



ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

**THE EFFECT OF HUMAN RESOURCE MANAGEMENT
PRACTICES ON EMPLOYEE JOB SATISFACTION: THE CASE OF
ETHIO BEHERAWI SCHOOL, OF ZELEKE AND AMELEWORKE
ENTERPRISE PLC, ADDIS ABABA.**

BY

ZERAY KAHSAY TESHAYE

JUNE, 2022

ADDIS ABABA, ETHIOPIA

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(ID NO. GSD/6302/2012)

***A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL OF
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This is to certify that the thesis entitled “Effect of Human Resource Management Practices on employee job satisfaction: The Case of Ethio Beherawi School, of Zeleke and Ameleworke Enterprise Plc, Addis Ababa’ submitted in the partial fulfillment of the requirements for the degree of Master of Human Resource Management, the graduate program of the Department of Human Resource Management, has been carried out by Zeray kahsay Tesfaye Id No.GSD/6302/2012 under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the Graduate Program of Addis Ababa University School of Commerce MBA Program.

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DECLARATION

I, Zeray Kahsay Tesfaye, Have Carried Out a Research Thesis on “Effect of Human Resource Management Practices on Employee Job Satisfaction: The Case of Ethio Beherawi School, of Zeleke and Ameleworke Enterprise PLC’ Independently In Partial Fulfillment of The Requirement of The Masters of Human Resource Management With The Guidance and Support of The Research Advisor, Wasihun M. (Phd)

I, also declare that this thesis is my original work and that all sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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TABLE OF CONTENTS

Contents	Page
Acknowledgement	i
Table of Contents	ii
List of Tables	vi
List of Figures	vii
Acronyms	viii
Abstract	ix
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Research Questions	5
1.4. Objectives of the Study	5
1.4.1. General Objectives.....	5
1.4.2. Specific Objectives	5
1.5. Significance of the Study	6
1.6. Scope of the Study	6
1.7 Limitation of the Study	7
1.8. Organization of the Study	7
1.9. Operational Definition	8
CHAPTER TWO	9
2. REVIEW OF LITERATURE	9
2.1. Theoretical Review	9
2.1.1. Concept of HRM.....	9

2.2 Human Resource Management Practices.....	9
2.2.1. Recruitment and Selection	10
2.2.2 Training and Development	10
2.2.3. Performance Appraisal.....	11
2.2.4. Reward Management	12
2.3. Job Satisfaction	13
2.3.1. Theory of Job Satisfaction	14
2.3.2. Determinants of Job Satisfaction	15
2.3.3. Measurement of Job Satisfaction	16
2.4. The Significance of Job Satisfaction to Organization.....	18
2.5. Empirical Review.....	18
2.6. Research Gap	20
2.7. Conceptual Framework.....	21
2.8. Research Hypotheses	22
CHAPTER THREE	23
3. RESEARCH DESIGN AND METHODOLOGY	23
3.0 Introduction.....	23
3.1. Research Approach	23
3.2. Research Design.....	23
3.3. Sampling Design.....	24
3.3.1. Target Population.....	24
3.3.2. Sampling Frame	24
3.3.3. Sampling Techniques.....	25
3.3.4. Sample Size.....	25
3.4. Data source and Tools.....	26
3.4.1. Primary data Sources	26

3.4.2. Secondary Data Sources	26
3.5. Data Collection Procedures.....	26
3. 6. Techniques to Ensure Validity and Reliability	27
3.6.1. Validity	27
3.6.2. Reliability.....	28
3.7. Methods of Data Analysis.....	28
3.7.1. Model Specification	28
3.8. Ethical Consideration.....	30
CHAPTER FOUR.....	31
4. RESULTS AND DISCUSSION	31
4.1. Introduction.....	31
4.2.Respondents' Response Rate	31
4.3.Respondents' Profile.....	32
4.4. Reliability Statistics	35
4.5. Descriptive Statistics.....	36
4.5.1. Employee Recruitment and Selection Practices	36
4.5.2 Training and Development Practices	37
4.5.3 Reward and Compensation Management Practices	38
4.5.4. Performance Appraisal Management Practices	39
4.5.5 Employees Job Satisfaction	40
4.6. Correlation Analysis of the Variables.....	41
4.7. Statistics for Regression Analysis.....	42
4.7.1. Linearity of the Regression.....	42
4.7.2. Normality Test	43
4.7.3. Model Summary.....	44
4.7.4. ANOVA	45

4.7.5. Regression Coefficients	45
4.7.6. Summary of Regression Coefficient.....	47
CHAPTER FIVE	48
5. RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	48
5.1.Introduction	48
5.2.Summary of Findings	48
5.3.Conclusions	50
5.3.1. Employee (Recruitment & Selection) & Employee Job Satisfaction.....	51
5.3.2. Employee Training and Development, Reward & Compensation & Performance Appraisal with Employee job Satisfaction.....	51
5.4.Recommendations	53
5.4.1. Employee Recruitment and Selection Management Practices	53
5.4.2. Training & Development Management Practices.....	54
5.4.3. Reward and Compensation Management Practices.....	55
5.4.4. Performance Appraisal Management Practices	56
5.5. Suggestions for Further Research.....	57
REFERENCES	58
APPENDIX.....	61

