1	2.4	2	2.9
		Electrical engineer	3	7.1	12	17.1
		Managerial	16	38.1	8	11.4
		Missing	2	4.8	-	-
		Total	42	100.0	70	100.0
6	Current position in the department	Department head	5	11.9	-	-
		Team leader	16	38.1	5	7.1
		Desk leader	-	-	1	1.4
		Expert	21	50.0	64	91.4
		Total	42	100.0	70	100.0
7	Military rank	Brigadier general	1	2.4	-	-
		Colonel	6	14.3	-	-
		Lieutenant colonel	14	33.3	-	-
		Major	21	50.0	-	-
		captain	-	-	38	54.3
		lieutenant	-	-	20	28.6
		Second lieutenant	-	-	12	17.1
		Total	42	100.0	70	100.0

Source: Field survey result (2018)

From the Table 4 above, it is possible to deduce the following facts. The overwhelming majority of the respondents were 36 (85.7%) males and the rest 6 (14.6%) were females. This implies that the main department was dominated by male higher officers and females' participation was low relative to male.

Figure 3 comparison of current position and sex of respondents

Source: Field survey result (2018)



Another description pointed out in the Table 4 above, is that the age interval of the respondents. In this regard, the majority 19 (45.2 %) of the respondents in the selected department were found in the age interval of 35-44 18 (42.9%) were around 45-54 years which signifies that the department have a mature and well experienced staffs who have productive and potential prospects. as well as accumulation of nearly approaching to the retirements of the low of military which governing the higher officers. Following 5 (11.9%) of the respondents were found in the age of 25-34. Generally, the majority of the respondents of the department were middle aged by taking international labor organization ILO (2013) as

a reference implying that they could have good productive prospects. Not only the number of the female respondent is minimum in number but also their leadership position also limited only few of them are team leaders the rest are expert level.

Educational background of the employees is an important factor in undertaking their respective military responsibilities and to make critical decisions in their working department. Considering the higher officers' level of education, 2 (4.8%) of the total respondents were certificate holders. Whereas, 12(28.6%) have their Diploma the majority 25 (59.5%) and 3 (7.1%) were first and second degree holders respectively. This signifies that the majority of higher officers were first degree holders in terms of their educational level and the main department should plan for the development of its workers to masters' and above level so as to increase of their military performance.

Table 4 also depicts out that the work experience of the higher officers. The majority of 22 (52.4 %) of the respondents have relatively longer service times above 30 years. Following 14 (33.3%) of them have 20-30 years work experiences and the rest 5 (11.9%) ranged from 5-9 years. Only 1 which is account (2.4%) are fall in the interval of 10-19 years of experience from this we can conclude that most of the main department staffs have long years devoted work experiences which can help them to do their military responsibilities effectively and efficiently. In other words, the main departments were as well as the F.D.R.E defense as a whole in a good track in capturing well experienced staffs.

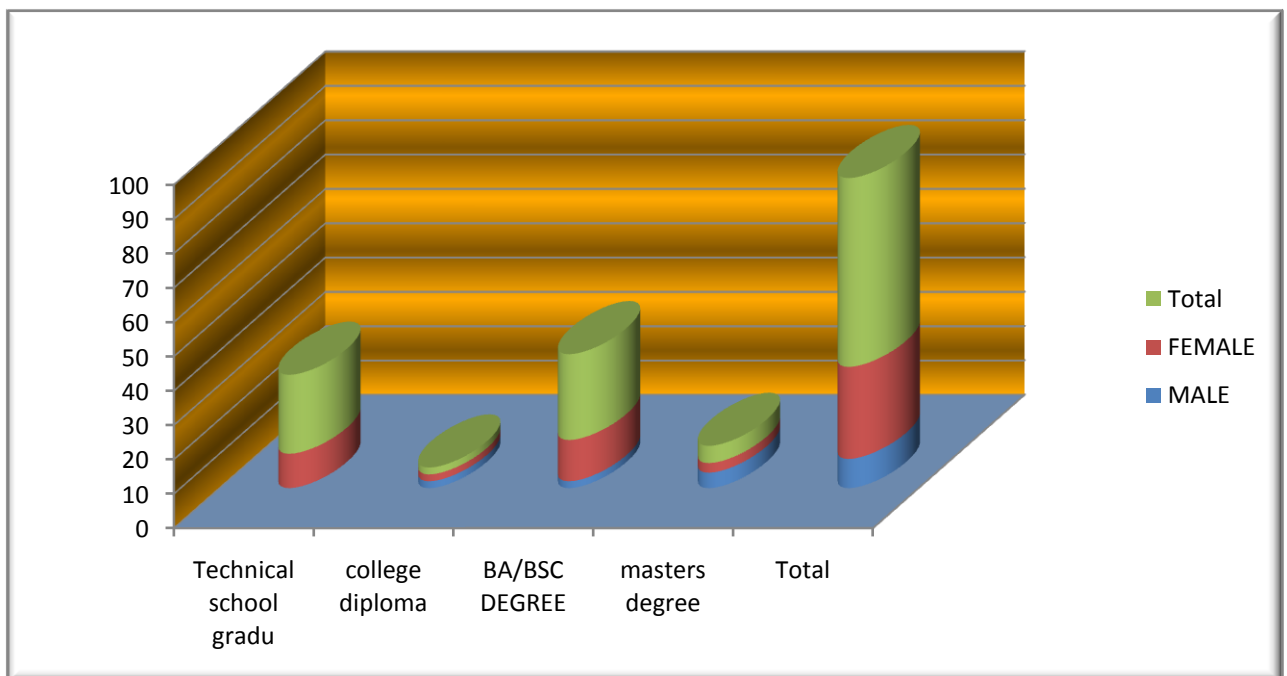
As we were observe from the above table 4 (38.1 %) higher officers field of specialization was managerial and it engineers respectively were IT engineer the department has 3 (7.1%)more hardware and electrical engineers respectively we can also understand that 1(2.4%) software engineer and there were 2 missing data.

Another portrayal pointed out in the Table 4 above, is that the current position in the department of the respondents. In this look upon, the majority 21 (50. %) of the higher officers in the selected department were found in expert standard following this 16 (38.1%). Were team leaders as well as only 5 (11.9%) were department heads which shows us that how many top positions occupied by higher officers.

From the above table 4 we can also see the military rank and their meaning at the top 1 (2.4%) of the whole department has on general officer which is in the organizational pyramid will be at the top the rest 6 colonels or 14.3% of the whole higher officers are department heads 21 or 50% of the whole higher officers drops on major military rank and 14 or 33.3% of the higher officers are lieutenant colonels.

In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

Figure 4 sex and educational back ground mix



Source: Field survey result (2018)

From the above figure4 shows, educational background gender mix of higher officer respondents were 2female with technical, 2 with diploma, 2 with degree no with masters and male respondents were 10 with diploma,23 with degree and 3 masters. Hence the number of educated women in first and second degree is lower than male.

Demographic Characteristics of MO

From the Table 4 above, it is possible to figure out the following facts. The overwhelming majority of the respondents were 54 (77.1%) males and the rest 16 (22.9%) were females.

This implies that the main department was dominated by male officers and females' participation was low relation to male.

Another explanation pointed out in the Table 4above, is that the age interval of the respondents. In this regard, the majority 47 (67.91 %) of the respondents in the selected department were found in the age interval of 35-44 years which signifies that the department have a mature and well experienced staffs who have productive and potential prospects. Following 21 (30%) of the respondents were found in the age of 25-34. Only 2 were found that 2.9% at the age of 45-54 which the last retirement age of officers. Generally, the majority of the respondents of the sector bureaus were middle aged by taking ILO (2013) as a reference implying that they could have good productive prospects.

Educational background of the employees is an important factor in undertaking their respective military responsibilities and to make critical decisions in their working department. Considering the officers' level of education, 18 (25.7%) of the total respondents were certificate holders. Whereas, 12 (17.1%) have their Diploma the majority 36 (51.4%) and 1 (1.4%) were degree. This signifies that the majority of officers were first degree holders in terms of their educational level and the main department should plan for the development of its workers to masters' and above level so as to increase of their military performance.

Table 4also depicts out that the work experience of the higher officers. The majority of 41 (58.6%) of the respondents have relatively longer service times above 30 years. Following 20% of them have 20-30 years work experiences and the rest 6 % ranged from 10-19 years only 3(4.3%) have 5-9 years experience. From this we can conclude that most of the main department staffs have long years devoted work experiences which can help them to do their military responsibilities effectively and efficiently. In other words, the main departments were as well as the F.D.R.E defense as a whole in a good track in capturing well experienced staffs.

As we were observe from the above table 23 (32.9%) officers field of specialization was IT 19 or 27.1 % of the respondent have networking specialization 8 were managerial field professionals which is accounted 11.4% following this 6 (8.6%) were hardware engineer the department has 12 (17.1%) electrical engineers we can also understand that 2 (2.9%) software engineers.

Another representation pointed out in the Table 4 above, is that the current position in the department of the respondents. In this look upon, the majority 64 (91.4 %) of the officers in the selected department were found in expert standard following this 5 (7.1%). Were team leaders as well as only 1 (1.4%) were desk leader

From the above table 4 we can also distinguish the military rank and their meaning at the top 38 (54%) of the whole department captain which is in the organizational pyramid will be at the medium the rest 20 lieutenants or 28.6% of the whole officers 12 or 17.1% of the whole officers drops on second lieutenants military.

In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

4.4 Descriptive Statistics of Scale Type Questionnaire

In this part descriptive statistics in the form of mean and standard deviation and other statistical tools were presented to illustrate the feedback of the both higher both respondents group. The comment of the respondents for the variables indicated below were measured on five point Likert scale with measurement value 1= Strongly disagree; i.e. very much dissatisfied with the case described; 2= Disagree, i.e. not satisfied with the case described; 3= Neutral, i.e., uncertain with the case described; 4= Agree, i.e., feeling all right with the case described and considered as satisfy; and 5 =strongly agree, In order to address the objective of the study some self-prepared open and closed ended questionnaires filled by the two groups and supplemented by the key informant interview information and document analysis based the constructs related data were collected from the two study groups and each groups data were presented and analyzed one after the other and at the last they were combined for conclusions. To make easy interpretation, the following ranges of values were reassigned to each scale: 1-1.8= strongly disagree; 1.81-2.6 = Disagree; 2.61-3.4= Neutral; 3.4-4.20= Agree; and 4.21-5 = Strongly Agree Best, 1977 (cited in Yonas, 2013).

4.4.1 The extent of training and development on job satisfaction

Training and development implies to the systematic process of developing the competencies relating to the job of employees for the present and future roles and responsibilities. Today we believe that an organization' competitive success is achieved through people. It follows that the skills and job satisfaction of people are critical. Many organizations spend much

money on training, believing that training will improve their employees' performance and productivity. As well as it increases job satisfaction.

