



ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

**Effect of Training and Development Practices on
Job Satisfaction: In the case of Bank of Abyssinia**

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***A Thesis submitted to Addis Ababa University School of Commerce
in Partial Fulfillment of the Degree of Master of Art in Human
Resource Management***

JUN 2019

Addis Ababa, Ethiopia

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all sources of materials used for the thesis have been duly acknowledged and submitted for examination.

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Acknowledgements

First of all, I would like to thank the almighty God who had done all things for me. Next to this, I would like to express my gratitude to my advisor Worku Mekonnen (PhD). Furthermore, I owe special thanks to my family and heartfelt gratitude also goes to my sister Mesay for her support in all my way. I wish to say special thanks to my husband – Alemhiwot Birhanu and my boys Leykun, Ananiya and Azariya also my daughter Liyu for their moral support throughout my learning and especially during this project work. Last but not least I thank the staff members of Bank of Abyssinia.

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ACRONYMS

HR: Human Resource

HRM: Human Resource Management

JS: Job Satisfaction

T & D: Training and Development

L & D: Learning and Development

MD: Management Development

BOA: Bank of Abyssinia

Abstract

Training and development is a planned, continues effort by management to improve employee competency levels and organizational performance through training, education, and development programs. Today human resources occupy, more than ever, the center stage of economic activities. Thus the objective of the study is to investigate the effects of T &D Practice on job satisfaction in prospects of Bank of Abyssinia. The sample size of the study was 85 employees who were selected through purposive random sampling technique to distribute the questionnaire. This study is restricted to head office staff and four branches and quantitative in its approach and explanatory in its design. Based on the descriptive report 86 % of the respondents disagree that L& d programs are conducted both the need of the bank and employee. Hence the bank should consider involving employee s when giving the learning and development programs. With regards to design, employees of Abyssinia bank believe that the learning and development programs are designed and well planned in advance, adequate and important which also consists both on job and off job. On the other hand the employees complain that the programs are not designed based on need assessment. The implementation practice of the learning and development programs was analyzed as the contents of the trainings are relevant to the changing needs of the job and it helps to upgrade knowledge and skill. On the other hand the employees feel that the learning and developing programs focus only in some work unit, does not give equal opportunities and it is not fairly distributed among all the staffs of the bank. Finally form the analysis of the study it can be concluded that training and development practice has a positive effect on the job satisfaction.

Key elements: T &D practice, Job satisfaction

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Human resources is one of the most important sources of today's banks and firms, for keeping the organization in the market to be competitive. The ongoing globalization processes increase the value of human capital as the most essential factor of economy; thus, offering priority to human capital, consisting of knowledge, abilities and skills, against material or financial resources (Gizienè, 2012). An organization success depends on knowledge skill and ability of employees particularly as they helps establish a set of core competency that distinguish an organization from its competitors .When employees talents are valuable Rare and difficult to imitate organization can achieve sustainable competitive advantage through people(Brien,2004,p.152). Therefore it is necessary to manage strategically the human resources and to adapt at its strategy with organizational strategy (Cania 2014).

As explained by Evans etal; (2003:71) human resource is the most significant and precious asset which is essential for healthy operation of all resources so when it is satisfied in terms of their jobs, then all productivity level will increase. (Neog, &Barua, 2014).Therefore, since it is an important asset it should be developed as much as the organization can.

Human resource development is explained as a “people-oriented concept rather than technology-oriented” by (Solkhe and Chaudhary, 2011) that brings about greater commitment, efficiency, and growth to individuals. Thus, managing and developing human resource is managing all other resources.

Job satisfaction on the other hand may be defined as a pleasurable positive emotional state resulting from the appraisal of one’s job or job experiences. It resulting from the perception that one’s job fulfils or allows the fulfillment of one’s important job values providing and to the degree that these values are congruent with one’s needs. Locke (1976). Job satisfaction has been one of the major areas of interest both fields of organizational behavior and human resource management practices as it reflects employees attitude towards their job and commitment to the organization. Hence, todays managers are compelled to consider job satisfaction of their subordinates.

Since all Training, development and job satisfaction are important for the success of every organization emphasis should be given to them. Training and development practices always play an important role in affecting job satisfaction of employee and increase the service quality. But most organizations do not have plans for the development of their members of the staff. Once those people are recruited, the companies' do not orient them, neither do they train them to acquire other modern skills on improve upon their talents and educational qualification they came with. People join organization with certain motives like security of income and job, better prospects in future and satisfaction of social and psychological needs. (Armstrong 2010)

A person with high level of job satisfaction holds positive towards the job while a person who is dissatisfied with his or her job holds negative attitude about the job Spector (1997) study as cited in (Mohammed & Nurul, 2011). Therefore, it would be important to investigate the effects of Training and development practices on job satisfaction. This research investigates the influence of T&D practices on job satisfaction using Bank of Abyssinia as a case study.

1.1.1. Background of the Organization

Bank of Abyssinia was established on February 15, 1996. The bank started its operation with an authorized and paid up capital of birr 50 million, and birr 17.8 million respectively, and with only 131 shareholders and 32 staff members. As of Feb 2018 the bank operated 249 branches and sub branches. It also operates 114 ATMs and 200 POS machines. Currently, BOA has 3755 employees as of December 2017. The bank provides various banking products and service in Ethiopia. It offers deposit products include savings, demand, special savings, and youth-targeted saving programs. The company also provide term loan, overdraft services, and advance facilities to various sector and issues domestic letter of guarantees, bonds etc. as well as payment instruments, such as cash payment orders, demand draft, etc, in addition it offers import and export services. Further the bank provides safe deposit boxes, mobile banking, and on-site and card banking services .BOA is now the most profitable private bank in Ethiopia.

1.1.2. Vision

As “Abyssinia” is the ancient name of our grate nation and that of the pioneer bank of the land, BOA’s vision is to line up to this legacy through continuous innovation and provision of word-class banking services.

1.1.3. Mission

The Bank mission is to provide full-fledged domestic and international banking services through qualified and motivated employee, utilization of modern technology and through socially and ecologically responsible practice, as well as ensuring profitability and growth.

1.1.4. Values

The values are integrity, honesty, loyalty, efficient customer service, commitment, employee’s satisfaction, good corporate governance, social responsibility, innovation and fair return to shareholders.

1.2. Problem statement and research questions

Training and development is the frame work for helping employees develops their personal and organizational skills, knowledge and abilities. Training and development focuses on developing the most superior workforce so that the organization and individual employees’ can accomplish their work goals in serving the customer. In developing countries most organizations tend to give less emphasis for employees’ needs in T&D programs. (Hooi Lai Wan, 2007).

Job satisfaction is a pleasurable positive emotional state resulting from the appraisal of one’s job or job experiences. People join organizations with certain motives like security of income and job, better prospects in future and satisfaction of social and organizational needs (Armstrong 2010) and when their expectation differs from what they get they will not be happy about their job. As Spector (1997)identified a person with high level of job satisfaction holds a positive towards the job while a person who is dissatisfied with his/her job holds negative attitude about the job.

Since the world is changing rapidly and the competition of the banks in Ethiopia become very high, employees face the need to constantly upgrade their skills and develop an attitude that permit them to adapt the change. The delivery of efficient and effective human resource development are required to satisfy both the organization and the employees need. Absence of a well-established training and development policy which

decrease the productivity, decreases the service quality and employees' confidence which further will lead to job dissatisfaction. Ineffective T &D practice can bring many problems such as reduced employees' enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Fiona Edgar, 2005).

Among other factors employees' dissatisfaction with T&D practices is one factor which could result in less motivation and increases operational errors. The aim of the research is to identify effects of T&D practices on job satisfaction at the case company.

In line with this, the study attempts to answer the following research questions:

- ✓ What are the practices of Training and Development in the bank?
- ✓ What is the level of job satisfaction with the regards to T & D programs by the Bank?
- ✓ What are the effects of T&D on job satisfaction in the bank?