LIST OF TABLES

Table 1: Respondents' Response Rate	31
Table 2: Respondents' Profile Distribution	33
Table 3: Reliability Statistics for all variables	35
Table 4: Descriptive statistics of Employee recruitment and selection practices	36
Table 5: Descriptive statistics of training and development practices	37
Table 6: Descriptive Analysis of Reward and Compensation Management Practices	38
Table 7: Descriptive statistics for Performance Appraisal Management Practices	39
Table 8: Descriptive statistics for employee job satisfaction.....	40
Table 9: Statistics for correlation Analysis	41
Table 10: Normality Test	43
Table 11: Regression Model Summary.....	44
Table 12: Regression of ANOVA.....	45
Table 13: Regression Coefficients	45
Table 14: Summary of Regression and Correlation.....	47

LIST OF FIGURES

Figure 1: Conceptual frame work	22
Figure 2: Assumptions of linearity of the regression.....	42
Figure 3: Summary of regression standardized residual.....	44

ACRONYMS

CVI:	Content Validity Index
HRM:	Human resource management
HR:	Human Resource
PMS:	Performance Management System
PLC:	Private Limited Company
CIPD:	Chartered Institute of Personnel and Development
SPSS:	Statistical Package for Social Science

ABSTRACT

The purpose of this research was to examine how human resource management practices affected employee job satisfaction. The study focused on determining the effect of employee recruitment and selection, training and development, reward and compensation management, and performance appraisal management on employee job satisfaction, with a focus on the Case of Ethio Beherawi School, of Zeleke and Amelework enterprise plc. The research design used was explanatory and descriptive research design with a quantitative research approach. The target population was all the teaching and non-teaching support staff of the school in the enterprise. In selecting sample sizes from the target population, simple random sampling technique was used and the required data was collected through questionnaires and analyzed using descriptive statistics such as mean, frequencies and percentages by using SPSS software version 25. Correlation and regression analysis was done to establish the relationship between selected human resource management practices and employee job satisfaction. Data were presented in the form of tables, and figures. Based on the findings, the result on Pearson correlation of employee recruitment and selection, Employee training and development, Reward and compensation, and performance appraisal was found to have statistical significance with strong positive correlation, to employee job satisfaction. From linear multiple regression findings, the collective coefficient of determination (Adjusted R square) was 0.642, which indicated that the independent variables of the study explains 64.2% of the variations in the dependent variable employee job satisfaction, the rest 35.8% were related to the human resource practice which had not been the focus of this study. Moreover, the multiple regression analysis on the other hand indicated that the three independent variables of the human resource management practices (Training and development, reward and compensation, and performance appraisal had statistically positive and significant relation with employee's job satisfaction However, the independent variable recruitment and selection showed statistically positive but not significant relation with the dependent variable job satisfaction with p-value greater than 0.005.

Key words: Employee recruitment and selection, training and development, reward and compensation, performance appraisal, human resource management, enterprise.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Managing personnel in the workplace has become increasingly difficult in recent years. This occurs because employees are viewed as a valuable resource that can help a company gain a competitive advantage. Employees are widely regarded as an organization's most valuable asset, as they are the most reliable resource capable of keeping the company ahead of its competition (Barney & Wright, 1998). Human Resource Management (HRM) is an integrated, strategic, and cohesive approach to the employment, growth, and comfort of individuals working in organizations, according to the Handbook of Human Resource Management Practice (Armstrong, 2006a).

Human Resource Management (Lenhardt, 2021) is an aspect of the management process focused with the management of human resources in a business. It also seeks to get the best out of individuals by gaining their complete cooperation. HRM, according to Armstrong (2006), encompasses all aspects of how people are hired and managed in businesses.

In the African context, there has been a significant increase in the past decade of publications of high impact on HRM in Africa. It is important to engage in the study of HRM and international human resource management (IHRM) which gives a global perspective on issues related to human resource management in Africa and its challenges (Mohammad et al., 2013). Some of the HRM challenges that Africa and Ethiopia faces include qualified workers shortages, low retention, and weak human resource management systems. Strong and effective human resource management systems are required to overcome these challenges in Africa (Kamoche et al., 2003).

To create a satisfied, productive and efficient workforce, for any organization, proper Human resource management policies and practices are necessary. Satisfied and efficient human resource is a key factor for any organization to face the challenges of today's ever-

changing environment (April Chang & Chun Huang, 2005). Job satisfaction is crucial problem for all organization no matter whether in public or private organizations or working in advanced or underdeveloped countries (Rehman et al., 2013). One of the purposes for this degree of interest is that: a satisfied personnel is reported as committed workers and commitment is indication for organizational output and effectual operations (Rodjam et al., 2020).