Table 5 response rate T& D and JS HO

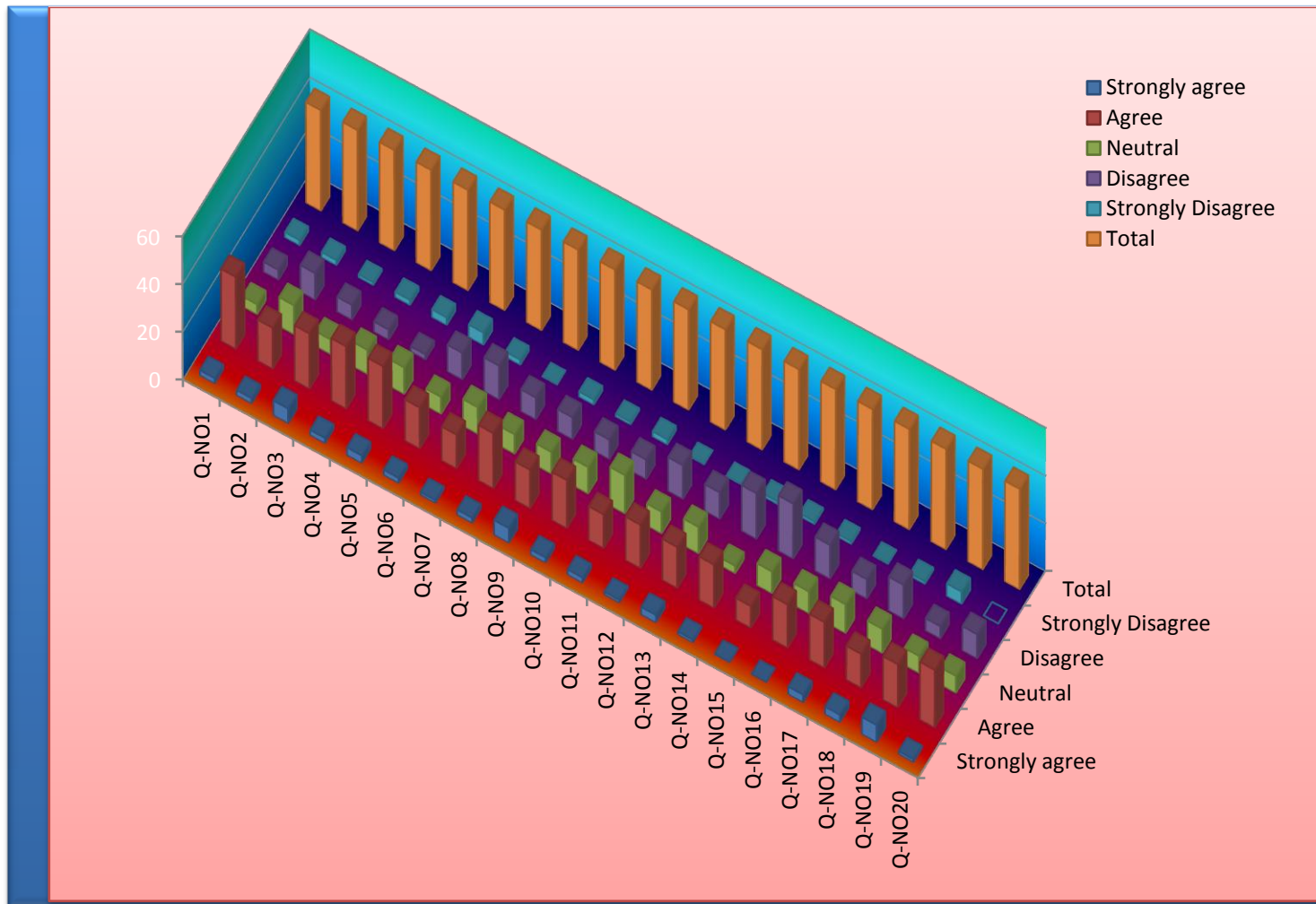
Items	MEASURMENT					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
The department does a good job to provide training /skill building/	2 4.8%	30 71.4%	4 9.5%	4 9.4%	2 4.8%	42
There is good internal facility for training and development	2 2.4%	17 40.5%	12 28.6%	11 26.2%	2 4.8%	42
The department does a good job of supporting Officers to Improve their Educational level.	6 14.3%	23 54.8%	6 14.3%	6 14.3%	1 2.4%	42
The department does a good job of providing Opportunities for Development and growth for all officers.	2 4.8%	26 61.9%	10 23.8%	4 9.5%	2 4.8%	42
Training and development is given by use of different mechanisms	3 7.1%	26 61.9%	11 26.2%	2 4.8%	3 7.1%	42
Training and development are given as of the interest of officers	2 4.8%	17 40.5%	7 16.75	11 26.2%	5 11.9%	42
My immediate commander assists me to Identify my training needs.	1 2.4%	14 33.3%	11 26.2%	14 33.3%	2 4.8%	42
I find my colleagues willing to share Knowledge and information.	2 2.4%	23 54.8%	8 19%	9 21.4%	-	42
Commanders/ team leaders support officers' Effort to learn.	6 14.3%	16 38.1%	9 21.4%	9 21.4%	2 4.8%	42
Training and development are accompanied by benefits	2 4.8%	20 47.6%	11 26.2%	8 19%	1 2.4%	42
Training and development given frequently	2 4.8%	14 33.3%	16 38.1%	8 19%	2 4.8%	42
My department actively collects ideas for improvements from any officer and evaluation	1 2.4%	18 42.9%	9 21.4%	14 33.3%	-	42
I often practiced on training and development practice	3 7.1%	17 40.5%	11 26.2%	11 26.2%	-	42
All top management/ higher officers /	1	18	3	19	1	42

view training and development equally	2.4%	42.9%	7.1%	45.2%	2.4%	
I think that the department gives enough training And Development to all officers in the dept.	-	9 21.4%	9 21.4%	23 54.8%	1 2.4%	42
The role of team leaders in training and development practices is enough	-	18 42.9%	9 21.4%	14 33.3%	1 2.4%	42
All trainings given by the department are specific type by their nature	3 7.1%	19 45.2%	12 28.6%	8 19%	-	42
General training is given to all members	3 7.1%	14 33.3%	10 23.8%	14 33.3%	1 2.4%	42
Over training is necessary in all training session	7 16.7%	18 42.9%	7 16.7%	5 11.9%	5 11.5%	42
The department focuses only in moderate /normal/ training	1 2.4%	24 57.1%	7 16.7%	10 23.8%	-	42

Source: Field survey result (2018)

The result of the table indicates that there is the existence of positive relationship between training and development on job satisfaction except in some aspects. For example in the question of the department does a good job to provide training /skill building, 71 percent of the respondents (i.e. 30) agreed that they the department does a good job to provide training. As we can easily understand from table 6 above all sub constructs have more than 50 percent agreement level.

Figure 5 Response of T& D and JS of HO



Source: field survey result (2018)

The above graph can show clearly the agreement level the majority of the respondent in this construct were given their feedback to agreed level.

Table 6 Statistical review of T& D and JS of HO

NO	Items	N	Mean	Std. Deviation
1	The department does a good job to provide training /skill building/	42	3.62	.909
2	There is good internal facility for training and development	42	3.24	.906
3	The department does a good job of	22	3.64	.983

	Supporting officers to Improve their Educational level.			
4	The department does a good job of providing opportunities for Development and growth for all officers.	42	3.62	.731
5	Training and development is given by use of different mechanisms	42	3.71	.673
6	Training and development are given as of the interest of officers	42	3.00	2.95
7	My immediate commander assists me to Identify my training needs.	42	2.95	.987
8	I find my colleagues willing to share Knowledge and information.	42	3.43	.887
9	Commanders/ team leaders support Officers' effort to learn.	42	3.36	1.122
10	Training and development are accompanied by benefits	42	3.33	.928
11	Training and development given frequently	42	3.14	.952
12	My department actively collects ideas for improvements from any officer and evaluation	42	3.14	.926
13	I often practiced on training and development practice	42	3.29	.944
14	All top management/ higher officers / view training and development equally	42	2.98	1.047
15	I think that the department gives enough training and Development to all officers in the department.	42	2.62	.854
16	The role of team leaders in training and development practices is enough	42	3.05	.936
17	All trainings given by the department are specific type by their nature	42	3.40	.885
18	General training is given to all members	42	3.10	1.031
19	Over training is necessary in all training session	42	3.40	1.251
20	The department focuses only in moderate/normal/ training	42	3.38	.882

Source: Field survey result (2018)

As it can be seen from the Table 6 above, the scored mean value of the first sub-construct i.e. The department does a good job to provide training /skill building/ was 3.62, indicating that

the respondents" agreed in their agreement response showing that they feel all right with the case described. The standard deviation of this sub-construct was 0.909 this implies that the relative homogeneity of the respondents on their responses. From this result one can infer that the main department has clear training and development programs that may help to upgrade employees" knowledge and skills to improve their performance and achieve organizational objectives in the desired way.

The Table 6 above also reveals that, the scored mean value of the respondents to the second sub-construct i.e. I think that the department gives enough training and development to all officers in the department was 2.62 signifying that "disagree." This shows that the respondents were dissatisfied with the case described and the standard deviation of the sub-construct was 0.854 which is relatively low being evidence for the relative homogeneity of the responses. Within the training and development context it can easily show as the relationship of both main constructs

When we move toward to the third sub-construct i.e. the department does a good job of supporting officers to improve their Educational level. The average scored mean value of respondents" response was 3.64 with the standard deviation .983 this shows that the majority of the respondents homogeneous was and at agreed level the scored mean value of this sub-construct expresses that the respondents were certain or concerned with the case described.

In the above, Table 6 the forth sub-construct i.e. The department does a good job of providing opportunities for Development and growth for all officers most of the respondents were agreed response rate with the scored mean value 3.62 and the standard deviation .731 This implies that large number of the respondents were agree towards the main department action in relation to providing opportunities for Development and growth which play a paramount role to capacitate the employees" potential. As well as motivating them.

Table 7 cross tabulation

The department does a good job of supporting officers to Improve their Educational level. * All top management/ higher officers / view training and development equally Cross tabulation							
Count		All top management/ higher officers / view training and development equally					Total
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
The department does a good job of supporting officers to Improve their Educational level.	STRONGLY DISAGREE	0	1	0	0	0	1
	DISAGREE	0	5	0	0	1	6
	NEUTRAL	1	3	1	1	0	6
	AGREE	0	9	2	12	0	23
	STRONGLY AGREE	0	1	0	5	0	6
Total		1	19	3	18	1	42

Source: Field survey result (2018)

As it can be revealed from the Table 7 above, considering all top management/ higher officers / view training and development equally the respondents' scored mean value was 2.98. This shows that the majority of the respondents were disagree and the standard deviation was 1.047. From this one can figure out that the department has to do a lot of tasks the awareness towards training and development. But it doesn't mean that the exact measure. We can cross check by cross tabulation with another sub construct. Therefore, the responses were given without rhyme or reason without in view of or knowing the actual situation of their department, or they were not intentional to expose the exact problem.

Table 8 Cross Tabulation

My department actively collects ideas for improvements from any officer and evaluation * I think that the department gives enough training and development to all officers in the department. Cross tabulation						
Count		I think that the department gives enough training and development to all officers in the department.				Total
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	
My department actively collects ideas for improvements from any officer and evaluation	DISAGREE	1	13	0	0	14
	NEUTRAL	0	2	6	1	9
	AGREE	0	8	2	8	18
	STRONGLY AGREE	0	0	1	0	1
Total		1	23	9	9	42

Source: Field survey result (2018)

Even if majority of the respondents replied a positive relationship between the two sub variables i.e. (My department actively collects ideas for improvements from any officer and evaluation and I think that the department gives enough training and development to all officers in the department.) on table 8, a department that has plans which are systematically and actively collects ideas for improvements from any officer and evaluation linked to the think that the department gives enough training and development to all officers in the department the response of the respondent were positive for the first one but for the second question the result was negative and also some trials has been made to know the exact central idea of the respondent by making cross tabulation, from table of cross tabulation 8 above, the systematic linkage between the two sub constructs dissimilar. The other measurements on table 8 above also confirmed this value. Therefore, the responses were given arbitrarily without considering or knowing the real situation of their department, or they were not voluntary to reveal the exact problem.

As per the information obtained from key informants and training and development documents in the selected department showed that they have good training and development programs which is supported a well articulated plan of training. Moreover, the informants

replied that the departments were in a good position in identifying training needs, planning development strategies, setting performance goals and objectives, assessing aids for internal and external training and evaluating training efforts. But the information gained from the respondent open ended questionnaire displayed that negatively which contradicts with key informants' responses. As per respondents in the department especially, post training evaluation was not well conducted and ineffective to help trainees to get feedback for their improvement and efficiency and to find out to what extent the objective is achieved. Moreover, according to respondents training and development access in the department is very limited and focused on only some work units. And it doesn't accompany with benefits. This indicates that training and development as an important factor for building continuous human resource development. Due emphasis was given by the department towards the issue. On the other hand, as the study findings revealed that the training conducted by department was sufficient and satisfactory. From this fact it is possible to infer that the department was in a good track in practicing training and development. To keep the satisfaction of the military personnel and to motivate them

4.4.2 Relationship between Career Development and Job satisfaction

The importance of employee development in organizations today is best understood in light of changes that have occurred in the pattern of work experiences that people have over their lifetimes. This pattern is called a career. No HRD function can be good enough to the people of any organization, if it fails to provide chance for individual employees to have bright career of the future prospects. Hence, successful planning is closely linked with career planning and development. In this section the study in attendance the extent of career on job satisfaction based on the information obtained from the respondents

Table 9 The response rate on CD and job satisfaction HO

NO	Items	MEASUREMENT					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
1	I have got an opportunities to improve my skills in the department	9 21.4%	22 52.4%	2 4.8%	7 16.7%	2 4.8%	42
2	I have the opportunity to work with up-to-date technologies	3 7.1%	29 69%	8 19%	2 4.8%	-	42
3	I am provided with adequate Opportunities for promotion.	4 9.5%	12 28.6%	15 35.7%	8 19%	3 7.1%	42
4	My immediate commander encourages My professional development.	3 7.1%	27 64.3%	6 14.3%	5 11.9%	1 2.4%	42

5	My immediate commander encourages me to improve my educational level	3 7.1%	28 66.7%	6 14.3%	4 9.5%	1 2.4%	42
6	In my department every officer shows little interest in each other's work.	-	22 52.4%	12 28.6%	8 19%	-	42
7	The department training and development Programs Improves my chance for promotion.	2 4.8%	20 47.6%	11 26.2%	4 9.5%	5 11.9%	42
8	My work is intellectually stimulating and challenging	3 7.1%	21 50%	13 31%	5 11.9%	-	42
9	There are many opportunities and freedom in my work to explore and try out new ideas.	3 7.1%	21 50%	10 23.8%	6 14.3%	2 4.8%	42
10	I frequently encounter non-routine and challenging work in my department.	2 4.8%	15 35.7%	13 31%	12 28.6%	-	42
11	There is much knowledge to gain from the Work I do for my department.	2 4.8%	29 69%	5 11%	6 14.3%	-	42
12	I found my colleagues very helpful when I encounter difficulties with my work.	-	32 76.2%	6 14.3%	1 2.4%	3 7.1%	42
13	My department is the best place to develop myself.	2 4.8%	25 59.5%	9 21.4%	2 4.8%	4 9.5%	42
14	I think the department HRD programs are improving offices performance	-	23 54.8%	11 26.2%	7 16.7%	1 2.4%	42
15	Do you have a support of educational sponsorship programs	3 7.1%	13 31%	7 16.7%	14 33.3%	5 11.9%	42

Source: Field survey result (2018)

In order to verify whether the above responses are factual or not, the majority of the respondents above 60 percent of the respondents agreed for the degree of career development and job satisfaction. On the other hand, 60 percent of them assure the execution career planning, career development and any other career activities are make them satisfy more over it is a military organization it shows us that there is a proper career progress that motivate military personals. Thus, the researcher realized that the report of the department was correct. More than 60 percent of the respondents confirmed.