1.3. Objectives of the Study

The General Objective of the study is to investigate the effect of Training and development practice on job satisfaction in Bank of Abyssinia.

The Specific Objectives of the study are

- To identify the level of job satisfaction with regard to the Bank's T&D opportunities.
- To examine the relationship between of Training and development practices and job satisfaction in BOA.
- To show employees perception towards opportunities for growth and development in the bank.

1.4. Significance of the Study

The study believed to contribute in the following areas

- It will help to provide possible suggestion to remove the weaknesses of the T&D of the Bank and to improve the way it conducts.
- It will become sources of document and as stepping stone for those researchers who want to make further study on the area.

- It will help the researcher to gain deep knowledge in the contemporary practices of T&D practices towards job satisfaction.

The impacts of training and development provide improved culture, workforce, and educated and well trained workforce which help for organization/bank to achieve competitive advantage in the business environment, Echard and Berge (2008)

1.5. Scope of the Study and Limitation of the Study

All organizations need effective T & D practices to update employee's skill and experience which contributes to their productivity and profitability. For the sake of quality, specialization and to cope with available time and resource constraints this study focuses only on staff members of Bank of Abyssinia that works on head office and four branches found in east and west Addis Ababa district. The research does not include other branches of BOA which may affects the effectiveness of the findings. Therefore the outcome of the study will be applicable only to these respondents. Further, it cannot be stated that the inferences are universal to the entire BOA. But adequate caution is taken to make the study more objective and empirical.

1.6. Definition of Key Terms

Training: is depending on the enhancing of knowledge skill and attitude of employee for improving of his performance on the job (McNamara, 2008).

Development: is focus on up grading employee's ability and attitude for the future career and organization (McNamara,2008).

Job Satisfaction is the overall evaluative judgment of a combination of psychological and environmental circumstances that makes a person happy with work performed. According Cambridge English dictionary, job satisfaction is the feeling of pleasure and achievement that your job when you know that your work is worth doing, or the degree to which your work gives you this feeling.

1.7. Organization of the Study

The study is organized into five chapters. The first chapter is an introductory part of which background of the study, statement of the problem, objective of the study, research question, definition of key terms and delimitation/Scope of the study are

included. The second chapter deals with related literature review of the study. The third chapter is about research design and methodology of the study. Chapter four will analyze the data and presentation of the findings. The last chapter is the summary of findings, conclusions, limitations and recommendation.

CHAPTER TWO REVIEW OF LITERATURE

2.1. Introduction

This chapter serves as the foundation for the development of the study. Therefore, the primary purpose of this chapter is to give the theoretical understanding in assessing job satisfaction with regard to an organization training and development practices. More specifically, review of up-to-date related literatures regarding: definitions of T & D, the need for T & D, processes of T & D, types of T & D programs and factors affecting job Satisfaction (JS) will be presented.

2.2. Definitions of Training and Development

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Its focus is on individual's current jobs, enhancing those specific skills and abilities to immediately perform their job. Employee development on the other hand, generally focuses on future job in the organization (Decenzo & Robbins, 1999, p.227-228)

From their definition we can see that T&D is a planned and continuous effort of organizations to enhance job performance, skill, knowledge and experiences. Therefore, T & D is primarily designed to benefit both organizations and employees through improving employees' job performance and supporting the skill, knowledge and experience development of the employees.

Training and development is considered to be the most common HRD practice (Tzafrir, 2006). 'Training and development' refers to any effort to improve current of future employees' skills, abilities, and knowledge (Aswathappa, 2008). According to Garcia, (2005) definition 'Training and development' has a significant positive impact on employees' job satisfaction. Thang and Buyens (2008) also stated that training and

development lead to superior knowledge, skills, abilities, attitudes, and behavior of employees that ultimately enhance excellent financial and non-financial performance of the organizations. Werther and Davis, (1996) also defined training and development. So that the Training program helps employees to effectively perform their jobs after training, while developmental program helps the individual handle future responsibilities, with little concern for current job duties. This definition implies that T&D is primarily designed to satisfy both current and future tasks requirement of an organization.

Effect of T&D practices with job satisfaction in organization is opening up a new and exciting area of study. Since HRD is the integration of individual, career and organizational development roles in order to achieve a maximum productivity, quality, opportunity and fulfillment of organizations members as they work to accomplish the goals of the organization. (Pace, Smith & Mills 1991). It has been recognized as one of managerial tools that enhanced job satisfaction globally. As Asaju, (2008) revealed in his book Historical data from strategic human resource management employee's job satisfaction survey report over the past few years show that employee's job satisfaction has begun to depend more issues like job security and opportunity to use skills and abilities.

2.3. The Need for Training and Development

The importance of training and development in nation development has been extensively discussed and demonstrates by outstanding scholars all over the worlds. Harbison (1993) discussed that human resources are not capital, neither income nor material resources constitutes the ultimate basis for the wealth of a nation. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate wealth, exploit material resources, build socio-economic and political organization and carry out national development. Highly skilled human resources is a pre-requisite for overall economic and national development. He states that security of qualified personnel has impeded the economic growth and development in Nigeria. The overriding importance of human resources development without which we overcome the continuing shortage of trained people as we strive to throw off the bonds of economic backwardness and seek to achieve the socio-economic objective of our

national development plan. In all economic activities, human effort is necessary to work machines, milk cows, harvest crops, load a van, sell goods, and keep accounts and so on. T&D develops the key competencies that enable individuals in an organization to perform current and future job through planned learning activities. It is the organized activities arranged with in an organization in order to improve performance and/or perform general growth for the purpose of improving the jobs, the individual/or the organization.

Gupta (2001) has mentioned the main purpose of T&D as to develop the capabilities of each employee as an individual and in relation to his or her presented and expected future role, to develop collaboration among different units of the organization and to develop the team spirit and functioning in every organizational unit (department, group, etc.)

People need competencies (knowledge, attitude, value and skill) to performance of task requires a higher level or degree of skill. Without continuous development of competencies in people, an organization is not likely to achieve its goals thus, T&D is very important concept.

2.4. The Training and Development Process

In today's changing environment, employees at all levels need additional training and opportunity while managers to develop their management thinking. In this respect, organizations are required to be engaged in continuous T&D programs. According to Holger Bodenumuller (2011) The T&D processes has four phases.

- Need assessment
- Design
- Implementation
- Evaluation

2.4.1. Identifying T&D Need Assessment

Need is a discrepancy between expectation and performance it can be either a current deficiency, such as poor employee performance or a new challenge that demands a change in the way organization works. Therefore training need exists when an

employee lacks the knowledge or skill to perform an assigned task satisfactorily. Need assessment is figuring out what is really needed thus it is not always an easy task. It needs lot of input and takes a lot of work. It is a systematic problem identification process. Identifying needs involves examining the organization, its environment, job tasks and employee performance. As Scarpello and Ledvinka, (1988), explained, the dominant framework for identifying organization's T & D needs has been McGehee and Thayer's three-category need analysis approach

- A. Organizational analysis
- B. Task (job) analysis
- C. Person analysis

A. Organizational Analysis

Organizational analysis is the process of identifying job-related knowledge and skills that are needed to support the organization's short-range and long-range goals (Scarpello and Ledvinka, 1988). This implies that organization's strategic goals and plans must carefully be examined in line with the human resource planning.

In this approach, information related to organizational structure, size, growth, objectives and other factors is gathered to effectively determine where and how training and development programs should be conducted. In other words, according to Chatterjee(1995), essentially, there are three requirements:

1. Are there an adequate number of people to fulfill organizational objectives?
2. Are these people equipped with the necessary skills and knowledge and is the general level of their performance up to the required standard?
3. Does the prevailing organizational climate provide a wholesome environment for the fulfillment of tasks and objectives?