Policymakers and managers, on the other hand, have focused their efforts on providing a variety of pleasant work environments and excellent working conditions to their employees. Employee satisfaction can be improved by offering a better working environment, and they will work hard to increase their productivity. If employees are pleased and committed to the firm, it helps organizations save money on things like staff turnover, absenteeism, and low productivity (Mohammad et al., 2013).

According to Shila & Sevilla, 2015, an organizations members have to be cared for to let an organization keep goin, be successful and productive. The committed and satisfied workforce considers the organizations vision, mission, goals and aims as their own and come forward to share everything they have. Ensuring the overall well-being of its employees now days has become one of the main challenges faced by any organization. It is clear that the employees' level of job satisfaction is very crucial to the individual as well as to the organization.

The ability of effective HRM to attract, retain, and motivate employees has been a demanding task both for educational manager in schools. In view of this fact, for the better utilization of human resource in the schools, mainly in planning, recruitment and selection, training and academic staff performance, teachers' salaries, working conditions, and on-the-job training require great concern of the higher body of educational officers and the policy makers (Tadesse, 2011a). In the process of development of any educational system around the world, job satisfaction is vital. Special training, a high level of education, focus competencies, educational resources, and strategies determine whether or how educational success and performance happen. Satisfied teachers offer higher instructional quality and better learning support for their students (Paschal & Srivastava, 2020).

This study presented the effect of HRM practices particularly recruitment and selection, training and development, performance appraisal, reward management and compensation and its impact on employee's job satisfaction. The study particularly focused on the case of Ethio Beherawi School of Zeleke and Amelework enterprise planted in Ethiopia found in Akaki Kality sub city of Addis Ababa. Hence, it helped the researcher to clarify on how the research contributed toward the HRM practice and employee job satisfaction enhancement in the mentioned sector. To address this concern the study will examine human resource management practices and its effect on job satisfaction in the case of Ethio Beherawi School.

1.2. Statement of the Problem

Teachers are the core around which all school activities revolve. When it comes to human resources in the educational system, HRM is not given special attention, with a focus on attracting, motivating, and retaining employees. One of the greatest roadblocks for the school is retaining desirable teaching staff. A job that isn't appealing this is evidenced by the structure, low compensation, and insufficient incentives (Tadesse, 2011b).

According to Ray et al., n.d., the performance of any organization particularly in Educational institution highly depends on the quality and competence of its employees and this can be proved through proper practices of HR. The effect of HRM practices on employee Job Satisfaction has been a leading area of research in the developed world for many years. But surprisingly, very limited number of researches have been conducted on the effect of HR practices on employee job satisfaction and organizational commitment in the context of developing countries (Ray et al., n.d.).

The challenge of employees' job satisfaction continues to be an issue in today's most public-sector organization in Tanzania context (Zhou, 2017). Recently, employees are complaining about unfair salary, unsatisfied benefits, lack of recognition and appreciation, lack of training opportunities, poor performance appraisal system, poor recruitment and selection procedures, poor rewarding system and career advancement in their organizations .The results of these complaints is low commitment, high turnover rate, absenteeism, low

morale, poor performance, in discipline acts and poor employer-employee relationship in organizations.(Muathe et al., 2013) and(Abugre, 2014)

Organizations in Ethiopia too appear to adopt a reactive approach to the hostilities in the environment thereby neglecting the know how and expertise that human resource management practices brings to and that are important towards the employee job satisfaction of the organization.Despite this, the human resource management practices in service and manufacturing industries face a significant number of performance challenges from the lack of employee job satisfaction in Zeleke and Amelework enterprise planted in Ethiopia.

The majority of key top and middle level managements of the enterprise specifically the Case of Ethio Beherawi School employees (managerial) have not been assigned professionally based on their merit. Therefore, the management practices by the mentioned employees are doubted by the researcher. This study was intended to discover the effect of human resource management practices on employee's job satisfaction of the Case of Ethio Beherawi School of Zeleke and Amelework enterprises in Ethiopia, Addis Ababa.

Based on recent report of Ethio Beherawi School, it is observed that the turnover of employees has shown an increment from day to day. The turnover could be associated with job dissatisfaction, which might be due to lack of proper functioning of HRM practice. The in-depth review of literature indicates that there are little or no studies conducted and previously conducted studies limited their scope on analysis of effects of Human resource management practices and its effect on job satisfaction in Ethiopia educational system.

Generally, very little equivalent work has been carried out in Ethiopia, which is why there is a need for research to be conducted on human resource management practices and its effect on job satisfaction. Therefore, due to this research gap, the researcher is interested and highly motivated in conducting this study.

1.3. Research Questions

The study was guided by the following basic research questions

1. How does employee recruitment and selection affect the employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?
2. How does employee training and development practices affect employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?
3. How does employee reward and compensation management practices affect the employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?
4. How does performance appraisal management practice affect employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?