Out of 15 sub questions a little or 3 around 38.1% from questions have got a lower agreement level but their cumulative percentage were high. Besides, the rate of response to each question it indicates the existence of a good career progression of military personnel's.

Table 10 Statistical review of CD and job satisfaction of HO

NO	Items	N	Mean	Std. Deviation
1	I have got an opportunities to improve my skills in the department	42	3.69	1.137
2	I have the opportunity to work with up-to-date technologies	42	3.79	.645
3	I am provided with adequate opportunities for	42	3.14	1.072

	promotion.			
4	My immediate commander encourages my professional development.	42	3.62	.882
5	My immediate commander encourages me to improve my educational level	42	3.67	.846
6	In my department every officer shows little interest in each other's work.	22	3.33	.786
7	The department training and development programs Improves my chance for promotion.	42	3.24	1.100
8	My work is intellectually stimulating and challenging	42	3.52	.804
9	There are many opportunities and freedom in my work to explore and try out new ideas.	42	3.40	.989
10	I frequently encounter non-routine and challenging work in my department.	42	3.17	.908
11	There is much knowledge to gain from the work I do for my department.	42	3.64	.791
12	I found my colleagues very helpful when I encounter difficulties with my work.	42	3.60	.857
13	My department is the best place to develop myself.	42	3.45	1.017
14	I think the department HRD programs are improving offices	42	3.33	.846
15	Do you have a support of educational sponsorship programs	42	2.88	1.194
			51.47	13.874

Source: Field survey result (2018)

The Table 11 above clearly shows that, the majority of the respondents were “agree” with almost all sub-constructs i.e. to improve career development of employees with the scored mean value as you see on the table above ranging from the only smallest value of 2.88- 3.79. The scored mean value points out that the satisfaction of the respondents with the case described and the standard deviation was good as it depicted in the table. This fact one can assume that the department were in a position to consider continuous employees professional development to fill the existing gaps. As well as it infer to as there is a good career structure. This implies that the sector bureaus have limitations in critically assess their effort to promote career development by any means to increase the satisfaction level of their employees.

The researcher believes that if there is strong career management practice the question of career plateau will not be happened. Moreover, according to the response bring together from the open-ended questions, majority of the respondents that they don't know about self-career

progression or career protean. Other respondents reacted that the problem arises from the lack personal decision on career in military organization.

As it is also brightly illustrated in the Table 11 above, in the first sub-construct i.e. I have got an opportunity to improve my skills in the department the respondents' response scored mean value was 3.69. This signifies that the respondents' agreement response rating scale was "agree" response rating scale implying that the satisfaction of the respondents with the issues described and the standard deviation was 1.137. From this sub-construct one can clearly infer that the department was in a position to consider career planning and development as highest importance for the growth of employees in harmony with the education, training, job search and work experience. Employees should trace their career in light of their individual needs and capabilities. From this viewpoint the department is aware of their potentiality and capabilities in career planning and development. The department was ready to give opportunities.

With regard to the second sub-construct i.e. I have the opportunity to work with up-to-date technologies the scored mean value response of the respondents was 3.79 with a standard deviation .645. From this analysis it can be deduced that the respondents were "agree" with the subject matter raised indicating that they are satisfied and also it shows as the homogeneity of the response. This result signifies that the department was going fast for betterment of their satisfaction...

As it is clearly indicated in Table 11 above, the respondents were asked to level the measurement i.e. my immediate commander encourages me to improve my educational level. They responded having a scored mean value of 3.67 this shows that the respondents were "agree" about the career progression support of immediate commander with standard deviation 0.846. This depicts that the respondents were satisfied with the case described. It also related to career to emotion career counseling is needed to employee. It is also being done to enable the employees to have positive attitude towards work and to improve their stay in job. Moreover, the department was keen in handling the psychology of the employees and making them happy at work so that they could feel thankful.

According to the information gathered from interviewees and open ended questionnaire they replied that as do have career development in principle in order to create motivated military personnel, to enhance the capacity of both present and future war condition knowledge and skills of military and academy. However, in practice explicit tasks were done in relation to the issue described. This could make free the department to cope up global challenges and modern military technological changes and innovations.

4.4.3 Organizational Development

The world has changed in so many aspects; the business world also simultaneously has been changed rapidly more over competition of companies ,and the widespread of globalization and the continual up and down of world economy also has a great impact on it, so firms has to adapt or proactively done in order to win the struggle of other firms, in this regard thinking strategically and developing the non-substitutable asset for the future trade or business war is mandatory With look upon to organizational development the respondents were given the following statements to convey their degree of agreement as stated in Table 13 below.

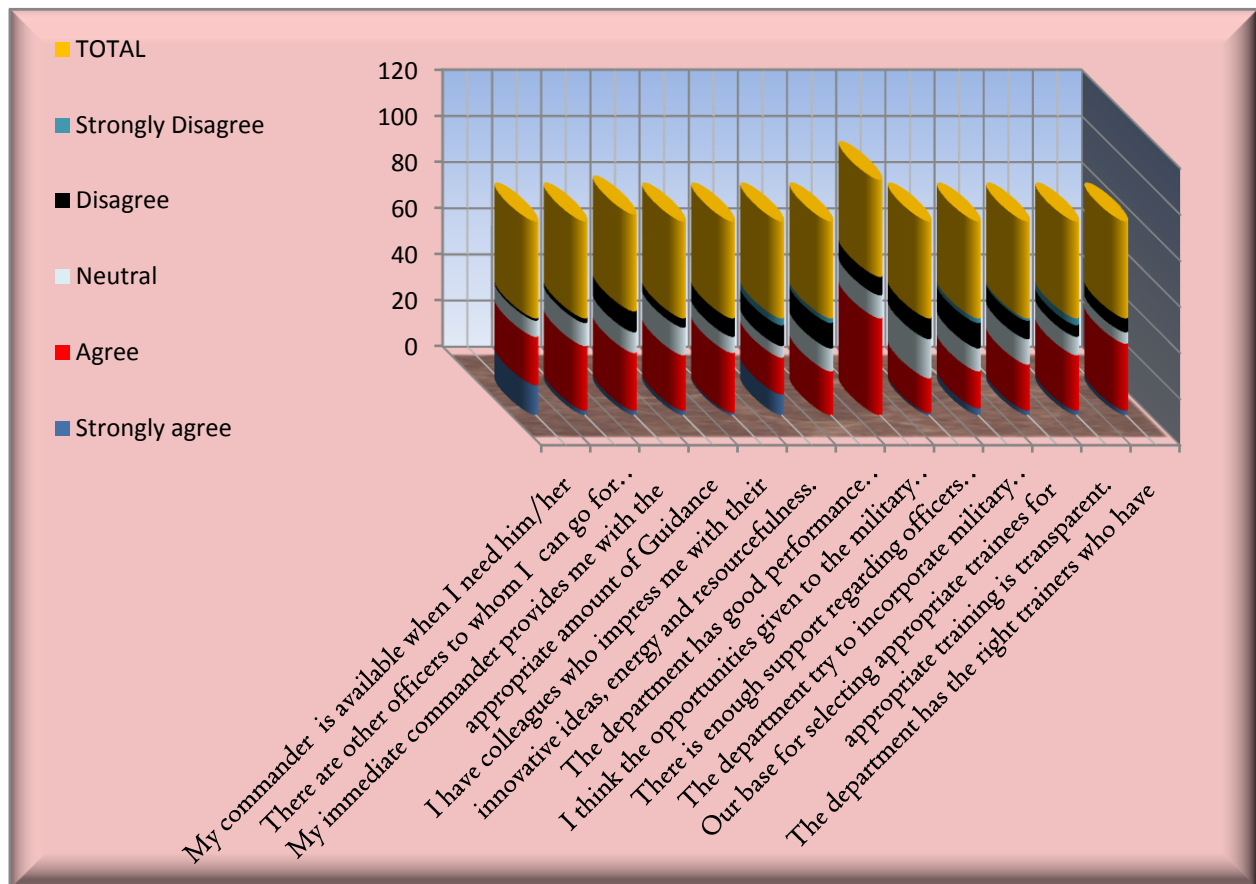
Table 11Response of OD and job satisfaction of HO

N O	ITEM	measurement					total
		strongl y agree	agree	neutra l	disagre e	strong ly disagr ee	
1	My commander is available when I need him/her	13 31%	21 50%	7 16.7 %	1 2.4%	-	42
2	There are other officers to whom I can go for help when I have work related problems	2 4.8%	28 66.7%	10 23.8 %	2 4.8%	-	42
3	My immediate commander provides me with the appropriate amount of Guidance	2 4.8%	25 59.5%	9 21.4 %	6 14.3%	-	42
4	I have colleagues who impress me with them Innovative ideas, energy and resourcefulness.	2 4.8%	24 57.1%	12 28.6 %	4 9.5%	-	42
5	The department has good performance counseling practices which help me to improve my	1 2.4%	26	7	8	-	42

	performance after appraisal.		61.9%	16.7 %	19%		
6	I think the opportunities given to the military officers are develop job-related knowledge and skills and the department as a whole.	9 21.4 %	16 38.1%	5 11.95	9 21.4%	3 7.1%	42
7	There is enough support regarding officers learning and development activities	-	19 45.2%	10 23.8 %	11 26.2%	2 4.8%	42
8	The department try to incorporate military officers' interest in training and development programs	-	24 57.1%	10 23.8 %	8 19%	-	42
9	Our base for selecting appropriate trainees for Appropriate training is transparent.	1 2.4%	15 35.7%	17 40.5 %	9 21.4%	-	42
10	The department has the right trainers who have adequate technical proficiency and skills	3 7.1%	16 38.1%	10 23.8 %	11 26.2%	2 4.8%	42
11	The methods employed for developing higher officers abilities is planed	2 4.8%	20 47.6%	11 26.2 %	8 19%	1 2.4%	42
12	How the department is doing in improving the leadership abilities off officers and higher officers s.	2 4.8%	24 57.1%	8 19%	5 11.9%	3 7.1%	42
13	The department is provides formal and informal training and Development opportunities for professional as well as personal growth and development	2 4.8%	29 69%	5 11.9 %	6 14.3%	-	42

Source: Field survey result (2018)

Figure 6 Response of extent of OD on job satisfaction



Source: Field survey result (2018)

From the Table 12 and figure 3 above it is possible to describe the following details. As it is obviously demonstrated in the Table, the majority of the respondent fall on “agree” level category and the department also can fulfill the demands of the military personnel’s

Regarding a request my commander is available when I need him/her a half of the respondents (50. %) agreed with the statement; however, when asked if there are other officers to whom I can go for help when I have work related problems the feedback from respondents were, 66% agreed with the statement, 4.8% were neutral while 4.8% strongly disagree were the other 4.8% were strongly agree with statement. We can conclude that the rest of the questions or sub constructs have got more than 50 percent agreeable level.

Table 12 Statistics of impact of OD on job satisfaction of HO

NO	Items	N	Mean	Std. Deviation
1	My commander is available when I need him/her	42	4.10	.759
2	There are other officers to whom I can go for help when I have work related problems	42	3.71	.636
3	My immediate commander provides me with the appropriate amount of Guidance	22	3.55	.803
4	I have colleagues who impress me with Their innovative ideas, energy and resourcefulness.	42	3.57	.737
5	The department has good performance counseling practices which Help me to improve my performance after appraisal.	42	4.14	4.631
6	I think the opportunities given to the military officers are Develop job-related knowledge and skills and the department as a whole.	42	3.45	1.253
7	There is enough support regarding officers learning and development activities	42	3.10	.958
8	The department try to incorporate military officers' interest in training and development programs	42	3.38	.795
9	Our base for selecting appropriate trainees for Appropriate training is transparent.	42	3.19	.804
10	The department has the right trainers who have adequate technical proficiency and skills	42	3.17	1.057
11	The methods employed for developing higher officers abilities is planed	42	3.33	.928
12	How the department is doing in improving the leadership abilities off officers and higher officers s.	42	3.40	1.014
13	The department is providing formal and informal training and Development opportunities for professional as well as personal growth and development	42	3.64	.791

Source: Field survey result (2018)

From the Table 13 above, it is possible to describe the following facts. As it is clearly illustrated in the Table, the scored mean value of the sub-constructs i.e. My commander is available when I need him/her fall o mean value of between ranges of 4.10 This shows that the majority of the respondents agreed with the statements given to them. In addition to that the standard deviation is .759 it can tells us about the case there will be strong homogeneity of responses so that the above results implies that the department was go forward do much on these variables to improve the effectiveness and efficiency of the military personnel's and it also tells us that there is a strong or positive relationship between the commanders and the higher officers.

In addition, the Table above reveals that, the scored mean value of the respondents' response on the sub-constructs i.e. there is enough support regarding officers learning and

development activities and there are other officers to whom I can go for help when I have work related problems which fall between ranges of 3.38-3.71. This depicts that the majority of the respondents agree and they were satisfied with the cases described. In short, based on the information given we can understand that there was a good organizational development activity in the department. The implication is that the department has been develop a good problem solving culture and good team spirit,

Based on the information obtained and summarized through interviews, and an open ended questionnaire depicted out that the majority of the respondent has said that the long term institutional plan and the cascaded departmental long term plan indicates that there were planed organizational development activities plan that can be determine in different aspect like visioning, empowerment, learning, and problem-solving processes, expansion of the existing infrastructure of information communication technologies ICT through an ongoing, collaborative managing and developing of organization culture-with special emphasis on the culture of military.