B. Task Analysis

This approach refers to the determination of skill and knowledge, the job requires. In collecting job information as input into training decisions, however, the job analysis must include (Scarpello and Ledvinka, 1984):

- ✓ A detailed examination of each task component of the job.
- ✓ The performance standard of the job.
- ✓ The method and knowledge the employee must use in performing the job task
- ✓ The way employee learns the method and acquires the needed knowledge.

Thus, job analysis is a means by which facts relating to the job are obtained. It includes a job description and a job specification. If a training and development program mounted for a specific job is to be successful, there is a need for a clear definition of what the job entails and of the qualities needed for its performance. Furthermore, if information relating to the nature of a specific job was collected prior to the organization of all development programs, then the programs would have much greater relevance to the needs of the job and would also enable to produce staffs that were much better prepared for their responsibilities.

C. Person Analysis

Another training and development need analysis approach is person analysis. Here the concentration is on the individual employee. It is used to analyze the substantive knowledge and skill possessed by the employee (Scarpello and Ledvinka, 1988). This approach deals with the two basic questions which are who needs to be trained? And what kind of training is needed?

2.4.2. Design the T&D program

Once Training and development needs are clearly identified, as Holger Bodenumuller (2011) describes the next process is to design the program which includes establishing objectives, selecting the specific objectives of the program, developing an appropriate lesson plans, selecting methods and techniques, preparing materials and scheduling the program. An objective is a specific outcome that the training or the development program is intended to achieve (Scarpello and Ledvinka, 1988). In most cases, training and development objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training. T&D experts suggest that objectives should be stated explicitly and answer the questions of what should the trainees be able to do after training? Under what conditions should the trainee be able to perform the trained behavior? And how well should the trainee perform the trained behavior?(Scarpello and Ledvinka, 1988).

Training and development objectives must be specific, measurable and time-targeted. Objectives with such characteristics serve a number of purposes. According to Scarpello and Ledvinka (1988), they assist in developing the criteria to be used in

evaluating the training or development outcome. Objective and the evaluation criteria also help in choosing relevant instructional method, media, and material.

2.4.3. Implementing the Training and Development Program

Training and development program should aim at enabling organizations to achieve their objectives. Hence, the program should be set up after having clear-cut objectives in mind. In every program decisions have to be made as who should be trained, who are the instructors, where and when the program is to be conducted and what are the material requirements. Moreover, according to Chatterjee (1995), providing answers to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the programs.

2.4.4. Evaluation of Training and development programs

Evaluation is the final phase of the training and development program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained or developed. As Ahuja (1988) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Training and development is an investment in people. The major reason why management investment in T&D program is that to help employee to perform better in the achievement of organizational objectives which means to assess the cost/benefit of the program to the organization. However, as Milkovich and Boudreau (1991) noted, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. According to (Ahuja, 1988) Evaluation can be done to increase effectiveness of the program while it is going on and to be held next time, to help participants to get feedback for their improvement and efficiency and also to find out to what extent the objectives are achieved.

2.5. Types of Training and Development Programs

2.5.1. Employee Training Programs

Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demand. The gap must be filled through training programs. Hence, personnel training and retraining is one of the major way that work organizations

attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledvinka, 1988).

Training is one of the most important tools available to organizations. Management can make use of training programs to enable the organizations achieve their objectives. This is possible by developing the skills and competencies of their employees. Training can bring tangible benefits to both the organization and the employees. Chatterjee (1995) identifies major purposes of training as follows

- ✓ It establishes a sound relationship between the worker and his/her job (Optimum man-task relationship.)
- ✓ It develops healthy, constructive attitudes. Training programs are aimed at moulding employee attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty.
- ✓ It prepares employees for future assignments. One of the objectives of training is to provide an employee an opportunity to climb up the promotional ladder or to move on to assignments which will help upward mobility.
- ✓ It enhances employee confidence and morale. With better knowledge and skills, the employee approaches his/her job with greater confidence and sureness. It also improves the morale of the employees.

Training can be divided as on-the job training and off-the-job training. Both of them are briefly discussed as follows.

2.5.1.1. On-the-job training

It is a training conducted on the job, employee training at the place of work while he or she is doing the actual job. It occurs with normal working environment that an employee experience on the job. The employee is placed into the real work situation and shown the job and the tricks of the trade by experienced worker or the supervisor (Glueck, 1978). Employees can learn on-the-job in many ways, like apprenticeships, coaching, and mentoring and job rotation. The best approach depends on the person, their job and their career development.

2.5.1.2. Off-the-job training

Off-the-job training program occurs when employees are taken away from their places of work to be trained. It is conducted in a location specifically designated for

training. It may be near the workplace or away from work. The common methods of off-the-job training include classroom lectures, distance learning/evening learning, sandwich courses, and sponsored course in higher education.

2.5.2. Development Programs

Development helps an employee to prepare for future jobs, while training focuses on improving an employee's skill level. Development helps organization to achieve its mission and goals by improving individual and, ultimately, organizational performance. The major objectives of development is managerial effectiveness through a planned and a deliberate process of learning. Management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. In other words, Susan (2017) defined management development as the overall concepts that describes the many ways in which organizations help employees develop their personnel and organizational skills, either as managers in management job or with an eventual management job in mind. Effective management development program helps managers at all levels to learn to perform their jobs better. Management development can be broadly divided into on-the-job methods and off-the job methods. On the job methods include coaching, job rotation, committee assignment and multiple management of the job methods include simulation, sensitivity training, conference and lectures.

2.5.2.1. Formal Training

Formal training courses can be conducted in classroom using instructors from within the organization or by experts from other institutions. The classroom instruction may be coupled with field assignments. Subjects that are going to be covered may include decision-making, financial management, setting objectives and priorities, motivation techniques, performance appraisal, communication, holding meetings and other managerial topics. Field assignments may consist of controlled exercises in simulated situations or actual work with colleagues who act as coaches, often called monitoring (Holt, 1993).

2.5.2.2. Off-the-job Formal Training

In this program, employees are removed from their work situation for concentrated programs. With a view to increase the capacities of their leaders, organizations send

them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions. The Ethiopian Management Institute is a professional organization serving many organizations with development courses and seminars.

2.5.2.3. Job Rotation

This involves rotating employees for one job to other related jobs to broaden their managerial experience. Besides, giving an opportunity to acquire new managerial skills. Rotation enables the organization to assign another person immediately when resignation, retirement, death, transfer or vacations occur. Advocates of job rotation assets that this approach:

- ✓ broadens the manager's back ground,
- ✓ accelerates the promotion of highly competent individuals,
- ✓ introduces more new ideas into the organization, and
- ✓ Increases the effectiveness of the organization (Glueck, 1978).

2.5.2.4. Development Position

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

2.6. Job satisfaction

Satisfaction is an important goal for organizations to reach the targeted profitability, productivity, employee retention, and customer satisfaction. Employee who is satisfied and motivated will create higher customer satisfaction and in turn positively influence organizational performance. Past research that focused on JS (Becker and Gerhart, 1996; Becker and Huselid, 1998; Wright and Boswell, 2002), as referred by Hooi Lai Wan (2007), established the link between training and development and organizational performance. Other behavioral theories too suggest that the impact of human development management practices on performance is mediated by JS, commitment and well-being (Hooi Lai Wan, 2007). On the contrary, studies by Marsden and

Richardson (1994) as cited in Hooi Lai Wan (2007), revealed that the impact of human capital management practices on JS is rather limited, as evidenced by the way in which new performance related pay schemes have been introduced in many organizations in recent years. Similarly, others studies shows that the impact of T&D itself may be contingent on other factors, such as the age, skill and educational composition of the workforce, or on employees' individual dispositions and orientations to work, or on existing institutional arrangements (Hooi Lai Wan, 2007). Even though there is a variations in their definitions of JS, all agreed that it is a multidimensional concept experience. Theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work, if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction.

Locke (1976) noted three “schools” of thought about causes of JS:

- A. Physical-economic (physical working conditions),
- B. Social (supervision and cohesive work groups),
- C. Nature of work (mentally challenging tasks, opportunities for mobility within organization, working for supervisors who actively assist their subordinates to address job-related problems and work-related variables).