1.4. Objectives of the Study

1.4.1. General Objectives

The study's major objective was to look into the impact of human resource management practices on work satisfaction; the case of Ethio Beherawi School of Zeleke and Amelework enterprise.

1.4.2. Specific Objectives

In line with the above general objective, the specific objectives of this study were the following:

1. To examine the effect of employee recruitment and selection on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.
2. To evaluate the effect of employee training and development practices on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.
3. To evaluate the effect of employee rewards and compensation management practices on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.
4. To determine the effect of performance appraisal management on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.

1.5. Significance of the Study

The purpose of this study was to examine the effects of HRM practices on job satisfaction and provide the findings for a better improvement and policy revision to be performed by the decision makers. Highly specialized human resources and value-added service strategies if successfully implemented in organizations, together with the clustering program, can play a key role in addressing challenges in the process of industrialization, profit maximization and organizational performance. Understanding the role of human resources in sustaining school system can be a core strategy in ensuring cost and risk sharing schemes among organizational actors.

Human resource practices in enterprises can strengthen the effective partnership between the government, researchers (academia) and the business community to bring about a strengthened social, political and economical benefits .

For Ethio Beherawi school and other schools in ethiopia, which are set to give service, the study will fill the gaps through its findings on the lack of knowledge of the effect of human resource practices on the employee job satisfaction and its consequence on the over all organizational performance. To researchers, the result of the study will serve as literature to throw more light on the factors that may affect employee satisfaction. The outcome will further serve as secondary data for future research on the topic.

Moreover, the research findings will contribute to deepen our understanding of effective human resource management practices in schools and their importance on the effect of employees job satisfaction to researchers, policy makers and human resource management practitioners for addressing key issues, starting from assessment of the experienced or potential entrepreneur on the sector to ideas until their visions are realized.

1.6. Scope of the Study

In real world, it is too difficult to cover all the existing problems and different parts of the world at once in research study. Thus, this study will focus on assessing the effects of HRM practices on job satisfaction of Ethio Beherawi School in 2022. The sample in Ethio Beherawi School will include educational staff members. In addition the study will

specifically look at human resource management practices in its four dimensions of employee reward management practices, employee recruitment and selection, employee training and development practices, and employee performance management appraisal as independent variables whereas employee job satisfaction of the organization as dependent variable.

1.7 Limitation of the Study

The main aim of this study was to examine the effect of human resource management practices on employee job satisfaction. Any research experience suffers from a common set of limitations in resources. Major constraints the researcher faced in undertaking this study were:

1. Unwillingness on the part of some respondents to return the questioners in time to execute the analysis.
2. Access for a well-documented secondary data regarding the human resource practice of the organization and employee and customer feedbacks on the management of the HRM practice of the organization.
3. Scarcity of materials: There was a challenge in accessing relevant literature on the research topic, wherein the non-availability of adequate literature had caused a lot of pressure on the researcher.

1.8. Organization of the Study

This study has five chapters. The first chapter consisted introduction, which presented the background of the study, statement of the problem, purpose of the study, objectives of the study, basic research questions, the significance of the study, and the definition of operational terms. Chapter two focused on the theoretical framework, empirical review of literature and conceptual framework whereas the third chapter focused on research methodology and design that was used in the study and it described the type and design of the research; the population and sampling techniques of the study; data collection instruments and procedures used to collect data and the methods of data analysis. In the fourth chapter, data analysis, interpretation of the findings and discussion of results were

discussed. Finally, the fifth chapter contained summary of the major findings, conclusions on findings, recommendations, and suggestions of future research areas. At the end, references and appendixes were attached.

1.9. Operational Definition

Recruitment and Selection: Recruitment is defined as the process of generating a pool of competent individuals to apply for employment within an organization (White, 2015) and to the other side selection is the process of making the choice of the most suitable applicant from the pool of applicants recruited to fill the relevant job vacancy (Opatha, 2010).

Employ Training and Development: Training refers to a planned effort to facilitate the learning of job related knowledge, skills behavior by employee (Noe, 1986) and development is defined as the acquisition of knowledge, skills and behaviors that improve an employees ability to meet changes in job requirements and in client and customer handling (Dong et al., 2017)

Performance Management or appraisal: Performance management is defined as a strategic approach to increasing the effectiveness of organizations by improving the performance of the employees and by developing the capabilities of teams and individual contributors (Selden & Sowa, 2011)

Human Resource Practices: Human resource management (HRM) is the policies and practices involved in carrying out the 'human resource(HR)' aspects of a management position including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labour relations (Raymond, 2011)

Employee: An employee is a person in the service of another under contract of hire, express or implied, oral or written where the employer has the right or power to control and direct the employee in the material detail on how the work is to be performed (Arthur, 1995).