Table 13 Statistics of job satisfaction of HO

no	items	measurement					total
		very satisfied	satisfi ed	neutral	dissatis fied	very dissatis fied	
1	The chance to try out some of my own ideas is interesting	3 7.1%	27 64.3%	9 21.4%	3 7.15	-	42
2	The chance to work by myself is appreciable	3 7.15	28 66.7%	11 26.2%	-	-	42
3	Being able to do the job without feeling it is morally wrong	8 19%	17 40.5%	8 19%	7 16.7%	2 4.8%	42
4	All in all I am happy in my job	6 14.3%	23 54.8%	5 11.9%	5 11.9%	3 7.1%	42
5	All in all I want to stay in my job for long time	4 9.5%	25 59.5%	4 9.5%	6 14.3%	3 7.1%	42
6	My job security is reliable	5 11.9%	25 59.5%	5 11.9%	6 14.3%	-	42
7	The amount of pay for the work do is enough	11 26.2%	11 26.2%	11 26.2%	-	9 21.4%	42
8	A have an opportunity to advance on this job	6 14.3%	16 38.1%	8 19%	12 28.6%	-	42
9	All in all I am happy with my the spirit of cooperation among my coworkers	1 2.4%	33 78.6%	5 11.9%	3 7.1%	-	42
10	I have freedom of judgment	6 14.3%	31 73.8%	2 4.8%	-	3	42
11	I can get pries for a good job	2 4.8%	21 50%	8 19%	11 26.2%	-	42

Source: Field survey result (2018)

4.4.4 The level of job satisfaction in the selected department

As it can be clearly understood in the above Table 14 in the sub construct one i.e. The chance to try out some of my own ideas is interesting the more than 64.3 percent of the respondents fall on ‘‘agree’’ and 7.1 percent has gave feedback on strongly agree it can shows as that the majority of the respondents has satisfaction on the case raised. However the 7.1 percent of the respondent also disagreed upon the case where as 21.4 percent nether neither agreed nor disagreed on the case. When we come to the second sub construct i.e. The chance to work by myself is appreciable has got a 66 .7 percent agreed level and 7.1percent strongly agreed from this some on can deduce that there is a good culture of motivating individuals to do with their work without negative interference with their horizon. 26.2fall on neutral... The other third construct i.e. Being able to do the job without feeling it is morally wrong 40.5 respondents has give their feedback to the agreed and 19 percent also fall on the strongly agree level. Whereas 19 percent replied that they are not agreed or disagreed. 4.8 percent chose strongly disagree. When we Probe sub construct seven i.e. the amount of pay for the work do is enough has got a very small percentage that is 26.2agreed level and zero percent strongly is agreed level the but26.2percent respondents has gave their feedback to neutral the rest or 21.4 percent of the replier has disagreed up on the case. Sub construct number nine i.e. all in all I am happy with my the spirit of Cooperation among my coworkers scored 78.6 percent agreed level and 2.4 percent strongly agreed level the rest or 7.1 percent are dissatisfied and 14.3 percent were neutral.

Table 14 Statistical summary level of JS in selected department HO

No	Items	N	Mean	Std. Deviation
1	The chance to try out some of my own ideas is interesting	42	3.71	.708
2	The chance to work by myself is appreciable	42	3.81	.552
3	Being able to do the job without feeling it is morally wrong	22	3.52	1.131
4	All in all I am happy in my job	42	3.57	1.107
5	All in all I want to stay in my job for long time	42	3.50	1.088
6	My job security is reliable	42	3.71	.864
7	The amount of pay for the work do is enough	42	2.57	1.107
8	A have an opportunity to advance on this job	42	3.38	1.058

9	All in all I am happy with my the spirit of cooperation among my coworkers	42	3.76	.617
10	I have freedom of judgment	42	3.88	.916
11	I can get prires for a good job	42	3.33	.928

Source: Field survey result (2018)

As it is clearly shown in the above table 15 the average scored mean value of the sub construct i.e. The chance to try out some of my own ideas is interesting was 3.71 and with the standard deviation of .708 which is the tells us that the majority the respondents were agreed or satisfied with the department activities and the standard deviation tells us that the homogeneity of the response.

As it can be seen from the Table 15 above, the scored mean value of the second sub-construct i.e. The chance to work by myself is appreciable was 3.81, indicating that the respondents" agreed in their agreement response showing that they feel all right with the case described. The standard deviation of this sub-construct was 0552 this implies that the relative homogeneity of the respondents on their responses. From this result one can infer that the main department has a good way of handling military personnel's it may help to upgrade employees" knowledge and skills to improve their innovation, creativity and achieve organizational objectives in the desired way.

The Table 15 above also reveals that, the scored mean value of the respondents to the third sub-construct i.e. I Being able to do the job without feeling it is morally wrong was 3.52signifying that "agree." This shows that the respondents were satisfied with the case described and the standard deviation of the sub-construct was 1.131which is relatively high being evidence for the relative homogeneity of the responses. Within the case talked about.

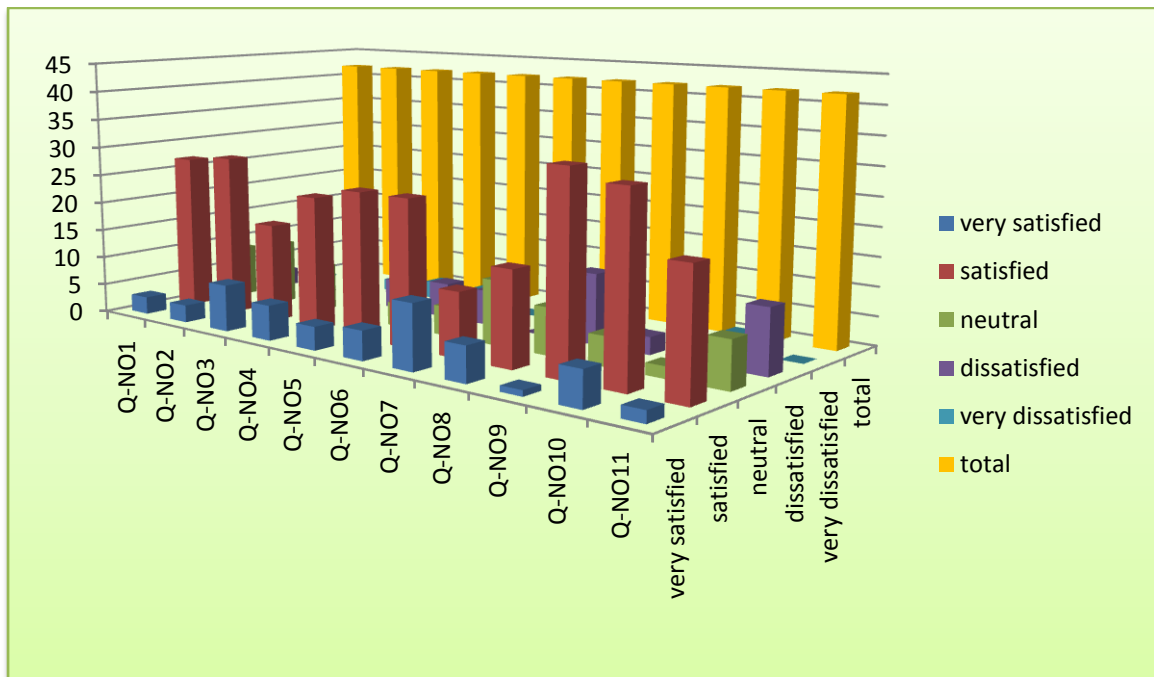
When we move toward to the forth sub-construct i.e. all in all I am happy in my jobthe average scored mean value of respondents" response was 3.57 with the standard deviation 1.107this shows that the majorities of the respondents homogeneous were and at agreed level the scored mean value of this sub-construct expresses that the respondents were certain or concerned with the case described.

In the above, Table 15 the fifth sub-construct i.e. all in all I want to stay in my job for long time most of the respondents were agreed response rate with the scored mean value 3.50and the standard deviation 1.088This implies that large number of the respondents were agree

towards the main department action in relation to providing opportunities for Development and growth which play a paramount role to handle the employees as well as motivating them.

As the information gathered through interview and as per review of relevant reports business process reengineering /BPR/are implemented and attempts have been made to assess the scientific nature of the process and its implications on the performance and behavior of the military personnel's. In effect, it was expected to improve the performance; more over the working environment is conducive as the findings revealed from the respondents. The reasons for this where there is a planned incentives and training, a good activities human capacity or indoctrination has done. On the other way the response also illustrated that some higher officers and department heads were not happy of the payment what they do.

Figure 7 Statistics of job satisfaction of HO



Source: Field survey result (2018)

Hear under the middle officers of the department has been discussed as of their feedback obtained from questionnaire only.

4.4.5 The extent of training and development on job satisfaction

Training and development implies to the systematic process of developing the competencies relating to the job of employees for the present and future roles and responsibilities. Today we believe that an organization' competitive success is achieved through people. It follows that the skills and job satisfaction of people are critical. Many organizations spend much money on training, believing that training will improve their employees' performance and productivity. As well as it increases job satisfaction.

Table 15 Response rate on T & D and job satisfaction MO

Items	MEASURMENT					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
The department does a good job to provide training /skill building/	13 18.6%	38 54.3%	12 17.1%	6 8.6%	1 1.4%	70
There is good internal facility for training and development	8 11.4%	36 51.45	18 25.7%	7 10%	1 1.4%	70
The department does a good job of supporting Officers to Improve their Educational level.	8 11.4%	38 54.3%	11 15.7%	7 10%	6 8.6%	70
The department does a good job of providing Opportunities for Development and growth for all officers.	9 12.9%	32 45.7%	12 17.1%	10 14.3%	7 10%	70
Training and development is given by use of different mechanisms	8 11.4%	34 48.6%	19 27.1%	5 7.1%	4 5.7%	70
Training and development are given as of the interest of officers	8 11.4%	26 37.1%	15 21.4%	13 18.6%	8 11.4%	70
My immediate commander assists me to Identify my training needs.	8 11.4%	24 34.3%	19 27.1%	15 21.4%	4 5.7%	70
I find my colleagues willing to share Knowledge and information.	13 18.6%	44 62.9%	8 11.4%	4 5.7%	1 1.4%	70
Commanders/ team leaders support officers' Effort to learn.	15 21.4%	39 55.7%	7 10%	8 11.4%	1 1.4%	70
Training and development are accompanied by benefits	10 14.3%	30 42.9%	15 21.4%	12 17.1%	6 8.6%	70
Training and development given frequently	7	24	25	11	3	70

	10%	34.3%	35.7%	15.7%	4.3%	
My department actively collects ideas for improvements from any officer and evaluation	8 11.4%	28 40%	24 34.3%	8 11.4%	2 2.9%	70
I often practiced on training and development practice	5 7.15	35 50%	17 24.3%	10 14.3%	3 4.3%	70
All top management/ higher officers / view training and development equally	6 8.6%	24 34.3%	21 30%	15 21.4%	4 5.7%	70
I think that the department gives enough training And Development to all officers in the department.	4 5.7%	25 35.7%	22 31.4%	17 24.3%	2 2.9%	70
The role of team leaders in training and development practices is enough	2 7.2%	26 37.1%	18 25.7%	20 28.6%	1 1.4%	70
All trainings given by the department are specific type by their nature	6 8.6%	22 31.4%	19 27.1%	23 32.9%	-	70
General training is given to all members	4 5.7%	31 44.3%	22 31.4%	8 11.4%	5 7.1%	70
Over training is necessary in all training session	16 22.9%	31 44.3%	12 17.1%	11 15.7%	-	70
The department focuses only in moderate /normal/ training	4 5.7%	33 47.1%	25 35.7%	6 8.6%	2 2.9%	70

Source: Field survey result (2018)

The result of the table indicates that the first sub construct example in i.e. Department does a good job to provide training /skill building, 54.3 percent of the respondents (i.e. 38 of 70) agreed that they the department does a good job to provide training. As we can easily understand from table 16 above all sub constructs have more than 50 percent agreement more the respondent showed their interest 18.6 percent on the subject matter we can conclude that more than 68 percent the case has got an agreement where as 12 neutral 1 strongly disagree and 6 agree points are scored.

As it can be clearly understood in the above Table 16 in the sub construct one i.e. commanders/ team leaders support officers 'Effort to learn. More than 78 percent of the respondents fall on 'agree 'and strongly agree category and 11.4 percent has gave feedback on strongly disagree it can shows as that the majority of the respondents has satisfaction on the case raised. However the 1.4 percent of the respondent also strongly disagreed upon the case where as 10 percent nether neither agreed nor disagreed on the case.