The authors in literature of job satisfaction have defined job satisfaction in various ways. Job satisfaction is a combination of cognitive and affective reactions to the differential perceptions of what an employee wants to receive compared to what he or she actually receives (Boyt, Lusch, & Naylor, 2001). Job satisfaction is an individual's cognitive, affective, and evaluate reactions towards his or her job (Greenberg and Baron, 1997). Job satisfaction is a state where one's needs and one's outcomes match well (Locke, 1976). Job satisfaction is argued to be reaction to one's job emotionally (Kreitner and Kinicki, 1992). It is a singular idea that could be interpreted only in monetary terms (Lazear, 2000). It has been argued that employees generally appreciate rewards on one hand while on the other hand repugnant effort. Therefore, a better wage/salary for same level of effort, will suggest a decision to quit job with lower wage, which will increase the level of satisfaction. Essentially, there is need to see employment demands beyond the exchange of services for salaries. Though, employment demands is seen as economic relation in nature, but it is important to note that it has a strong affiliation to social and psychological views (Baron and Kreps,

1999). An employee may be satisfied with the monetary rewards and express some level of dissatisfaction with one or two aspects of his employment demands such as managerial policies (Festinger, 1954; Adams, 1965), either because they stand as hurdles to fulfil his needs (Salansik and Pfeffer, 1977) or values (Locke, 1976) or because his expectations were not met by the monetary rewards.

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

2.7. Training and Development on Employees Job Satisfaction

In order to recognize the impacts of training and development (T&D) on job satisfaction it is better to deal with literature. As based on (Lock, 1976,P. 1300), job satisfaction has been defined as “ a pleasurable or positive emotional state resulting from and appraisal of one’s job or job experience. If employees perform the task in simple way, we can say that they have skill on the work since they adopt a good training that enable to perform effectively the given job. This indicates that a good training can decrease frustration of employees at work and enable employees to conduct the job effectively. Literature is also demonstrates with support of this concept, that is, training offered to employees may provide them reduce anxiety or frustration at the work area, that they are not familiar with the work (Chen et al., 2004). The other researcher Rowden’s suggests that employees that receive training will be more satisfied than those who get no training or training of no value. It is also better to recognize that if the skill gap of employees are larger than the job satisfaction of the employees become less since the employees could not accomplish the job effectively or optimally. Employees’ job satisfaction brings optimality at work and this helps to enhance performance of employees and at the same time organizational performance since employees performance is a function of organizational performance. This is also supported by other author Tsai et al. (2007), found that employees committed to learning indicated a higher level of job satisfaction with a positive effect on their performanceⁱ.

The other important point of training and development is the potential of enhancing the satisfaction of employees at their work since it helps employees to manipulate easily their work. Job satisfaction indicates an employee's affective reactions to a job, based on comparing desired outcomes with actual outcomes (Egan, Yang, & Bartlett, 2004). In organization a job has a mixture of intrinsic and extrinsic elements. A job provides a mix of features such as pay, promotion, and autonomy this can be intrinsic and extrinsic job elements which employee has certain preferential values.

Fagenson (1989) suggests those employees who have participated in training and development (T&D) program as a protégé are more likely to satisfy their current jobs than those who have not. Furthermore, she describes individuals perceptions regarding to mentoring alter attitudes toward their jobsⁱⁱ.

Furthermore, training employees can lead to an increment in employees' satisfaction, updating of skills, enhancement of performance and an increased commitment to the organization, Bushart and Fretwell, (1994)

2.8. Empirical Literature

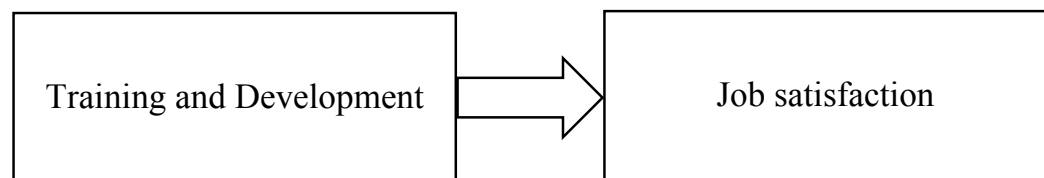
Empirical finding are one of the important components of the literature review in the research study. This type of literature contribute a lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher under take the study which helps the researcher by providing insight about what and how assume the investigation he/she stand for. In general organization should manage their work force effectively and efficiently and they should give greater attention for training and development to meet goal of the organization and to achieve the best result through job satisfaction. In today's competitive banking industries, it is not only important for the banks to earn current profit but also become the most important aspects of long term profitability requires through highly satisfied and competitive employees that has retained in the organization for longer period of time.

Tazebachew, (2011) was conducted a study to determine the impact of training on work performance in public sector organization using federal democratic republic of Ethiopia ministry health .The objective of this study was to investigate the actual training practice and its effect in improving the performance of employee by collecting data through interview and questionnaire augmented by different literature found in

organization. The researcher key finding indicated that employees training positively and significantly correlated and influence employees work effectiveness, efficiency and comment collectively employee performance. These results are also supported by Hwang (2003). Hwang suggests that it is top who view future to build competencies must develop ways to develop employees and further discuss his strategies to training increasing competencies and original member can develop the required know how and expertise.(Desalegn, 2010) also conducted a research study on human resource development practices enhancing employee's satisfaction in Ethiopia Electric and power authority. Its objective was to assess employee's satisfaction with T&D practices and the researcher's key finding indicated that T&D is the most important factor and it should be given a complete attention and support of top management since T&D has a positive relationship with job satisfaction. In addition Tsegaye, (2016) also conduct a research on the effects of employee development program on job satisfaction and employee retention in CBE. He conclude in his research that employee development programs are the vital to employees and certainty influence and positive relationship on job satisfaction. Thus this Research tried to show the effect of training and development practices on employee's job satisfaction.

2.9. Conceptual framework

From the above literature review, the research reach at the conceptual framework that is concerned T&D practices as activities performed for the development of knowledge, skills and ability. The study assumed that training and development practice such as Need assessment, design, implementation and evaluation can be used as a predictor of job satisfaction. The below model depicted that influencing factors were considered as independent variables and the employee job satisfaction were consider as dependent.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The study is an explanatory that aimed to evaluate job satisfaction with training and development practices of Bank of Abyssinia. It is basically quantitative in its approach. The Researcher used both qualitative and quantitative method of data collection as it is helpful to extract multitude of data. Quantitative data is usually gathered using questionnaires while qualitative data is gathered from document (Saunders, et al. 2009, p.154).

3.2. Sources and Data Collection Tools

The Researcher employed primary and secondary data from multiple sources. Primary data were collected through structured and semi structured questionnaires which were distributed to randomly selected staff members of the bank. Secondary data were obtained from published reports, strategy, policies, procedures and manuals of the Bank. In addition internal books, journals and articles written on the area were exploited.

3.2.1. Contents of Questionnaires

The distributed questionnaire has two broad parts which included the demographic feature of the respondents and the subject matter of the research that are aligned with objective of the study. The demographic factors are characterized by years of experience, educational back ground and position in the bank, while the second part emphasized mostly to examine the objective of the study through the use of Likert 5 scales. It possessed likert type of items which indicated to measure the effects of T&D practices on employee job satisfaction. Each type of questions are prepared based on the theoretical frame work or research model that indicates T&D as independent and employees job satisfaction dependent variables (DV).

3.3. Population of the study

Bank of Abyssinia has 249 branches and sub branches in the country as of February 2018 among these 126 branches are found around and in Addis Ababa. BOA has also

3755 staff member as of December 2017. Among these 618 at head office, 81 at district office, and the remaining 3056 under all branches in Ethiopia. The target population of the research was all staff members of the bank but with limited time and resource given only officers of four branches under east and west Addis Ababa district and head office staff members are considered due to geographical limitations. The reason behind selecting only those districts were geographical limitations since the remaining districts are out of Addis Ababa.