Job Satisfaction: Job satisfaction is defined as the degree to which people get satisfied to their jobs. It is an employee attitude towards their job and either they enjoy the work they do as a central part of life or hate their work and do so only because they must.(Spector, 1997)

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. Theoretical Review

2.1.1. Concept of HRM

HRM is a word that is often used to encompass all organizational operations that are involved with recruiting and selecting, designing work for, learning and developing, evaluating and rewarding, guiding, motivating, and controlling workers, according to various experts. Human resource management (HRM) refers to the policies and procedures used to carry out the 'human resource(HR)' parts of a management role, such as job analysis, recruitment, selection, orientation, remuneration, performance appraisal, training and development, and labor relations (Opatha P., 2009). Human resource management (HRM) is defined as the policies, procedures, and systems that influence employees' behavior, attitude, and performance, according to Noe (2012). He goes on to say that managing resourceful people requires a constant balancing act between supporting people's personal goals and meeting the business's strategic and financial needs.

The goals of HRM, according to Armstrong (2006), are to assist the organization in achieving its objectives by developing and implementing human resource (HR) strategies that are integrated with the business strategy (strategic HRM), to contribute to the development of a high-performance culture by ensuring the organization has the talented, skilled, and engaged people it requires, to create a positive employment relationship between management and employees, and to create a climate of mutual trust and encouraging the application of an ethical approach to people management.

2.2 Human Resource Management Practices

According to (Rhoades & Eisenberger, 2002), offering training and evaluating performance makes employees feel supported by their employer, which leads to increased job commitment.

2.2.1. Recruitment and Selection

Recruitment and selection are two interrelated processes. Recruitment is the process of generating a pool of capable people to apply for employment with an organization, whereas selection is the process of using specific instruments to choose the best candidates for the job from a pool of applicants, taking into account management goals and legal requirements (Bratton, J., & Gold, J. 2000). It is the process of locating and enlisting the personnel required by the organization. The element of the recruiting process dealing with determining which applicants or candidates should be appointed to positions is known as selection (Armstrong, 2008 & 2016).

According to Mahapatro (2010, pp. 64), the objectives of recruitment are to attract people with multi-dimensional skills and experiences that suit the company's current and future organizational strategies, to induct outsiders with a fresh perspective to lead the company, to infuse fresh blood at all levels of the organization, to develop an organizational culture that attracts competent people to the company, to search or head hunt people whose skills fit the company's values, and to devise methodologies for assessing psychological traits, to seek out non-conventional development grounds of talent, to search for talent globally and not just within the company, to design entry salary that competes on quality but not on quantum and to anticipate and find people for positions that does not exist yet.

2.2.2 Training and Development

A planned attempt to enable employees to learn job-related knowledge, skills, and behavior is known as training. Employee development entails acquiring knowledge, skills, and behaviors that increase an employee's capacity to face the challenges of a variety of new or existing employment, including the needs of clients and customers. Development programs often focus on preparing employees for management responsibility. Likewise, if a company plans to set up teams to manufacture products, it might offer a development program to help employees learn the ins and outs of effective teamwork (Noël, 2011). As studied by Busungu (2015) in Kenya Insurance company research revealed that training and development of employees help employees adapt to their new surroundings through

socialization, affect recruitment of employees, Create efficient and effective service delivery, boosts employee motivation, and productivity. Employee training also lowers employee turnover to a great extent.

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs. Training plays an important role in motivating employees to take part in organized projects, to willingly support programs that will improve the organization and to do their best in order to see that organizational goals are achieved (Bolman & Deal, 2011).

2.2.3. Performance Appraisal

Evaluating employee performance is a key responsibility of managers. Performance appraisals, a powerful tool, provide to documented feedback on an employee's level of performance. It is help to determine continued employment, promotion, transfer, bonuses, and pay raises, and allow for improved communications between managers and employees. Different scholars have defined Performance Appraisal from different perspectives.

This strategy appraises individual and team performance so that there is a link between individual innovativeness and company profitability. Which tasks should be appraised and who should assess employees' performance are also taken into account (Mahapatro, 2010, PP.13 & 101). Performance appraisal is about how managers should appraise, manage performance, identify and develop potential, and train and develop employees. The survival and growth of business depends upon the quality of the human resources within the organization. This puts pressure on the capacity of managers in appraisal, career management and development activities. According to Torrington, Laura & Taylor (2005), performance appraisal is a measure of personality traits that were felt to be important to the job such as creativity, enthusiasm, drive etc.

According to Grote (2002), a formal management system that provides for the evaluation of the quality of an individual's performance in an organization is called performance appraisal. It is the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating that information to those employees (Mathis and Jackson, 2000). According to Landy and Farr (1983), performance appraisal data is organized into two groups: judgmental or subjective measures and nonjudgmental or objective measures.

Although judgmental measures are more broadly used, objective performance measurements (e.g. production rates, time to complete a task, and scrap rates) have been helpful measures of performance for routine, manual jobs (Rothe, 1946). Even so, whether it is measured subjectively or objectively, the outcome of the performance appraisal gives an insight to the management to how and to what extent an employee is performing a given tasks and exhibit behaviors (Collins and Clark, Mohamed .et al. 2003). Performance appraisal was found to have both direct and indirect effect on administrative performance of employee and the feedback obtained from performance appraisal activities, usually conducted at least once annually can help to improve administrative processes.