Table 16 Statistical review of T& D and satisfaction of MO

NO	Items	N	Mean	Std. Deviation
1	The department does a good job to provide training /skill building/	70	3.80	.894
2	There is good internal facility for training and development	70	3.61	.873
3	The department does a good job of Supporting officers to Improve their Educational level.	70	3.50	1.100
4	The department does a good job of providing opportunities for Development and growth for all officers.	70	3.37	1.182
5	Training and development is given by use of different mechanisms	70	3.53	.989
6	Training and development are given as of the interest of officers	70	3.19	1.207
7	My immediate commander assists me to identify my training needs.	70	3.24	1.096
8	I find my colleagues willing to share Knowledge and information.	70	3.91	.812
9	Commanders/ team leaders support Officers' effort to learn.	70	3.84	.942
10	Training and development are accompanied by benefits	70	3.46	1.073
11	Training and development given frequently	70	3.30	.998
12	My department actively collects ideas for improvements from any officer and evaluation	70	3.46	.943
13	I often practiced on training and development practice	70	3.41	.970
14	All top management/ higher officers / view training and development equally	70	3.19	1.054
15	I think that the department gives enough training and Development to all officers in the department.	70	3.17	.963
16	The role of team leaders in training and development practices is enough	70	3.20	.987
17	All trainings given by the department are specific type by their nature	70	3.16	.987
18	General training is given to all members	70	3.30	.998
19	Over training is necessary in all training session	70	3.74	.988
20	The department focuses only in moderate/normal/ training	70	3.44	.845

Source: Field survey result (2018)

As it can be seen from the Table 17 above, the scored mean value of the first sub-construct i.e. The department does a good job to provide training /skill building/ was 3.80, indicating that the respondents“ agreed in their agreement response showing that they feel all right with the case described. The standard deviation of this sub-construct was 0.894 this implies that the relative homogeneity of the respondents on their responses. From this result one can infer that the main department has clear training and development programs that may help to upgrade officers’ knowledge and skills to improve their performance and achieve organizational objectives in the desired way.

The Table 17 above also reveals that, the scored mean value of the respondents in construct 4,6,7,11,14,15,16,17,18, indicates that the majority 9 out of 20 constructs feedback was neutral and their standard deviation relatively good may it can shows us that there were the homogeneity. There set has scored the minimum cut point mean value and standard deviation. As we remember the higher officers agreement level were high. The respondent response of the second sub-construct i.e. I think that the department gives enough training and development to all officers in the department was 3.61 signifying that “agree.” This shows that the respondents were satisfied with the case described and the standard deviation of the sub-construct was 0.873 which is can show us the relative homogeneity of the responses.

When we move toward to the third sub-construct i.e. the department does a good job of supporting officers to improve their Educational level. The average scored mean value of respondents“ response was 3.64 with the standard deviation .983 this shows that the majority of the respondents homogeneous was and at agreed level the scored mean value of this sub-construct expresses that the respondents were certain or concerned with the case described.

In the above, Table 17 the forth sub-construct i.e. The department does a good job of providing opportunities for Development and growth for all officers most of the respondents were agreed response rate with the scored mean value 3.50and the standard deviation .1.10This implies that large number of the respondents were agree towards the main department action in relation to providing opportunities for Development and growth which play a

As it can be revealed from the Table 17 above, considering all top management/ higher officers / view training and development equally the respondents“ scored mean value was 3.16. This shows that the majority of the respondents were disagree and the standard deviation was 1.054. From this one can figure out that the department has to do a lot of tasks the awareness towards training and development. But it doesn’t mean that the exact measure.

We can cross check by cross tabulation with other sub construct. Therefore, the responses were given without rhyme or reason without in view of or knowing the actual situation of their department, or they were not intentional to expose the exact problem.

As per the information obtained from key informants and training and development documents in the selected department showed that they have good training and development programs which is supported a well articulated plan of training. Moreover, the informants replied that the departments were in a good position in identifying training needs, planning development strategies, setting performance goals and objectives, assessing aids for internal and external training and evaluating training efforts. But the information gained from the respondent open ended questionnaire displayed that negatively which contradicts with key informants' responses this is similar like higher officers response. As per respondents in the department especially, post training evaluation was not well conducted and ineffective to help trainees to get feedback for their improvement and efficiency and to find out to what extent the objective is achieved. Moreover, according to respondents training and development access in the department is very limited and focused on only some work units. And it doesn't accompany with benefits.

Table 17 Statistical summary T& D and satisfaction MO

	N	Mean	Std. Deviation
impact of training and development on job satisfaction	42	3.41	.950

Source: Field survey result (2018)

As Table 18 above depicts that, the scored mean value of the major construct i.e. the extent of training and development on job satisfaction was falls relatively low-cut point of the mean 3.41 with the standard deviation .950 which represents that the mean of each sub-construct means. This indicates that, the impact of training and development as an important factor for building continuous human resource development concerning the officers gives a little emphasis was given to officers by the department towards the issue. On the other hand, as the study findings revealed that the training conducted by department was sufficient and satisfactory. Totally from this fact it is possible to infer that even though the mean value is at a minimum point the department was in a good track in practicing training and development. To keep the satisfaction of the military personnel and to motivate them

4.4.6 Career development on job satisfaction

The importance of employee development in organizations today is best understood in light of changes that have occurred in the pattern of work experiences that people have over their lifetimes. This pattern is called a career. No HRD function can be good enough to the people of any organization, if it fails to provide chance for individual employees to have bright career of the future prospects. Hence, successful planning is closely linked with career planning and development. In this section the study in attendance the extent of career on job satisfaction based on the information obtained from the respondents

Table 18 The response rate on CD and JS satisfaction MO

NO	Items	MEASURMENT					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	
1	I have got an opportunities to improve my skills in the department	13 18.6%	43 61.4%	7 10%	6 8.6%	1 14.1%	70
2	I have the opportunity to work with up-to-date technologies	10 14.3%	37 52.9%	11 15.7%	12 17.1%	-	70
3	I am provided with adequate Opportunities for promotion.	6 8.6%	36 51.4%	19 27.1%	9 12.9%	-	70
4	My immediate commander encourages My professional development.	10 14.3%	39 55.7%	11 15.7%	10 14.3%	-	70
5	My immediate commander encourages me to improve my educational level	11 15.7%	42 60%	9 12.9%	7 10%	1 1.4%	70
6	In my department every officer shows little interest in each other's work.	8 11.4%	28 40%	13 18.6%	18 25.7%	3 4.3%	70
7	The department training and development Programs Improves my chance for promotion.	5 7.1%	43 61.4%	11 15.7%	10 14.3%	1 1.4%	70
8	My work is intellectually stimulating and challenging	4 5.7%	35 50%	22 31.4%	9 12.9%	-	70
9	There are many opportunities and freedom in my work to explore and try out new ideas.	11 15.7%	36 51.4%	12 17.1%	10 14.3%	1 1.4%	70
10	I frequently encounter non-routine and challenging work in my department.	5 7.1%	37 52.9%	17 24.3%	11 15.7%	-	70
11	There is much knowledge to gain from the Work I do for my department.	7 10%	54 77.1%	2 2.9%	5 7.1%	2 2.9%	70
12	I found my colleagues very helpful when I encounter difficulties with my work.	8 11.4%	47 67.1%	9 12.9%	4 5.7%	2 2.9%	70

13	My department is the best place to develop myself.	10	35	15	7	3	70
14	I think the department HRD programs are improving offices performance	11 15.7%	33 47.1 %	12 17.1%	9 12.9%	5 7.1%	70
15	Do you have a support of educational sponsorship programs	7 10%	32 45.7 %	16 22.9%	13 18.6%	2 2.9%	70

Source: Field survey result (2018)

As you we can see from the above table 19 in order to verify whether the above responses are factual or not, more than 70 percent of the respondents agreed for the extent of career development on job satisfaction. On the other hand, 70 percent of them assure the execution career planning, career development and any other career activities are make them satisfy more over it is a military organization it shows us that there is a proper career progress that motivate military personals. Thus, the researcher realized that the report of the department was correct. More than 70 percent of the respondents confirmed. Out of 15 sub questions a little or 2 questions have got a lower agreement level but their cumulative percentage were high. Besides, the rate of response to each question it indicates the existence of a good career progression of military personnel's.

Table 19 Statistical review of CD and job satisfaction of MO

NO	Items	N	Mean	Std. Deviation
1	I have got an opportunities to improve my skills in the department	70	3.87	.867
2	I have the opportunity to work with up-to-date technologies	70	3.64	.933
3	I am provided with adequate opportunities for promotion.	70	3.56	.828
4	My immediate commander encourages my professional development.	70	3.70	.890
5	My immediate commander encourages me to improve my educational level	70	3.79	.883
6	In my department every officer shows little interest in each other's work.	70	3.29	1.105
7	The department training and development programs Improves my chance for promotion.	70	3.59	.876
8	My work is intellectually stimulating and challenging	70	3.49	.794
9	There are many opportunities and freedom in my work to explore and try out new ideas.	70	3.66	.961
10	I frequently encounter non-routine and challenging work in my department.	70	3.51	.847
11	There is much knowledge to gain from the work I do for my department.	70	3.84	.810
12	I found my colleagues very helpful when I encounter	70	3.79	.832

	difficulties with my work.			
13	My department is the best place to develop myself.	70	3.60	.999
14	I think the department HRD programs are improving offices	70	3.51	1.126
15	Do you have a support of educational sponsorship programs	70	3.41	1.000

Source: Field survey result (2018)

The Table 20 above clearly shows that, the majority of the respondents were “agree” with almost all sub-constructs i.e. to improve career development of employees with the scored mean value as you see on the table above ranging from the only smallest value of 3.29- 3.87. The scored mean value points out that the satisfaction of the respondents with the case described and the standard deviation was good as it depicted in the table. This fact one can assume that the department were in a position to consider continuous employees professional development to fill the existing gaps as well as it infer to as there is a good career structure. This implies that the sector bureaus have limitations in critically assess their effort to promote career development by any means to increase the satisfaction level of their employees.

The researcher believes that if there is strong career management practice the question of career plateau will not be happened. Moreover, according to the response bring together from the open-ended questions, majority of the respondents that they don’t know about self career progression or career protean. Other respondents reacted that the problem arises from the lack personal decision on career in military organization.

As it is also brightly illustrated in the Table 20 above, in the first sub-construct i.e. I have got opportunities to improve my skills in the department the respondents’ response scored mean value was 3.87. This signifies that the respondents’ agreement response rating scale was “agree” response rating scale implying that the satisfaction of the respondents with the issues described and the standard deviation was 867. From this sub-construct one can clearly infer that the department was in a position to consider career planning and development as highest importance for the growth of employees in harmony with the education, training, job search and work experience. Employees should trace their career in light of their individual needs and capabilities. From this viewpoint the department is aware of their potentiality and capabilities in career planning and development. The department was ready to give opportunities.

With regard to the second sub-construct i.e. I have the opportunity to work with up-to-date technologies the scored mean value response of the respondents was 3.64 with a standard deviation .933. From this analysis it can be deduced that the respondents were “agree” with the subject matter raised indicating that they are satisfied and also it shows as the homogeneity of the response. This result signifies that the department was going fast for betterment of their satisfaction.

As it is clearly indicated in Table 20 above, the respondents were asked to level the measurement i.e. my immediate commander encourages me to improve my educational level. They responded having a scored mean value of 3.70 this shows that the respondents were “agree” about the career progression support of immediate commander with standard deviation 0.890. This depicts that the respondents were satisfied with the case described. It also related to career to emotion career counseling is needed to employee. It is also being done to enable the employees to have positive attitude towards work and to improve their stay in job. Moreover, the department was keen in handling the psychology of the employees and making them happy at work so that they could feel thankful.

According to the information gathered from interviewees and open ended questionnaire they replied that career development in principle in order to create motivated military personnel, to enhance the capacity of both present and future war condition knowledge and skills of military and academy. However, in practice explicit tasks were done in relation to the issue described. This could make free the department to cope up global challenges and modern military technological changes and innovations; most of the young officers have replied that they expect more from the department and the defense at large.