3.4. Sampling Techniques and design

This research is a combination of both qualitative and quantitative. A quantitative piece of research is used to use analytical and linear regression, while a qualitative piece of research is used to target those groups in institution of participants who will be able to be approached to participate in the research. In line of carrying out a sampling selection the research deployed a cluster sampling technique to select the appropriate respondents. The researcher utilized convenience sampling techniques to distribute questionnaires because it was very time and cost effective as well as easy for the researcher to distribute questionnaires in new areas. In order to minimize the limitation of this sampling techniques the researcher employed this sampling techniques from purposively identified population.

3.4.1. Sampling size determination

To determine the sample size there is no clear answer to limit researcher on the number of samples. This does not mean any member of the population can be taken. The researcher used 103 sample size at 95% confidence level. The sample population is calculated from the total population of 140 staff at east and west Addis Ababa district branches and head office excluding managers. The Researcher distributed questionnaire to samples in randomly selected branches. Thus researcher randomly selects those 4 branches under east and west Addis Ababa district branches which has more staff members.

As Cohen, et al, (2000) stated to determining sample size for a probability sample is in relation to the confidence level and sampling error. To this effect the researcher used to determine the sample size of the study Slovin's formula (Adetayo, 2011 cited in Unam 2012).

$$n = \frac{N}{1 + Ne^2}$$

Whereas n= sample size N= population size e=margin of error

N= 140 e=.05 n=103

3.5. Reliability of Instrument

The questionnaires developed from various literatures books and journals. Before distribution of the questionnaires, the pilot test was taken for 20 respondents and tested with SPSS in order to recognize either they understand the questions concepts or not.

Reliability Statistics

Cronbach's Alpha	No. of Items
.837	32

3.6. Ethical consideration

In this study, ethical issue are considered .The respondents are assured that the response they give as used with complete confidentiality of the research and the participants were informed about the purpose of the questioner by the researcher. The researcher also took individual responsibility for the conduct of the research by adhering to the time schedule agreed upon with the supervisor and management. The researcher was open and honest when communicating with the respondent.

3.7. Method of Data analysis

The process of analysis conducted based on the qualitative and quantitative data. Thus for, the qualitative data from secondary sources were analyzed with literature review. SPSS was used in the case of quantitative data. In addition Frequency distribution, mean, standard deviation, and regression analysis were used to score the quantitative analysis. There is also pictorial representation like table to ensure easy understanding of the analyses.

The data was analyzed pursuant to the basic research questions and that helps to measure the effect of T&D practices on job satisfaction in bank of Abyssinia using

quantitative analysis. Even if the questionnaires are characterized by Likert ordinal scale measurement, the researcher has used simple regression analysis. .

3.7.1. Regression Analysis

The equation of simple regressions on this study is generally built around two sets of variable, namely dependent variables (job satisfaction) and independent variables (training and development practices) .The basic objective of using regression equation on this study is to make the researcher more effective at describing, understanding, predicting, and controlling the stated variables.

Table 3.1: Regression Variables

Independent Variables	Dependent Variables
Training and development	Job Satisfaction

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRATION

4.1. Introduction

Literature indicates that T&D is one of the most critical tools that make competitive advantage for the organization if it is accomplished properly based on the appropriate impact assessment in order to recognize the output of the training on employees' performance. As Afshan (2012) stated that performance refers the achievement of specific tasks measured against predetermined or identified standards of the accuracy, completeness, cost and speed, however employees performance can be seen in terms of qualitative factors such as highly motivated workers, easiness of using technology, increase of satisfaction, enhancement of commitment toward the job and this has brought impacts on organizational productivity that can be achieved by effective practice of T&D. Considering this, the study is initiated to investigate the effect of T&D practice on job satisfaction in bank of Abyssinia. Considering this, the existing chapter has included data analysis, discussion and interpretation based on the returned questionnaires.

4.1.1. Response Rate

For the sake of data collection 103 questionnaires were distributed to the target samples of employees at east district, west district and head office of bank of Abyssinia. Out of 103 questionnaires in the bank, 85 were returned which represented a response rate of 82.52%. This response rate indicated satisfactory to conduct appropriate research. And this is supported by the literature of Mugenda and Mugenda (1999), which is stated that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is generally good while a response rate of above 70% is excellent, and this also asserted by Babbie (2010) that 70% is excellent.

4.1.2. Demographic characteristics of the respondent

In this research the demographic factors of the respondents included gender, age, and work experience in the Bank, educational back ground and work position in the bank.

Table 4.1: Demographic Information

Table 4.1 Gender Distribution and Age Group of the Respondents

Gender category	Frequency	Percentage
Male	54	63.5
Female	31	36.5
Total	85	100
Age group	Frequency	Percentage
<25	7	8.2
25-35	64	75.3
36-45	12	14.1
46-55	2	2.4
Total	85	100.00

Source: survey result 2018

The above table shows both the gender and age distribution of the respondents. Based on the output result 63.5% of the respondents were male and the rest 36.5% were female. The survey was done on customer service officers, customer relationship officers, human resource offices and trade service officers.

Regarding the age distribution, most of the branches of BOA and the sub processes which the survey covered are covered by youngsters whose age range between ages of 25 to 35 which represent 75.3% of the respondents.

Table 4.2 Educational Qualification of the Respondents

Educational qualification	Diploma	First degree	Total
Frequency	18	67	85
Percentage	21.18	78.82	100

Source: survey result 2018

Among the 85 respondents, 78.82% have first degree and above educational level, on the other hand 21.18 % of the respondent hold diploma in some area of study. Therefore, it is possible to say that the Bank of Abyssinia has employees who are fairly educated having a minimum of diploma.

Table 4.3 Respondents' Years of Work Experience in BOA

Years of experience in CBE	Frequency	Percentage
0-5	23	27.06
6-10	46	54.12
11-15	16	18.82
Total	85	100

Source: survey result 2018

The work experience of the respondents shown in the above table 4.3 reveals that, out of 85 respondents 54.12% said that they have served at the bank for about 6 to 10 years, 27.06% of them respond that they have served the bank for less than 5 years and 18.82% served the bank for 10 to 15 years.

Table 4.4 Respondents' Position in the Bank

Position in the bank	Frequency and percentage n and (%)
Auditor	7(8.24)
Customer relation officer	20(23.53)
Trade service officer	10(11.76)
Customer service officer	37(43.53)
Human resource officer	11(12.94)
Total	85 (100)

Source: Survey 2018

The diversity in the job position of the respondents is as follows. Out of the total respondents, customer service officers have the highest share which is about 43.5% followed by customer relationship officer which is (23.5%), trade service officers and Human resource officer consist of 11.7% and 12.9%. We also have auditors which consist of 8.24%.

4.1.3. Training and development (T &D) Practice at Bank of Abyssinia

In order to assess the effects of training and development practices on employee's job satisfaction, the analysis was undertaken using five major items include need assessment, design, implementation, evaluation and job satisfaction. The respondents were requested to rate each item using five scale liker-scaling, ranging from strongly agree to strongly disagree. The following statistics are used in interpreting the results of the study: 1.00 – 1.80 “Strongly disagree/very dissatisfied”, 1.81 – 2.60

“Disagree/dissatisfied, 2.61 – 3.40 “Moderate agreement/moderately satisfied”, 3.41 – 4.20 “Agree/satisfied”, 4.21 – 5.00, and “Strongly agree/very satisfied”.

Need assessment

In this sub section, the data related to need assessment of T&D practice at a bank will be presented and discussed. A total of six questions are prepared and asked to check the need assessment characteristics of T&D practice. The standard deviations of respondent response were around 1, which indicates that the respondent perceptions were close to one another.