2.2.4. Reward Management

According to Armstrong (2010,PP, 33), there are benefits of reward management : deeper and longer-lasting impact on the motivation and commitment of people, enhancing employment relationship, flexibility to meet individual needs, help to deliver a positive psychological contract and this can serve as a differentiator in the recruitment market. According Beaumont (1993), reward systems is to enhance the motivation of individual employees, and hence their current on-the-job performance Incorporating the selection of reward strategies and the administration of payment and benefits systems (Mahapatro, 2010).

As argued by (Keller & Szilagyi, Begum W. et al. 1976, 2016) it is a process designed to motivate employees to increase morale, commitment, productivity, and teamwork, rewards and recognition are often given through both monetary and nonmonetary means. Literature

supports the idea that reward and recognition are important factors that influence employee behavior, job satisfaction, and employee performance.

According to Armstrong (2007) and Rose (2014), rewarding people according to the value they create, aligning reward practices with business goals and with employee values and needs rewarding the right things to convey the right message about what is important in terms of behaviors and outcomes, helping to attract and retain the high-quality people the organization needs, motivating people and obtain their engagement and commitment and developing a high-performance culture are the aims of reward management.

Reward management deals with the strategies, policies and processes required to ensure that the contribution of people to the organization is recognized by financial, material reward and Psychological rewards. Reward management deals with the strategies, policies and processes required to ensure that the value of people and the contribution they make to achieving organizational, departmental and team goals is recognized and rewarded. It's all about creating, implementing, and maintaining reward systems (reward processes, practices, and procedures) that are tailored to the organization's and stakeholders' needs. The overarching purpose is to compensate individuals fairly, equitably, and consistently in proportion to their value to the organization in order to help the firm achieve its strategic goals.

2.3. Job Satisfaction

Researchers and practitioners have defined and presented job satisfaction in a variety of ways. Employment satisfaction refers to an individual's good attitude regarding his or her job in general or in relation to a specific dimension. Job satisfaction, according to Armstrong (2009), is described as people's attitudes and sentiments regarding their jobs. The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the workgroup, and the degree to which individuals succeed or fail in their work. Locke (cited in Gruneberg, 1979) also defined job satisfaction as a pleasurable or positive emotional state, resulting from the appraisal of one's job or job experiences.

Job satisfaction is divided into two groups by Stride, Wall, and Catley (2007): Intrinsic Job Satisfaction, which covers people's affective reactions to job features that are integral to the work itself (e.g. variety, opportunity to use one's skills, autonomy); and Extrinsic Job Satisfaction, which covers people's affective reactions to job features that are external to the work itself (e.g. variety, opportunity to use one's skills, autonomy) (e.g. pay, the way the firm is managed). Rhodes and Steers (cited in Derek, Laura, & Stephen, 2005) suggested that satisfaction with the job is determined by the job situation and moderated by employee values and job expectations. Factors in the job situation are identified as job scope and level of responsibility and decision making; role stress such as work overload, under load, difficult working conditions or hours; work-group size; leadership style of their immediate manager, particularly the openness of the relationship and how easy it is to discuss and solve problems jointly; strength of relationships with co-workers; and the opportunity for promotion.

2.3.1. Theory of Job Satisfaction

Job satisfaction theories have a strong overlap with theories explaining human motivation. Because of the importance of job satisfaction for an organization, many theories have tried to investigate and illustrate the factors affecting it. Some of these could be grouped in process theories and content theories or satisfaction of needs (Rast & Tourani, 2012; Stamps, 1997). The process theories emphasize how personality characteristics of an individual affect the professional behaviour and thus job satisfaction. The personality characteristics of individuals, according to these theories, play a major role in both the employee behavior in the workplace and in personal life.

Typical process theories are the Expectancy Theory (Vroom 1964), the Equity Theory (Adams 1963), and the Goal Setting Theory (Locke 1968) (Rast & Tourani, 2012; Spector, 2008; Stamps, 1997). The content theories, or needs satisfaction, are based on the feeling of joy which the employee feels when he has fulfilled his professional goal, the pleasant feeling that covered his desire and his need. An important role in these theories is played by the mental processes a person utilizes for decision making (Gruneberg, 1979; Luthans, 2006; Rast & Tourani, 2012).

One of the most important theories which explain the job satisfaction is Lawler's theory (Mücahit Ç, 2011). Lawler explains job satisfaction in four basic conditions: The fulfillment theory which explains the reaching of the thing needed The Discrepancy theory; difference, contradiction and conflict theory, The Equity theory, about equality and the fourth one is The Two-factor theory. According to the fulfillment theory, the basic rule of the happiness of workers is to satisfy their demands and getting their wishes. Workers are satisfied if their demands are totally provided. Namely, the more a worker earns the more he is satisfied and the less a worker earns the less he is satisfied. A higher rank job or an interesting job can satisfy them too.