4.4.7 Organizational Development

The world has changed in so many aspects; the business world also simultaneously has been changed rapidly more over competition of companies, and the widespread of globalization and the continual up and down of world economy also has a great impact on it, so firms have to adapt or proactively done in order to win the struggle of other firms, in this regard thinking strategically and developing the non substitutable asset for the future trade or business war is

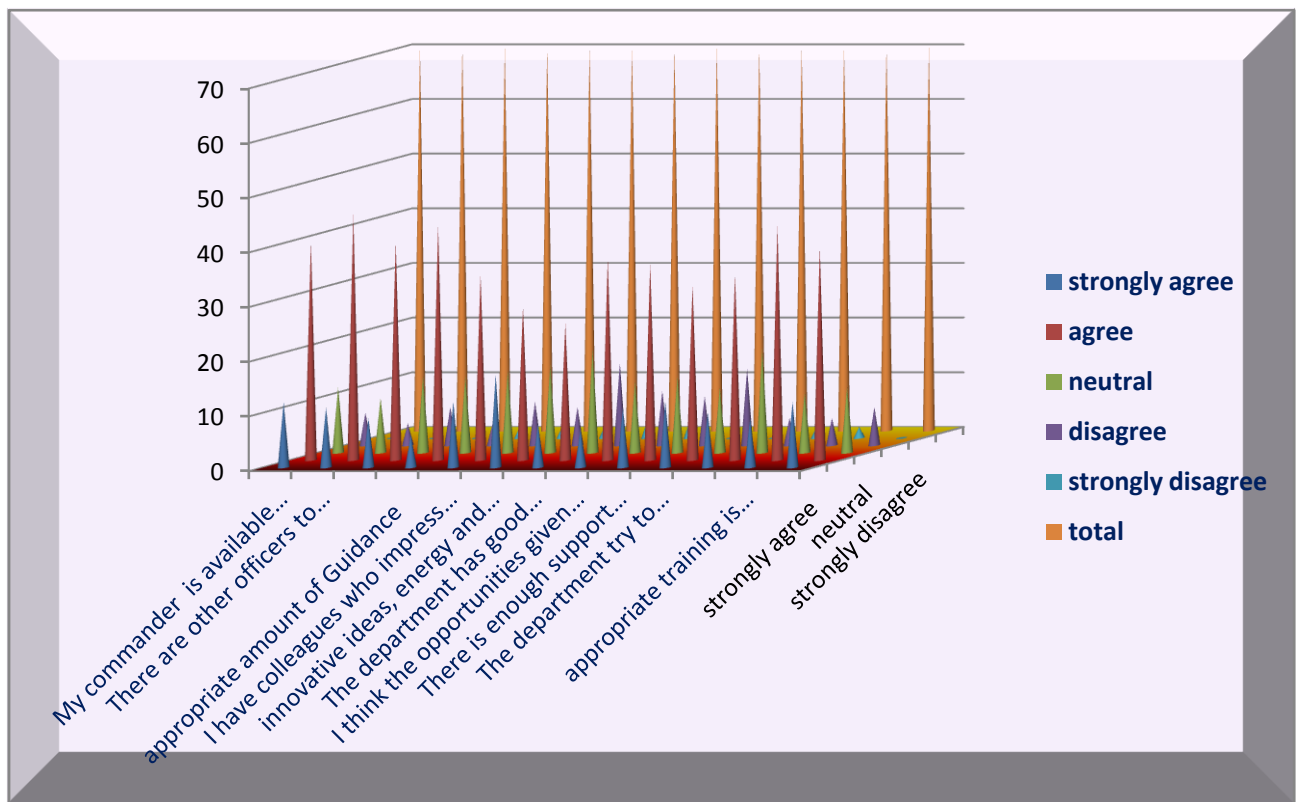
mandatory With look upon to organizational development the respondents were given the following statements to convey their degree of agreement as stated in Table 24 below.

Table 20 Response of OD and satisfaction of MO

N O	ITEM	measurement					total
		strongly agree	agree	neutr al	disagr ee	strong ly disagr ee	
1	My commander is available when I need him/her	12 17.1%	40 57.1 %	12 17.1 %	6 8.6%	-	70
2	There are other officers to whom I can go for help when I have work related problems	11 15.7%	45 64.3 %	10 14.3 %	4 5.7%	-	70
3	My immediate commander provides me with the appropriate amount of Guidance	9 12.9%	40 57.1 %	14 20%	7 10%	-	70
4	I have colleagues who impress me with their Innovative ideas, energy and resourcefulness.	6 8.6%	43 61.4 %	14 20%	4 5.7%	2 2.9%	70
5	The department has good performance counseling practices which help me to improve my performance after appraisal.	12 17.1%	34 48.6 %	15 21.4 %	8 11.4%	2 2.9%	70
6	I think the opportunities given to the military officers are develop job-related knowledge and skills and the department as a whole.	17 24.3%	28 40%	16 22.9 %	7 10%	2 2.9%	70
7	There is enough support regarding officers learning and development activities	8 11.4%	25 35.7 %	19 27.1 %	15 21.4%	3 4.3%	70
8	The department try to incorporate military officers' interest in training and development programs	7 10%	37 52.9 %	13 18.6 %	10 14.3%	3 4.3%	70
9	Our base for selecting appropriate trainees for Appropriate training is transparent.	11 15.7%	36 51.4 %	14 20%	9 12.9%	-	70
10	The department has the right trainers who have adequate technical proficiency and skills	12 17.1%	32 45.7 %	12 17.1 %	14 20%	-	70
11	The methods employed for developing higher officers abilities is planed	10 14.3%	34 48.6 %	19 27.1 %	5 7.1%	2 2.9%	70
12	How the department is doing in improving the leadership abilities off officers and higher officers s.	9 12.9%	43 61.4 %	11 15.7 %	5 7.1%	2 2.9%	70
13	The department is provides formal and informal training and	12 17.1%	39 55.7 %	12 17.1 %	7 10%	-	70

Source: Field survey result (2018)

Figure 8 Response of OD on JS



Source: Field survey result (2018)

From the Table 21 and figure 9 above it is possible to describe the following details. As it is obviously demonstrated in the Table, the majority of the respondent fall on ‘agree’ level category and the department also can fulfill the demands of the military personnel’s. Regarding a request my commander is available when I need him/her more than half of the respondents (50.%) agreed with the statement; however, when asked if there are other officers to whom I can go for help when I have work related problems the feedback from respondents were, 64% agreed with the statement, 14.3% were neutral while 5.7% strongly disagree were the other 15.7% were strongly agree with statement. We can conclude that the rest of the questions or sub constructs have got more than 70 percent agreeable level.

Table 21 Statistics of OD and job satisfaction of MO

NO	Items	N	Mean	Std. Deviation
1	My commander is available when I need him/her	70	3.83	.816
2	There are other officers to whom I can go for help when I have work related problems	70	3.90	.725
3	My immediate commander provides me with the appropriate amount of Guidance	70	3.73	.815
4	I have colleagues who impress me with Their innovative ideas, energy and resourcefulness.	70	4.10	3.600
5	The department has good performance counseling practices which Help me to improve my performance after appraisal.	70	3.69	.941
6	I think the opportunities given to the military officers are Develop job-related knowledge and skills and the department as a whole.	70	3.73	1.034
7	There is enough support regarding officers learning and development activities	70	3.29	1.065
8	The department try to incorporate military officers' interest in training and development programs	70	3.50	1.004
9	Our base for selecting appropriate trainees for Appropriate training is transparent.	70	3.70	.890
10	The department has the right trainers who have adequate technical proficiency and skills	70	3.60	.999
11	The methods employed for developing higher officers abilities is planed	70	3.64	.917
12	How the department is doing in improving the leadership abilities off officers and higher officers s.	70	3.74	.879
13	The department is provides formal and informal training	70	3.80	.844

Source: Field survey result (2018)

From the Table 22 above, it is possible to describe the following facts. As it is clearly illustrated in the Table, the scored mean value of the sub-constructs i.e. My commander is available when I need him/her fall on mean value of between ranges of 3.83 This shows that the majority of the respondents agreed with the statements given to them. In addition to that the standard deviation is 816 it can tells us about the case there will be strong homogeneity of responses so that the above results implies that the department was go forward do much on these variables to improve the effectiveness and efficiency of the military personnel's and it also tells us that there is a strong or positive relationship between the commanders and the higher officers.

In addition, the Table above reveals that, the scored mean value of the respondents' response on the sub-constructs i.e. there is enough support regarding officers learning and development activities and there are other officers to whom I can go for help when I have work related problems which fall between ranges of 3.29. This depicts that the majority of

the respondents disagree and they were dissatisfied with the cases described But when we see the whole data obtained from the respondent they had a good mean value and standard deviation which can tell to someone the department was in a good position or it takes a big activities in order to develop the officers with that of the future need of the military institutions.

Based on the information obtained and summarized through interviews, and an open ended questionnaire depicted out that the majority of the officer respondent has said that the long term institutional plan and the cascaded departmental long term plan indicates that there were planned organizational development activities plan that can be determine in different aspect like visioning, empowerment, learning, and problem-solving processes, expansion of the existing infrastructure of information communication technologies ICT through an ongoing, collaborative managing and developing of organization culture-with special emphasis on the culture of military.

Table 22 Statistics of level of job satisfaction of MO

no	items	measurement					total
		very satisfied	satisfied	neutral	dissatisfied	very dissatisfied	
1	The chance to try out some of my own ideas is interesting	10 14.3%	39 55.7%	15 21.4%	5 7.1%	1 1.4%	70
2	The chance to work by myself is appreciable	10 14.3%	44 62.9%	10 14.3%	5 7.5%	1 1.4%	70
3	Being able to do the job without feeling it is morally wrong	9 12.9%	34 48.6%	16 22.9%	9 12.9%	2 2.9%	70
4	All in all I am happy in my job	17 24.3%	34 48.6%	12 17.1%	7 10%	-	70
5	All in all I want to stay in my job for long time	15 21.4%	33 47.1%	14 20%	6 8.6%	2 2.9%	70
6	My job security is reliable	10 14.3%	45 64.3%	8 11.4%	4 5.7%	3 4.3%	70
7	The amount of pay for the work do is enough	6 8.6%	21 30%	23 32.9%	15 21.4%	5 7.15	70
8	A have an opportunity to advance on this job	9 12.9%	31 44.3%	18 25.7%	10 14.3%	2 2.9%	70
9	All in all I am happy with my the spirit of cooperation among my coworkers	17 24.3%	41 58.6%	5 7.1%	7 10%	-	70
10	I have freedom of judgment	15 21.4%	34 48.6%	14 20%	5 7.1%	2 2.9%	70
11	I can get pries for a good job	12 17.1%	35 50%	14 20%	4 5.7%	5 7.1%	70

Source: Field survey result (2018)

4.4.8 The level of job satisfaction in the selected department

As it can be clearly understood in the above Table 23 in the sub construct one i.e. The chance to try out some of my own ideas is interesting the more than 55.7 percent of the respondents fall on ‘‘agree’’ and 14.3 percent has gave feedback on strongly agree it can shows as that the majority of the respondents has satisfaction on the case raised. However the 1.4 percent of the respondent also disagreed upon the case where as 14.3 percent nether neither agreed nor disagreed on the case. When we come to the second sub construct i.e. The chance to work by myself is appreciable has got a 62.9 percent agreed level and 14.3 percent strongly agreed from this some on can deduce that there is a good culture of motivating individuals to do with their work without negative interference with their horizon as you remember this result was similar to that of higher officers. The second sub construct i.e. he chance to work by myself is appreciable has got 62.9 percent of agreeable level and 14.3 percent of feedback from the respondents strongly is agree and neutral respectively. The other third construct i.e. Being able to do the job without feeling it is morally wrong a 48.6 respondents has give their feedback to the agreed and 12.9 percent also fall on the strongly agree level. Whereas 22.percent replied that they are not agreed or disagreed. 2.9 percent chose strongly disagree. When we Probe sub construct seven i.e. the amount of pay for the work do is enough has got a very small percentage that is 30 agreed level and 8.6 percent strongly is agreed level the but more 32.9 percent respondents has gave their feedback to neutral the rest or 15 percent of the replier has disagreed up on the case. Sub construct number nine i.e. all in all I am happy with my the spirit of Cooperation among my coworkers scored 58.6 percent agreed level and 24.3 percent strongly agreed level the rest or 10 percent are dissatisfied and 7.1 percent were neutral.

Table 23 Statistical summary level of JS in selected department MO

No	Items	N	Mean	Std. Deviation
1	The chance to try out some of my own ideas is interesting	70	3.74	.846
2	The chance to work by myself is appreciable	70	3.81	.822
3	Being able to do the job without feeling it is morally wrong	70	3.56	.973
4	All in all I am happy in my job	70	3.87	.900
5	All in all I want to stay in my job for long time	70	3.76	.984
6	My job security is reliable	70	3.79	.915
7	The amount of pay for the work do is enough	70	3.11	1.071

8	A have an opportunity to advance on this job	70	3.50	.989
9	All in all I am happy with my the spirit of cooperation among my coworkers	70	3.97	.851
10	I have freedom of judgment	70	3.79	.961
11	I can get prires for a good job	70	3.64	1.064

Source: Field survey result (2018)

As it is clearly shown in the above table 24 the average scored mean value of the sub construct i.e. The chance to try out some of my own ideas is interesting was 3.74 and with the standard deviation of .846 which is the tells us that the majority the respondents were agreed or satisfied with the department activities and the standard deviation tells us that the homogeneity of the response.

As it can be seen from the Table 24 above, the scored mean value of the second sub-construct i.e. The chance to work by myself is appreciable was 3.81, indicating that the respondents" agreed in their agreement response showing that they feel all right with the case described. The standard deviation of this sub-construct was 0822 this implies that the relative homogeneity of the respondents on their responses. From this result one can infer that the main department has a good way of handling military personnel's it may help to upgrade employees" knowledge and skills to improve their innovation, creativity and achieve organizational objectives in the desired way.