Table 4.5: Respondents response on needs assessment practice

Item	SD(1) Count (%)	D(2) Count (%)	N(3) Count (%)	A(4) Count (%)	SA(5) Count (%)	Mean	Standard Deviation
The learning and development programs are conducted based on employees need	27 (31.8)	40 (47.1)	14 (16.5)	4 (4.7)	0	1.9	0.8
The learning and development programs are conducted based on organization need	0	5 (5.9)	11 (12.9)	42 (49.4)	27 (31.8)	4.1	0.8
The learning and development programs are conducted on both need of the bank and employee	31 (36.5)	43 (50.6)	5 (5.9)	6 (7.1)	0	1.8	0.8
Human resource development needs are identified properly in your organization	0	3 (3.5)	20 (23.5)	41 (48.2)	21 (24.7)	3.9	0.8
Learning and development is considered as a part of the organization strategy	2 (2.4)	4 (4.7)	15 (17.6)	40 (47.1)	24 (28.2)	3.9	0.9
Employees in the organization participated in determining the training need.	37 (43.5)	42 (49.4)	6 (7.1)	0	0	1.6	0.6

Note: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)

Source: Survey data SPSS output 2018

From table 4.2 result, the mean value 4.1 (question 2), 3.9 (question 4) and 3.9 (question 5) indicates that the respondent were agreed that learning and development programs were conducted based on organization need, training and development needs are identified properly in their organization and learning and development is

considered as a part of the organization strategy, respectively. Whereas, the mean value 1.9 (question 1), 1.8 (question 3) and 1.6 (question 6) refers to the respondent disagreed that learning and development programs are conducted based on employees need, learning and development programs were conducted on both need of the bank and employee and employees in the organization are not participated in determining the training need, respectively. Therefore the bank should consider involving employee's needs when giving the learning and development programs.

Design

Under this sub section, a total of six questions were covered to evaluate the designing of T&D practice. As it is shown in the below table most of the mean value is above 3.0 which revealed that on average the respondents agree with the development of design practice of at T&D the bank. For the meantime, the standard deviation of respondents response were around 1, which indicates that the respondent's perception were close to one another. The analysis of each question follows the table.

Table 4.6: Respondents response on Design practice

Item	SA(1) Count (%)	A(2) Count (%)	N(3) Count (%)	A(4) Count (%)	SA(5) Count (%)	Mean	Standard deviation
The learning and development policies and programs are designed based on need assessment	31 (36.5)	36 (42.4)	8 (9.4)	7 (8.2)	3	2.0	1.1
Learning and development programs are well planned in advance	0	5 (5.9)	11 (12.9)	43 (50.6)	26 (30.6)	4.1	0.8
Learning and development programs are given adequate importance	0	0	8 (9.4)	38 (44.7)	39 (45.9)	4.4	0.7
The learning and development programs able to improve skills, knowledge and attitude of employees which can increase performance of job.	0	0	6 (7.1)	35 (41.2)	44 (51.8)	4.4	0.6
L&D involves on-job training techniques (training at work area)	0	3 (3.5)	4 (4.7)	45 (52.9)	33 (38.8)	4.3	0.7

L&D involves off-job training(training away from work area)	0	0	4 (4.7)	47 (55.3)	34 (40.0)	4.4	0.6
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Note: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)

Source: Survey data SPSS output 2018

As it has been seen from table 4.3 result, the mean value 4.1 (question 2), 4.4 (question 3), 4.4 (question 4), 4.3 (question 5) and 4.4 (question 6) indicates that the respondent were agreed that learning and development programs are; well planned in advance, given adequate importance, able to improve skills, knowledge and attitude of employees which can increase performance of job, involves on-job training techniques (training at work area) and involves off-job training(training away from work area), respectively. Whereas, the mean value 2.0 (question 1) reveals that the respondent disagreed that learning and development policies and programs are designed based on need assessment. From this section one can see that the employees of Abyssinia bank believe that the learning and development programs are designed and well planned in advance. They are adequate and important it also consists both on job and off job. On the other hand the employees complain that the programs are not designed based on need assessment.

Implementation

In order to assess the implementation of T&D practice, a total of five questions were covered. As presented in the below table most of the mean value is above 3.0 which revealed that on average the respondents agree with the implementation of T&D. For the meantime, the standard deviation of respondents response were below 1, which indicates that the respondent's perception were close to one another.

Table 4.7: Respondents response on Implementation practice

Item	SA(1) Count (%)	A(2) Count (%)	N(3) Count (%)	A(4) Count (%)	SA(5) Count (%)	Mean	Standard Deviation
The content of the learning and development programs are always relevant to the changing needs of the job.	0	0	6 (7.1)	41 (48.2)	38 (44.7)	4.4	0.6
The bank Provides equal opportunities to training and development of employees	39 (45.9)	37 (43.5)	5 (5.9)	3 (3.5)	1 (1.2)	1.7	0.8

The banks learning and development programs focus only in some work unit	1 (1.2)	4 (4.7)	8 (9.4)	40 (47.1)	32 (37.6)	4.2	0.9
The learning and development department of the bank helps me to upgrade my knowledge and skill.	0	2 (2.4)	10 (11.8)	46 (54.1)	27 (31.8)	4.2	0.7
The fairness of employee development is very high	36 (42.4)	39 (45.9)	10 (11.8)	0	0	1.7	0.7

Note: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)

Source: Survey data SPSS output 2018

From table 4.4 result, the mean values 4.4 (question 1), 4.2 (question 3) and 4.2 (question 4) indicates that the respondent were agreed that the content of the learning and development programs are always relevant to the changing needs of their job, the banks learning and development programs focus only in some work unit and the learning and development department of the bank helps them to upgrade their knowledge and skill, respectively. Whereas, the mean values 1.7 (question 2) and 1.7 (question 5) reveals that the respondent disagreed that the bank provides equal opportunities to training and development of employees and that fairness of employee development at the bank, respectively. In this section the implementation practice of the learning and development programs was analyzed as the contents of the trainings are relevant to the changing needs of the job and it helps to upgrade knowledge and skill. On the other hand the employees feel that the learning and developing programs focus only in some work unit, does not give equal opportunities and it is not fairly distributed among all the staffs of the bank.

Evaluation

Under this sub section, a total of six questions were covered to understand the evaluation of T&D practices. The mean values of the respondents for almost all questions were above 3 which revealed that on average the respondents were agreed with the evaluation practice of T&D. For the meantime, the standard deviations of respondents response were around 1, which indicates that the respondent's perception were close to one another.

Table 4.8: Respondents response on Evaluation practice

Item	SD(1) Count (%)	D(2) Count (%)	N(3) Count (%)	A(4) Count (%)	SA(5) Count (%)	Mean	Standard deviation
The bank collects feedback after every training development practices.	1 (1.2)	2 (2.4)	7 (8.2)	50 (58.8)	25 (29.4)	4.1	0.8
The bank collects feedback during delivery of every training development programs.	0	1 (1.2)	7 (8.2)	45 (52.9)	32 (37.6)	4.3	0.7
There will be no operational errors if employees are well trained.	2 (2.4)	1 (1.2)	9 (10.6)	43 (50.6)	30 (35.3)	4.2	0.8
The training and development programs enable to increase employees motivational level	1 (1.2)	2 (2.4)	9 (10.6)	50 (58.8)	23 (27.1)	4.1	0.8
Employees are satisfied with present method of selection of candidates in learning and development.	21 (24.7)	58 (68.2)	4 (4.7)	2 (2.4)	0	1.8	0.6
The learning and development method enabled to transfer the skill acquired for the job	0	0	6 (7.1)	34 (40.0)	45 (52.9)	4.5	0.6

Note: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)

Source: Survey data SPSS output 2018

As it is observed from table 4.5 result, the mean values 4.1 (question 1), 4.3 (question 2), 4.2 (question 3), 4.1 (question 4) and 4.5 (question 6) indicates that the respondent were agreed that the bank collects feedback after and during every training and development practices, there will be no operational errors if employees are well trained, training and development programs enable to increase employee motivational level and the bank collects feedback after every training and development practices, respectively. Whereas, the mean value 1.8 (question 5) reveals that employees are satisfied with present method of selection of candidates in learning and development. In this subsection the evaluation practice of training and development was assessed. The employees agreed that there will not be any operational errors if they are well trained. They believed that the learning and development method enabled to transfer the skill acquired for the job and it increase their motivational level. The respondents also said the bank collects feedbacks during the delivery and after the end of every

training and development practice. On the other hand employees are not satisfied with the present method of selection of candidates in learning and development.