On the other hand the Discrepancy theory is concerned on what the workers are expecting and what they are getting. Their expectations, evaluations and hopes of workers about their works are more important than what they are having in real. Accord to the Equity theory, workers considers about what are his qualifications, contribution to the work and the job's contribution to him. It means creating an attitude of worker against the work he does. If the worker is paid over his work he will feel guilty but if he is paid under what he deserves his feeling for justice will rise. The other theory, Two-factor theory regards the elements of reasons of fulfilment. Negative elements are lower wages, no job guarantee and such factors. Fulfilment elements are, as Herzberg (1976) stated; realization of worker himself and reaching his goals.

2.3.2. Determinants of Job Satisfaction

Job satisfaction is influenced by a variety of factors, including environmental and personal characteristics. Personal aspects include a person's personality, gender, age, and social differences, whereas environmental elements include job features (e.g. stability), income, workplace fairness, and ergonomics. Recent research has found that additional criteria such as education level, self-awareness, empathy, emotional intelligence, and social skills all have a favorable relationship with job satisfaction. Salary is linked to job satisfaction, according to literature and many employees' expressed thoughts. Nevertheless, many surveys show that increased salary does not mean greater job satisfaction, because salary is

mainly correlated and influenced by perceived justice regarding effort at the workplace, and because of the individual perception differences regarding monetary worth.

For this reason a worker with a small salary can be satisfied, while the opposite may occur with a highly-paid employee. Employees are thus more or less satisfied based on their estimates of the monetary value of their work efforts (Tasios & Giannouli, 2017).

2.3.3. Measurement of Job Satisfaction

Jobs necessitate interacting with coworkers and managers, according to organizational rules and policies, fulfilling performance requirements, and putting up with less-than-ideal working conditions, among other things. This means that an employee's evaluation of whether or not he or she is content or unsatisfied with his or her employment is a complex summation of multiple discrete job factors. Spagnoli et al., 2012 (as cited on Martins & Proença, 2012) several approaches have been considered assessing and evaluating job satisfaction in both theoretical and practical researches. Operationally, one of the greatest difficulties in assessing job satisfaction is that it is possible to be satisfied with some aspects of a job and at the same time be dissatisfied with others. The literature supports one of two ways to measuring job satisfaction: an overall measure or one that considers multiple components of job satisfaction. The first strategy takes a macro approach and entails explicitly asking the responder about his or her general feelings about the job, which is typically built up with only one item (Wanous et al., 1997); the second approach focuses on different facets of the profession. The degree to which an individual is satisfied with various aspects of their employment impacts their overall level of job satisfaction, which is typically done using a facet-sum approach (Martins & Proença, 2012).

Some of the most popular measures in the field, e.g. the Job Descriptive Index (Smith, Kendall and Hulin, 1969), the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England & Lofquist, 1967), the Job Satisfaction Survey (Spector, 1985) adopt this perspective. One supposable advantage of multidimensional measures of job satisfaction is that components may relate differently to other variables of interest contributing to a deeper understanding on the subject, advancing science and practice of industrial

organizational psychology (Hirschfeld, 2000). Most used approaches to measuring job satisfaction of the employees are a Single Global Rating and Summation Score. The first approach is nothing more than asking individuals to respond to one question such as; all things considered, how satisfied are you with your job?, whereas the other approaches is identifies key elements in a job and asks for the employee's feelings about each. Typical factors that would be included are the nature of the work, supervision, present pay, promotion opportunities, and relation with co-workers. Besides in summation score many researchers used so many ways of measuring job satisfaction namely;

Job Diagnostic Survey - Hackman and Oldham developed this survey which measures both overall and specific facets of job satisfaction. There are three dimensions of overall job satisfaction which include general satisfaction, internal work motivation, and growth satisfaction, which are combined into a single measure..

Job Satisfaction Index - This metric was created by Schriesheim and Tsue. It is made up of six questions that make up an index that measures overall job satisfaction. Work, supervision, coworkers, income, promotion chances, and the job itself are all on the list.

Job Satisfaction Survey - Spector created this, which features 36 objects based on nine job characteristics. Pay, advancement, supervision, perks, contingent rewards operational procedures, coworkers, kind of labor, and communication are all aspects of the employment. When it was initially developed, it was specific to job satisfaction in human service, non-profit and public organizations. Minnesota Satisfaction Questionnaire - The long-form of this survey is made up of 100 questions based on 20 subscales which measure satisfaction with ability, utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision human relations, supervision-technical variety, and working conditions.

Global Job Satisfaction - This 15-item measure was created by Warr, Cook, and Wall in 1979 to estimate overall job satisfaction. For extrinsic and intrinsic components of the job, two subscales are used. There are eight things in the extrinsic segment and seven in the intrinsic section. Smith, Kendall, and Hulin originally established the Job Descriptive

Index (JDI) in 1969. This index has 72 items that examine five aspects of job satisfaction: work, salary, promotions, supervision, and coworkers. A composite measure of job satisfaction is calculated by combining assessments of contentment with the faces.