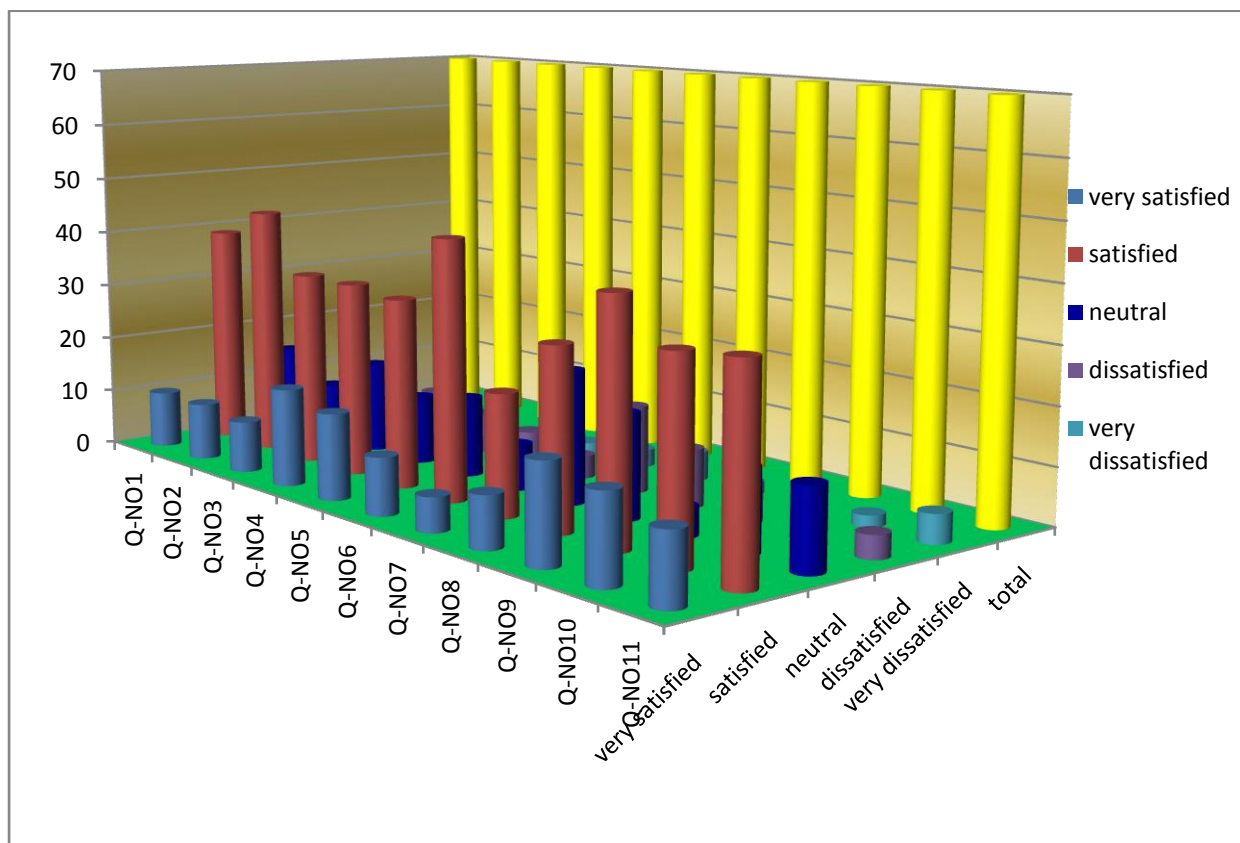
The Table 24 above also reveals that, the scored mean value of the respondents to the third sub-construct i.e. I Being able to do the job without feeling it is morally wrong was 3.56 signifying that "agree." This shows that the respondents were satisfied with the case described and the standard deviation of the sub-construct was .973 which is relatively high being evidence for the relative homogeneity of the responses. Within the case talked about.

When we move toward to the forth sub-construct i.e. all in all I am happy in my job the average scored mean value of respondents" response was 3.87with the standard deviation .900this shows that the majorities of the respondents homogeneous were and at agreed level the scored mean value of this sub-construct expresses that the respondents were certain or concerned with the case described.

In the above, Table 24the fifth sub-construct i.e. all in all I want to stay in my job for long time most of the respondents were agreed response rate with the scored mean value 3.76and the standard deviation .984 This implies that large number of the respondents were agree

towards the main department action in relation to providing opportunities for Development and growth which play a paramount role to handle the employees as well as motivating them. As the information gathered through interview and as per review of relevant reports business process reengineering /BPR/are implemented and attempts have been made to assess the scientific nature of the process and its implications on the performance and behavior of the military personnel's. In effect, it was expected to improve the performance; more over the working environment is conducive as the findings revealed from the respondents. The reasons for this where there is a planned incentives and training, a good activities human capacity or indoctrination has done. On the other way the response also illustrated that some higher officers and department heads were not happy of the payment what they do.

Figure 9 statistical summary levels of JS in selected department MO



Source: Field survey result (2018)

4.5 Correlation between dependent and independent variables

Pearson Coefficient Correlation The researcher used Pearson coefficient correlation analysis to examine the degree of relationship between two variables; dependent variable (Training and development, career development and organizational development) and independent variable (Job satisfaction). Accordingly, in this study correlation result is given below on

each variable which shows the relationship between the independent variable and dependent variable

4.6 Correlation between IV T& D and JS DV of higher and middle officers

The researcher tests whether there is any relationship between independent variables and dependent variable JS T&D and table 25 shows that there is a positive degree relationship between the two variables. There is positive degree correlation between T&D and JS ($r = 0.630$, $p0.01$). There is high degree of correlation between training T&D and JS.

Table 24 Correlation matrix among the main constructs (T&D, OD AND CD VS JS) HO and MO

Correlations					
		TRAINING AND DEVELOPMENT	ORGANIZATIONAL DEVELOPMENT	CAREER DEVELOPMENT	JOB SATISFACTION
TRAINING AND DEVELOPMENT	Pearson Correlation	1	.683**	.744**	.630**
	Sig. (2-tailed)		.000	.000	.000
	N	112	112	112	112
ORGANIZATIONAL DEVELOPMENT	Pearson Correlation	.683**	1	.778**	.675**
	Sig. (2-tailed)	.000		.000	.000
	N	112	112	112	112
CAREER DEVELOPMENT	Pearson Correlation	.744**	.778**	1	.806**
	Sig. (2-tailed)	.000	.000		.000
	N	112	112	112	112
JOB SATISFACTION	Pearson Correlation	.630**	.675**	.806**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	112	112	112	112

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

Source: Field survey result (2018)

4.7 Correlation between independent variables CD and JS dependent variable

As clearly demonstrate in the table 25 above the investigator has made tests whether there is any connection between independent variables JS and OD table 25 shows that there is strong positive degree relationship between the two variables. There is high degree of correlation between training OD and JS. Positive degree correlation between OD and JS ($r = 0.675$ $p0.01$).

4.8 Correlation between independent variables CD and JS dependent variable

As clearly illustrated in the table above the researcher has made test whether there is any association between independent variables JS and CD table 25 shows that there is strong positive degree relationship between the two variables. There is high degree of correlation between training CD and JS. Positive degree correlation between CD and JS ($r = 0.806$, $p < 0.01$).

4.9 Influence of HRD on JS

Multi colliniarity test result

The researcher has tried to test problem of multicollinearity between the independent variables which is a statistical phenomenon in which multiple independent variables show high correlation between each other. In other words, the variables used to predict the independent one are too inter-related. In the study case there is no multicollinearity problem as the VIF column illustrated below.

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co linearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.160	2.536		1.641	.104		
	TRAINING AND DEVELOPMENT	.023	.048	.042	.486	.628	.419	2.389
	ORGANIZATIONAL DEVELOPMENT)	.090	.076	.110	1.190	.237	.370	2.702
	CAREER DEVELOPMENT	.562	.083	.689	6.793	.000	.310	2.229
a. Dependent Variable: JOB SATSFACTION								

4.9.1 T & D, OD, and CD on JS of HO

The result was tested using regression analysis. Regression is a measure of association between two quantitative variables. The following table shows the regression analysis of the effect of training and development on employees' performance.

Table 25 Model Summary for the Impact of T & D, OD, and CD on JS of HO

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.806 ^a	.650	.622	4.35424	1.346
a. Predictors: CAREER, ORGDEV, TRAINNIG					
b. Dependent Variable: COMPUTE JOBSATSFA					

Source: Field survey result (2018)

As we can see from the above table 26 above our model summary illustrated to us that there is a strong correlation between training and development as well as job satisfactions. In our case, $R = 0.806$ since this is a very high correlation; it tells us that training development organizational development and career development has high prediction ability on job satisfaction precisely and its has an influence on job satisfactions also high. R square is simply the square of R. It indicates the proportion of variance in job satisfaction that can be “explained” by the predictor T&D. The high adjusted R squared tells us that our model does a great job in predicting job satisfaction. On top of that it indicates how much of the total variation in the dependent variable, job satisfaction, can be explained by the independent variable. In this case, 65% can be explained, which is very large amount.

Table 26 ANALYSIS OF VARIANCE

ANOVA ^s						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1335.160	3	445.053	23.474	.000 ^b
	Residual	720.459	38	18.959		
	Total	2055.619	41			
a. Dependent Variable: JOBSATSFA						
b. Predictors: CAREER= COMPUTE ORGDEV= TRAINNIG,						

Source: Field survey result (2018)

The above table 27 is the ANOVA table, which reports how well the regression equation fits the data (i.e., predicts the dependent variable) this table indicates that the regression model predicts the dependent variable job satisfaction significantly well. How do we know this? Look at the "Regression" row and go to the "Sig." column. This indicates the statistical significance of the regression model that was run. Here, $p < 0.0005$, which is less than 0.05,

and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Table 27 Coefficients

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.782	4.367		.637	.528	-6.059	11.623
	Training and development	.150	.105	.234	1.427	.162	-.063	.362
	organizational development	.150	.115	.184	1.304	.200	-.083	.383
	Career development	.375	.153	.458	2.450	.019	.065	.686
a. Dependent Variable: COMPUTE JOBSATSFA.								

Source: Field survey result (2018)

Table 28 above tells us about the b coefficients how much percentage of job satisfaction will change by making single improvement on the training and development activities of the department will increase the job satisfaction of the department officers. A change made on T&D, OD and CD corresponds to 0.15, .15 and .375 respectively.

The beta coefficients allow us to compare the relative strengths of our predictors. According to the table 28 above the independent variables has the beta value of .234,.184 and .458 respectively the variation in job satisfaction in the MONDCID is explained by independent variables. Which indicates that a change in one standard deviation in the predictor variable results in a relatively a high change at all standard deviation, thus there is a high influence on JS. At 95% confidence interval.

1.1 Influence OF HRD on JS in MONDCID

Table 32 Model Summary of HRD on JS in MONDCID

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.764 ^a	.584	.580	4.56610	.584	154.386	1	110	.000
a. Predictors: (Constant), COMPUTE HRD=									
b. Dependent Variable: COMPUTE JOB SATSFACTION									

Source: Field survey result (2018)

As point toward on the above table 52 our model summary illustrated to us that the there is a strong positive correlation between HRD as well as job satisfactions this may discard the null hypothesis. In our case, $R = 0.764$ since they are correlated, it tells us that HRD has high prediction ability on job satisfaction accurately and its impact on job satisfactions also high. R square is simply the square of R. It indicates the proportion of variance in job satisfaction that can be “explained” by the predictor HRD. The high adjusted R squared tells us that our model does a great job in predicting job satisfaction. In addition to that it indicates how much of the total variation in the dependent variable, job satisfaction, can be explained by the independent variable, HRD. In this case 58.4% can be explained, which is also considered relatively large amount

Table 33 Analysis of Variance /ANOVA/

ANOVA ^s						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3218.830	1	3218.830	154.386	.000 ^b
	Residual	2293.420	110	20.849		
	Total	5512.250	111			
a. Dependent Variable: COMPUTE JOB SATSFACTION						
b. Predictors: (Constant), COMPUTE HRD=						

Source: Field survey result (2018)

The above table 33 is the analysis of variance table /ANOVA/ table, which reports how well the regression equation fits the data (i.e., predicts the dependent variable) this table indicates that the regression model HRD predicts the dependent variable job satisfaction significantly well. How do we know this? Look at the "Regression" row and go to the "Sig." column. This indicates the statistical significance of the regression model that was run. Here, $p < 0.0005$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Table 34 Coefficient

Coefficients												
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Partial	Tolerance	VIF
(Constant)	6.798	2.697		2.521	.013	1.453	12.142					
COMPUTE HRD	.197	.016	.764	12.425	.000	.165	.228	.764	.764	.764	1.000	1.000
a. Dependent Variable: COMPUTE JOB SATSFACTION=												

Source: Field survey result (2018)

The above table 34 Coefficients table provides us with the necessary information to predict job satisfaction of military officers from HRD, as well as determine whether HRD contributes statistically significantly to the model (by looking at the "Sig." column). Furthermore, we can use the values in the "B" column under the "Unstandardized Coefficients" column, as shown above: may this formula will tells us what will be the job satisfaction level if the HRD activities decline or rise $y = \alpha + \beta x$ where α and β are constant Y is dependent variable and x is independent variable .So table 54above tells us about the b coefficients how much percentage of job satisfaction will change by making single improvement on the HRD activities of the department will increase the job satisfaction of the department officers. A change made on HRD corresponds to 0.19.7%points. The column "Sig." holds the significance levels for our

predictors. As a rule of thumb, we say that a b coefficient is statistically significant if its p-value is smaller than our b coefficients are statistically significant.

The beta coefficients allow us to compare the relative strengths of our predictors HRD from other predictors. According to the table 34 above 67.2% of the variation in job satisfaction in the MONDCID is explained by HRD the result of the regression analysis is shown in table T&D the interpretation of the above table 34 is as the following:

CHAPTER FIVE

5 SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

Generally we can put MONDCID on the basis of the analysis and interpretation of the data gathered through the instruments (questionnaires, interview and document analysis), the following summaries of the major findings, conclusions, and recommendations have been made.

The main purpose of this study was to assess the impact of HRD on job satisfaction in MONDCID. There research has participated 160 military personnel's. The research had two strata higher officials and officers and they were the target population. As a result 114 sample respondents computed by Colvin's sampling formula. Questionnaires and interview were employed to collect the data from the sample and supplemented observation with additional departmental institutional and document analysis. Before conducting the actual study, the questionnaires were piloted to check the reliability of the items. Accordingly, Combat alpha of item reliability was computed and relevant measures were taken.