Job satisfaction

Under this sub section, a total of eight questions were covered to evaluate the job satisfaction respondents. Most of the mean values are above 3.0 which revealed that on average the respondents were satisfied. For the meantime, the standard deviation of respondents response were below 1, which indicates that the respondent's perception were close to one another.

Table 4.9: Respondents response on Job satisfaction

Item	SD(1) Count (%)	D(2) Count (%)	N(3) Count (%)	A(4) Count (%)	SA(5) Count (%)	Mean	Standard deviation
Learning & Development in the bank enables me to perform the job effectively and this increase my job satisfaction	0	2 (2.4)	5 (5.9)	49 (57.6)	29 (34.1)	4.2	0.7
Learning & Development in the bank fills the gap at work and increase my job satisfaction	0	1 (1.2)	6 (7.1)	50 (58.8)	28 (32.9)	4.2	0.6
Learning and development in the bank increases my abilities that has given me job satisfaction	25 (29.)	42 (49.4)	14 (16.5)	4 (4.47)	0	2.0	0.8
Learning and development in the bank has given me positive attitude enhance my job satisfaction	0	0	13 (15.3)	44 (51.8)	28 (32.9)	4.2	0.7
Employees are satisfied with the T&D practice of the bank	0	1 (1.2)	8 (9.4)	38 (44.7)	38 (44.7)	4.3	0.7
T&D practices influence employees job satisfaction of	27 (31.8)	40 (47.1)	16 (18.8)	2 (2.4)	0	1.9	0.8

Item	SD(1) Count (%)	D(2) Count (%)	N(3) Count (%)	A(4) Count (%)	SA(5) Count (%)	Mean	Standard deviation
the employees in the organization							
Employees are leaving the bank because of less development programs	2 (2.4)	28 (32.9)	26 (30.6)	28 (32.9)	1 (1.2)	3.0	0.9
The bank is unable to retain (maintain) experienced and educated employees.	0	14 (16.5)	15 (17.6)	36 (42.4)	20 (23.5)	3.7	1.0

Note: Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3), Agree (A=4), Strongly Agree (SA=5)

Source: Survey data SPSS output 2018

From table 4.6 result, the mean values 4.2 (question 1), 4.2 (question 2), 4.3 (question 4), 4.4 (question 5) and 3.7 (question 8) indicates that the respondent were agreed that learning & development in the bank enables to perform the job effectively and this increase their job satisfaction, learning& developments in the bank fills the gap at work and increase their job satisfaction, learning and development in the bank has given positive attitude to enhance their job satisfaction and the bank is unable to retain (maintain) experienced and educated employees, respectively. Whereas, the mean values 2.0 (question 3), 1.9 (question 6) and 3.0 (question 7) reveals that the respondent disagreed that learning and development in the bank increases their abilities, T&D practices influence their job satisfaction of the employees in the organization and employees are leaving the bank because of less development programs, respectively. In this subsection the employees' response on job satisfaction is analyzed. Most of the employees at the bank said that learning and development programs in the bank fill their gap at work, enable them to perform their job effectively, give positive attitude to enhance their job satisfaction and increased their job satisfaction. They also responded they are satisfied with the T&D practice of the bank. On the other hand, most of the respondents said the T&D practice does not influence their job satisfaction in the organization and they believe that the bank is unable to retain experienced and educated employees.

4.1.4. Summary of Human Resource Development Practices

Table 4.7 shows the descriptive statistics summary report of the effects of training and development practices on employee's job satisfaction. The results of standard deviation, skewness and kurtosis revealed the normality of the distribution of responses as all are within the normal range.

Table 4.10: Descriptive statistics summary of training and development practices

Items	N	Mean	Std. Deviation	Skewness	Kurtosis
Need Assessment	85	2.90	.303	-.326	-.684
Design	85	3.92	.332	-.456	.047
Implementation	85	3.22	.310	-.238	-.277
Evaluation	85	3.83	.254	.081	-.485
Job Satisfaction	85	3.45	.265	-.292	-.307

Source: Survey data SPSS output, 2018

As shown in Table 4.7, the first item was need assessment. In this item, the respondents were requested six questions to evaluate the need assessment characteristics of T&D practice. The average of respondents' perception as related to need assessment is 2.9 with standard deviation of 0.303. This result revealed that the respondents were moderately agreed on training and development need assessment.

The respondents were also requested six questions to rate the designing of T&D. As shown in Table 4.7 the average of the respondents' response was found to be 3.92 with standard deviation of 0.332 implying their expression of satisfaction on the T&D designing.

The respondents were also asked about the T&D implementation. they were asked to rate six questions to evaluate the implementation practice of T&D. Based on Table 4.27 result, on average the respondents respond for the six questions was found to be 3.22 with standard deviation of 0.310 implying the respondents' moderate satisfaction on T &D implementation.

The final item shows the perception of respondents towards evaluation of T&D. The respondents were requested six questions to rate the evaluation practice of T&D. As shown in Table 4.7, the average of respondents' perception as related to evaluation is 3.83 with standard deviation of 0.254. This result revealed that the respondents were satisfied on T&D evaluation. Employees' job satisfaction level was assessed using

eight questions. As shown in Table 4.7 the average of the respondents' response was found to be 3.45 with standard deviation of 0.265 implying employees' satisfaction on their present job.

4.1.5. Simple Regression Analysis

Based on the cross section data, simple regression is applied to empirically investigate the degree to which T&D practices can predict the criterion variables of job. The adjusted coefficient of determination (R^2) shows that the T&D practice explained approximately 52 % of the variation in job satisfaction. This gives the regression line a good fit while the remaining 48% of the total variation in the job satisfaction is accounted for by the factors included in the error term.

Table 4.11: Regression result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.525	.520	.31360

a. Predictors: (Constant), HRD Practices

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.294	.405		-.726	.470
T&D	.988	.103	.725	9.585	.000

a. Dependent Variable: Job satisfaction

Source: Survey data SPSS output, 2018

The above table provides the relationship between independent variables which is T&D practice and dependent variable job satisfaction of employee of Bank of Abyssinia. The regression result reveals that T&D practice is significant at 1%

significant level. This indicates that T&D practice have a positive and significant relationship towards job satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summaries of Major Findings

The general purpose of the study is to assess the effects of T&D practice on job satisfaction in Bank of Abyssinia. In order to undertake this survey, a total of 103 questionnaires were distributed with a return rate of 85(85.52%). Data were analyzed by using descriptive and inferential statistics. Descriptive statistics such as frequency, mean, standard deviation, and percentage are used to assess the T&D practice and job satisfaction using SPSS. Meanwhile, inferential statistics were also used to see the level of T&D practice and job satisfaction in relation to T&D practices (independent) variables and job satisfaction as dependent variable. In inferential statistics the study explored a simple regression analysis.

Finding from descriptive analysis

Majority of the respondent replied that learning and development programs are conducted based on organization need, Training and development needs are identified properly in their organization, learning and development is considered as a part of the organization strategy and employees in the organization are not participated in determining the training need. The average of respondents' perception as related to need assessment is 2.9 with standard deviation of 0.303. This result revealed that the respondents were moderately agreed on need assessment practice.

Regarding to design of T&D practice, majority of the respondent replied that; learning and development policies and programs are designed based on need assessment development programs are well planned in advance, learning and development programs are given adequate importance, learning and development programs able to improve skills, knowledge and attitude of employees which can increase performance of job and learning and development involves on-job training and off-job training and learning. The average of the respondents' response was found to be 3.92 with standard

deviation of 0.332 implying their expression of satisfaction on the designing practice of T&D.