Quantitative and qualitative design was used in analyzing the data obtained through the instruments. In the analyses of the quantitative data, percentages, frequencies, mean scores, mode, standard deviations and Pearson correlation and regression computed. In the analyses of the qualitative data, descriptive statements were used. As a result, the major findings of the study are discussed hereunder.

5.1 Summaries

5.2 Major Findings

Demographically the defense communication information main department is male and adult age group dominated staffs with that of a little number of women are involved with lower educational and rank capacity. The major findings in each sub topics will be discussed here under.

The degree of strength of T & D and job satisfaction of the MONCID military personnel was as follows the organizational set up has a distinct identity of its own, especially in military Human resource training and development headed by centrally as well as decent rally by senior military officers the implementation process of the T&D in the department was good and it has the participation of all concerned parties but the as of the data collected no one express about need assessment before training conducted because the majority of the respondent said that they take a training without their consent, However all in all the majority the officers are comfortable by the

department T&D. As I said the department has a good training and development programs; however, they were ineffective in assessing training needs, setting performance objective, in searching aids for internal and external training and development, planning training strategies and preparing training schedules and modules as well as assessing training and development efforts. Especially, post training evaluation was not well conducted to get feedback for their improvement. That is why the correlation coefficient of the officers can't be relatively similar that of officers. As the result of regression T&D doesn't have a direct impact on the satisfaction of the officers.

Similarly the degree of OD on job satisfaction of the selected department also the study proved that the department has long-term efforts to improve an institutional development. That helps the department to have good communication, openness, fairness in treating all officers equally as long as other things as keeping aside, and there is also a good problem solving culture and guidance of the development of officers. That makes them thinking they are getting enough support and motivated. There was also strong relationship between the variables raised.

Concerning degree of CD on job satisfaction selected department members In the research we can understand that in the department there is an ample opportunity to improve the future growth for both officials as we all know that the military institutions has dual career progression which are the non commissioned officer /NCO/ direction and commissioned officer direction so in this study all the participants are commissioned officers so they are a leader of the army as well. All or the majority of the respondents are willing or interested with the career management activities of the department. And we can deduce from the statistical computation result there is a strong relationship between the CD&JS.

Lastly the research can say that the level of job satisfaction of the military personnel were as follows all in all with the activities of the department concerning job satisfaction both groups were willing and interested with their engagement and they are willing to stay in the department or in the institution at large I understand also there were a strong team sprit an cooperation culture between and among staff members.

As the result of correlation and regression that the there is a strong positive correlation between HRD as well as job satisfactions this may discard the null hypothesis. In our case, $R = 0.764$ since they are correlated, it tells us that HRD has high prediction ability on job satisfaction accurately and its influence on job satisfactions also high. In addition to that it indicates how much of the total variation in the dependent variable, job satisfaction, can be

explained by the independent variable, HRD. In this case 58.4% can be explained, which is also considered relatively large amount.

We can also determine with the necessary information to predict job satisfaction of military officers from HRD, as well as determine whether HRD contributes statistically significantly to the model (by looking at the "Sig." column). Furthermore, we can use the values in the "B" column under the "Unstandardized Coefficients" column, as shown above: may this formula will tells us what will be the job satisfaction level if the HRD activities decline or rise $y = \alpha + \beta x$ where α and β are constant Y is dependent variable and x is independent variable .

5.3 CONCLUSIONS

The findings showed that the officers in the department have had a positive attitude towards HRD activities of the department. Accordingly, they were familiar with training and development, career development and organizational development activities and they are a positive attitude in connection to that. The department has training and development programs; however, they were ineffective in assessing training needs, The department have career development in practice in order to create motivated workforce or officers, to enhance the capacity of both present and future knowledge and skills, to increase the ability in order to make its officers mission based understanding and to develop early readiness of officers in any aspect.

A lot must be done towards organizational development and also a method to develop its officers and the development activities done anticipating the future mission of the department and the probable enemy. The finding depicts also the type of development for the personal growth and for the departmental growth the development activities also get enough support and it is transparent. However, lack of sufficient budget, lack of up-to-date technology, and insufficient payment and training and development were not associate with benefits it may have to be corrected.

With this I can say that all the independent variables that are components of HRD for this research i.e. training and development, organizational development and career development or HRD in general has high impact job satisfaction. Some constructs organizational development and career development has take a lions here but training and development has its own impact but the degree is not as much as those variables.

5.1 Recommendations

Based on the findings of the study the following recommendations are forwarded to the department:

The department has to put on greatest stress on HRD which is an engine and strategic for other resources such as physical resources, information resources, and financial resources. Now days, we are living in a dynamic environment that directly or indirectly affects us. Especially in the military set up lagging behind the technology means creating a mass destruction of nation's wealth so by making a proper HRD strategy and linking with the institution HRD strategies the department can cope up with the dissatisfaction of the military officers.

And making training need assessment and evaluation has to make on time .As the research result indicates HRD has an influence on JS therefore the departments need to keep informed its officers' skills and knowledge through training and development to that end the department can handle its military officers motivated and creative. This recommendation will strengthen the economic theory of the HRD which says that HRD involves around managing scare resources and the production of wealth.

Post training evaluation should also be exercised in order to increase the effectiveness of HRD program to be held in the next session, to help participants to get feedback for their improvement and to find out to what degree the HRD objectives are achieved.

HRD should also focus on individuals and satisfying their needs for career development. At the first place, HRD is not all about providing training rather than it should aimed at matching the organizational need for HR with the individual needs for career development. Secondly, HRD must necessarily focus on individuals since all the strength of teams and the department must first embed into individual employee. This may also prove the psychological theory of HRD which say HRD must clarify the goals of individual contributors work process owners and o/or organizational leaders.

As the statistical tools result indicated the CD and JS has strong relationship making attractive and conducive of CD means holding and retaining the well motivated and energized military officers.

Even though the department doing relatively good activities regarding HRD as the result of the statistical tools reveled all HRD activities were not get equal treatment may it fails the system theory of the HRD

In the dynamic nature of the army of the 21th century thinking strategically and planning strategic development of the army members of the department is mandatory so the department has to do a lot in organizational development activities in order to overcome the future expansion resulted problem as well as growth of technology

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8. APPENDIX

8.1 PART ONE

ADDIS ABABA UNIVERSITY
SCHOOL OF SCHOOL OF COMMERCE
MASTERS HUMAN RESOURCE MANAGEMENT (MHRM) PROGRAM
QUESTIONNAIRE TO BE FILLED MILITARY OFFICERS

Researcher: BIRUK TEKLU

Contact Address: 09-21-01-55-01), Email – belenbiruk@gmail.com

Research Topic: - Impact of Human Resource Development Practices on job Satisfaction in case of the Federal democratic Republic Ethiopian ministry of defense force communication and information main department /MODCIMD/.

Dear Respondents:

I would like to express my heartfelt positive reception for your charitable time and truthfulness and punctual responses.

Objective:

This questionnaire is designed to collect information about impact of Human Resource Development practice on job satisfaction. The information shall be used as a primary data in my research which I am conducting as a partial requirement of my study at Addis Ababa University College of Business and Economics School of Commerce for completing my Masters Degree.

General Instructions

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

Confidentiality

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

Section I: Participant Information

1. Sex: Male ☐ Female ☐

2. Which of the following age categories describes you?

Under 25 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55 and above ☐

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

0-4 ☐ 5-9 ☐ 10-19 ☐ 20-30 ☐ 30 years or more ☐

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

1. 0-7 ☐ 2. 8-14 ☐ 3. 15-20 ☐ 4. 21-30 ☐ 5. 30 years or more ☐

5. Educational Qualification:

High school graduate ☐ Technical school graduate ☐

College Diploma ☐ BA/BSc Degree ☐

Masters Degree ☐ PhD ☐

Other (please state) _____

6. Your field of specialization for you highest educational status _____

7. Current position (job) in the Department _____

8. In which department are you currently working? _____

9 what is your current military rank _____

Section II: Questions related to HRD practices Questionnaire which is going to be answered by officers

Statements listed below are about the practices of Human Resource Development of the department. Please let you select the level of your agreement.

1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

NO	Items	1	2	3	4	5
Questions relate to the extent of T& D on job satisfaction						
Q-1	The department does a good job to provide training /skill building/					
Q -2	There is good internal facility for training and development.					
Q -3	The department does a good job of supporting officers to Improve their Educational level.					
Q-4	The department does a good job of providing opportunities for Development and growth for all officers.					
Q-5	Training and development is given by use of different mechanisms					
Q-6	Training and development are given as of the interest of officers					
Q-7	My immediate commander assists me to identify my training needs.					
Q-8	I find my colleagues willing to share knowledge and information.					
Q-9	Commanders/ team leaders support officers' effort to learn.					
Q-10	Training and development are accompanied by benefits					
Q-11	Training and development given frequently					
Q-12	My department actively collects ideas for improvements from any officer and evaluation					
Q-13	I often practiced on training and development practice					
Q-14	All top management/ higher officers / view training and development equally					
Q-15	I think that the department gives enough					

	training and development to all officers in the department.					
Q-16	The role of team leaders in training and development practices is enough					
Q-17	All trainings given by the department are specific type by their nature					
Q-18	General training is given to all members					
Q-19	Over training is necessary in all training session					
Q-20	The department focuses only in moderate/normal/ training					

1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

NO	Items	1	2	3	4	5
Questions relate to the extent of OD on job satisfaction						
Q-21	My commander is available when I need him/her					
Q-22	There are other officers to whom I can go for help when I have work related problems.					
Q-23	My immediate commander provides me with the appropriate amount of Guidance.					
Q-24	I have colleagues who impress me with their innovative ideas, energy and resourcefulness.					
Q-25	The department has good performance counseling practices which help me to improve my performance after appraisal.					
Q-26	I think the opportunities given to the military officers are develop job-related knowledge and skills and the department as a whole.					
Q-27	There is enough support regarding officers learning and development activities					
Q-28	The department try to incorporate military officers' interest in training and development programs.					
Q-29	Our base for selecting appropriate trainees for appropriate training is transparent.					
Q-30	The department has the right trainers who have adequate technical proficiency and skills					
Q-31	The methods employed for developing higher officers abilities is planed					

Q32	How the department is doing in improving the leadership abilities off officers and higher officers s.					
Q-33	The department is provides formal and informal training and					

1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

NO	Items	1	2	3	4	5
Questions relate to the extent of CD on job satisfaction						
Q-34	I have got an opportunities to improve my skills in the department					
Q-35	I have the opportunity to work with up-to-date technologies.					
Q-36	I am provided with adequate opportunities for promotion.					
Q-37	My immediate commander encourages my professional development.					
Q-38	My immediate commander encourages me to improve my educational level					
Q-39	In my department every officer shows little interest in each other's work.					
Q-40	The department training and development programs Improves my chance for promotion.					
Q-41	My work is intellectually stimulating and challenging					
Q-42	There are many opportunities and freedom in my work to explore and try out new ideas.					
Q-43	I frequently encounter non-routine and challenging work in my department.					
Q-44	There is much knowledge to gain from the work I do for my department.					
Q-45	I found my colleagues very helpful when I encounter difficulties with my work.					
Q-46	My department is the best place to develop myself.					
Q-47	I think the department HRD programs are improving offices performance					
Q-48	Do you have a support of educational sponsorship programs					

1= very dissatisfied 2= dissatisfied 3= neutral 4= satisfied 5= very satisfied

NO	Items	1	2	3	4	5
questions related to level of job satisfaction						
Q-45	The chance to try out some of my own ideas is interesting					
Q-46	The chance to work by myself is appreciable					
Q-47	Being able to do the job without feeling it is morally wrong					
Q-48	All in all I am happy in my job					
Q-49	All in all I want to stay in my job for long time					
Q-50	My job security is reliable					
Q-51	The amount of pay for the work do is enough					
Q-52	A have an opportunity to advance on this job					
Q-53	All in all I am happy with my the spirit of cooperation among my coworkers					
Q-54	I have freedom of judgment					
Q-55	I can get pries for a good job					

Part III. Additional Questions

1. In your opinion, do you think that officers are being benefited from human resource?

Development practices of the corporation?

Yes ☐ No ☐

2. What is your reason for question No. 1 above?

3. In your opinion, do you think that human resource development opportunities influence

Officers' job satisfaction in your department?

Yes ☐ No ☐

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

5. Would you please suggest if there is anything to be changed with regard to the current human resource development practices of the department?

Thank you very much
BIRUK TEKLU



INTERVIEW QUESTIONS
WHICH IS GOING TO BE ANSWERED BY
THE MAIN DEPARTMENT AND DEPARTMENT HEADS

1. What are ways of improving officer's competency level and organization's performance other than training in department?
2. How training and development needs determined in the department?
3. Do you think officers' personally benefited beyond improving their job performance in the training programs?
4. Do you think the top military commanders gives enough emphasis for officers' development
5. Does the department allot sufficient funds to carry out training program effectively?
6. What are the types of management/ higher officer's/ development programs being used in the department?
7. How are achievements of individuals, work groups, and those of the entire department celebrated?
8. What formal and informal opportunities exist for officers to discuss their career goals and progression toward those goals with commanders / higher officers?
9. To what extent is information about career moves and career path available and communicated?

Thank you very much
BIRUK TEKLU