Concerning implementation practice of T&D also indicates that; majority of the respondent explained that the content of the learning and development programs are always relevant to the changing needs of their job, learning and development programs focus only in some work unit, learning and development department of the bank helps employee to upgrade their knowledge and skill, the bank does not provide equal opportunities to training and development of employees and employee development is not fairness at the bank.

The third item tried to assess the implementation practice of T&D. The respondents were asked to rate six questions to evaluate the implementation practice of T&D. Based on Table 4.2 result, on average the respondents respond for the six questions was found to be 3.22 with standard deviation of 0.310 implying the respondents' moderate satisfaction on the implementation practice of T&D.

In relation with evaluation majority of the respondent explained that; the bank collects feedback after every training and development practices. Training and development programs enable to increase employee motivational level, learning and development method enabled to transfer the skill acquired for the job and employees are not satisfied with present method of selection of candidates in learning and development. The average of respondents' perception as related to evaluation is 3.83 with standard deviation of 0.254. This result revealed that the respondents were satisfied on evaluation practice of T&D.

Regarding T&D and job satisfaction, majority of the respondent explained that; learning & development in the bank enables to perform the job effectively and this increase their job satisfaction, learning & developments in the bank fills the gap at work and increase their job satisfaction, learning and development in the bank has given positive attitude to enhance their job satisfaction, they are satisfied with the T &D practice of the bank, employees are not leaving the bank because of less development programs, the bank is unable to retain (maintain) experienced and educated employees, learning and development in the bank does not increases their abilities. The average of the respondents' response was found to be 3.45 with standard deviation of 0.265 implying employees' satisfaction on their present job.

5.2. Conclusion

This study was conducted with the intention to examine the effect of T&D practice on job satisfaction at bank of Abyssinia. Based on the finding most of the respondents explained that almost all of the T&D practices are good at bank of Abyssinia. However, there are some cases such as employees in the organization are not participated in determining the training need, the bank does not provide equal opportunities to training and development of employees, employee development is not fairness at the bank, employees are not satisfied with present method of selection of candidates in learning and development, the bank is unable to retain (maintain) experienced and educated employees and learning and development in the bank does not increases their abilities.

5.3. Recommendations

The following recommendations are forwarded to alleviate or at least to minimize the currently encountered problems by the bank in relation with T&D practices. The T&D plan and policy of the bank should be transparent. Most importantly, T&D should be based on career development which helps the bank achieve its objectives and the employees achieve maximum self-development. T&D is not all about providing training rather it should aimed at matching the organizational need for HR with the individual needs for career growth and development. Thus, T&D practices should necessarily focus on individuals since all the strength of Teams and the organization must first embed into individual employees. T&D programs and job performances should strongly connected with promotional opportunities of employees so that employees can clearly witness the contributions of T&D programs and their performance for personal development. Although promotion based on experience is way of acknowledging employees experience; training records and job performances of candidates should not be disregarded. This helps to enhance employees' value for training and creating competitive environment among employees.

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Annex 1: Questionnaire

**ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
MASTERS OF ART IN HUMAN RESOURCE MANAGEMENT
PROGRAM QUESTIONNAIRE TO BE FILLED BY BOA STAFF**

Researcher: Yideneku Debalkie (Contact Address: 09-11-44-99-44)

Research Topic: - Effects of Training and Development Practices on Job Satisfaction

Dear Respondents:-

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

Objective:

This questionnaire is designed to collect information about the level of job' satisfaction with the banks' Training and Development practice. The study is undertaken as a partial requirement for the completion of Master of Art in HRM.

Confidentiality

I want to assure you that this research is only for academic purpose authorized by the Addis Ababa University School of commerce. 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.

There is no need to write your name on the questionnaire.

Thank you again!!!

Section I: Demographic Information

1. Gender:

☐ Male

☐ Female

2. Which of the following age categories describes you?

☐ Under 25

☐ 36-45

☐ 25-35

☐ 46-55

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

☐ 0-5

☐ 11-15

☐ 6-10

☐ More than 15

4. Educational Qualification:

☐ High school graduate

☐ BA/BSc Degree

☐ College Diploma

☐ Master's Degree

5. Current position (job) in the bank _____

6. In which department do you work? _____

7. Do you think you are assigned in your profession?

☐ Yes

☐ No

8. Have you been given training for the last one year?

☐ Yes

☐ No

9. Have you ever been sponsored by the bank to attend any training or educational programs outside the bank?

☐ Yes

☐ No

Section II: Questions related to T&D practices and Job satisfaction

Listed below are statements about the practices of Training and Development of the bank and job satisfaction in relation to T&D practices at the bank. Please indicate your level of agreement by **encircling** the appropriate number. The values of scales are **strongly agree(SA)=5, Agree(A)=4, Neutral(N)=3, Disagree(D)=2 and Strongly disagree(SD)=1**

NO	Questions	SD	A	N	D	SD
Item related to Training and development						
1.	Need assessment					
1.1.	The learning and development programs are conducted based on employees need	1	2	3	4	5
1.2	The learning and development programs are conducted based on organization need	1	2	3	4	5
1.3	The learning and development programs are conducted on both need of the bank and employee	1	2	3	4	5
1.4	Training and development needs are identified properly in your organization	1	2	3	4	5
1.5	Learning and development is considered as a part of the organization strategy	1	2	3	4	5
1.6	Employees in the organization participated in determining the training the need.	1	2	3	4	5
2.	Design					
2.1	The learning and development policies and programs are designed based on need assessment	1	2	3	4	5
2.2	Learning and development programs are well planned in advance	1	2	3	4	5
2.3	Learning and development programs are given adequate importance	1	2	3	4	5
2.4	The learning and development programs able to improve skills, knowledge and attitude of employees which can increase performance of job.	1	2	3	4	5
2.5	L&D involves on-job training techniques (training at work area)	1	2	3	4	5
2.6	L&D involves off-job training(training away from work area)	1	2	3	4	5
3	Implementation					
3.1	The content of the learning and development programs are always relevant to the changing needs of the job.	1	2	3	4	5
3.2	The bank Provides equal opportunities to training and development of employees	1	2	3	4	5
3.3	The banks learning and development programs focus only in some work unit	1	2	3	4	5

3.4	The learning and development department of the bank helps me to upgrade my knowledge and skill.	1	2	3	4	5
3.5	The fairness of employee development is very high	1	2	3	4	5
4	Evaluation					
4.1	The bank collects feedback after every training and development practices.	1	2	3	4	5
4.2	The bank collects feedback during delivery of every training and development programs.	1	2	3	4	5
4.3	There will be no operational errors if employees are well trained.	1	2	3	4	5
4.4	The training and development programs enable to increase employees motivational level	1	2	3	4	5
4.5	Employees are satisfied with present method of selection of candidates in learning and development.	1	2	3	4	5
4.6	The learning and development method enabled to transfer the skill acquired for the job	1	2	3	4	5
5	Job satisfaction					
5.1	Learning & Development in the bank decreases my frustration)currently due to this increase job satisfaction	1	2	3	4	5
5.2	Learning & Development in the bank enables me to perform the job effectively and this increase my job satisfaction	1	2	3	4	5
5.3	Learning & Development in the bank fills the gap at work and increase my job satisfaction	1	2	3	4	5
5.4	Learning and development in the bank increases my abilities that has given me job satisfaction	1	2	3	4	5
5.5	Learning and development in the bank has given me positive attitude enhance my job satisfaction	1	2	3	4	5
5.6	Employees are satisfied with the T&D practice of the bank	1	2	3	4	5
5.7	T&D practices influence employees job satisfaction of the employees in the organization	1	2	3	4	5
5.8	Employees are leaving the bank because of less development programs	1	2	3	4	5
5.9	The bank is unable to retain (maintain) experienced and educated employees.	1	2	3	4	5

Thank you again for completing the questionnaire!