2.4. The Significance of Job Satisfaction to Organization

Barnard (1998) offers a strategy that includes employees' feedback on the system as a means of dealing with the issue. This includes measuring employees' satisfaction with the system, gaining team members' input into its design, and ensuring that there is a method to document performance and reward both individuals and the team. Lenhardt (2021), have found that the feeling of influence can explain the positive effect in which the representation within executive committees produces on employees' satisfaction with regard to the administration of the compensation system.

It is easier for the employees to accept recommendations for performance improvement of they know management is interested in what they do (Ray & Ray, 2011)). Specific employees attitude that have been studied extensively are organizational commitment and employees' job satisfaction. These are posited as reasons that contribute to turnover as dissatisfied individuals are more likely to leave their respective jobs (Mira et al., 2019).

2.5. Empirical Review

Many empirical studies have been conducted to determine the efficiency of HRM techniques on deferent organizations (Huselid 1995; Mondy&Mondy 2014; in a survey of nearly 1,000 businesses, Huselid (1995) discovered that HRM policies enhanced not only employee turnover but also staff productivity and long-term corporate performance.

Terpstra and Rozell (1993) examined data from 201 US companies to estimate the impact of human resource management on financial success. According to their findings, HRM performance varies depending on the type of organization. The service and financial industries had the most ties, whereas the manufacturing and wholesale/retail sectors had none. According to Terpstra and Rozell, the service industry, in particular, has a high degree of staffing. So perhaps it is unsurprising that HRM practices are most effective where they are most needed in organizations with high staffing levels.

According to Gerhart (2007), human resource management (HRM) is a collection of policies, procedures, and systems that impact an employee's behavior, attitude, and performance toward a business in a favorable way. According to Mahmood (2004) HRM Practices are related with managing human resources, staffing operations for the organization, and maintaining excellent employee performance, HRM practices and work satisfaction studies undertaken in many nations by various experts and practitioners have come up with similar and contradicting results. For example, Gürbüz (2009) investigated the impact of HRM practices on job satisfaction in Istanbul, Turkey.

The information was gathered from 35 large companies with 480 blue-collar workers. Empowerment, teamwork, job rotation, involvement, and contingent remuneration were among the five HRM practices he employed. The findings revealed that participation in decision-making is the most important factor in job satisfaction. Mira et al., (2019) on the other hand, investigated the impact of HR practices on job satisfaction in the business sector of Punjab, Pakistan. They discovered that having a supervisory role had a significant beneficial impact on job satisfaction, whereas compensation policies and participation in decision-making have no such impact.

Martin (2011) examined the literature to evaluate how HRM practices influenced job satisfaction, organizational commitment, and the desire to quit. HRM procedures include hiring and firing, wage and benefits, training and development, and supervision and evaluation. The findings revealed a link between perceptions of human resource practice and intention to quit, which was mediated by organizational commitment and work satisfaction. Other researchers Parikshit Joshi and AnujSrivastava (2012) investigated HRD practices at Indian PSUs in IOC Mathura Refinery, employing a sample size of 48 managers and 300 employees using basic probability random sampling methods.

The study examined seven HRD practices and discovered no link between the variables. Amare Werku (2015) investigated the impact of several human resource management techniques on employee job satisfaction in Ethiopian state banks. The researcher assessed recruitment and selection, training and development, performance evaluation, and remuneration. The findings demonstrated that training and development had a moderate

but positive link with employee job satisfaction, while the other three procedures have a substantial positive correlation. In general, we can understand that the aforementioned empirical investigations that some scholars have produced comparable results while others have produced contradicting results. This is because employee work satisfaction varies depending on the country.

2.6. Research Gap

HR practices and work satisfaction have been extensively researched in various parts of the world. As reported by Mir Mohammed Nurul Absar et al., (2010), HR procedures are thought to be closely linked to job satisfaction Ting (1997). Because many academics and practitioners feel that good HR practices lead to higher work satisfaction, which increases organizational performance (Berg and Kullberg, 2000), which is mentioned by Mir Mohammed Nurul Absar et al (2010). Individuals that use human resource management practices (HRMP) are more likely to communicate with coworkers, employees, and outsiders of the organization, as well as be more involved in the decision-making process.

Yeshihareg (2019) investigated the impact of HRM practices on employee performance and found that employees' attitudes of (recruitment and selection, reward management, performance appraisal, and training and development) were negative. Employee performance in MOTI was strongly and positively connected with recruitment and selection, reward management, performance appraisal, and training and development, according to the correlation data. However, there is a content gap in this study because it does not investigate the impact of HRM strategies on employee job satisfaction.

Thus, the inconsistency findings among researchers, empirical gaps, analysis and little attention given by researcher on the effects of the overall HRM practices on job satisfaction in schools staff in Ethiopia in General and in Addis Ababa in particular, motivated the researcher to undertake a research in this particular area by adding new additional variable to fill these gap.

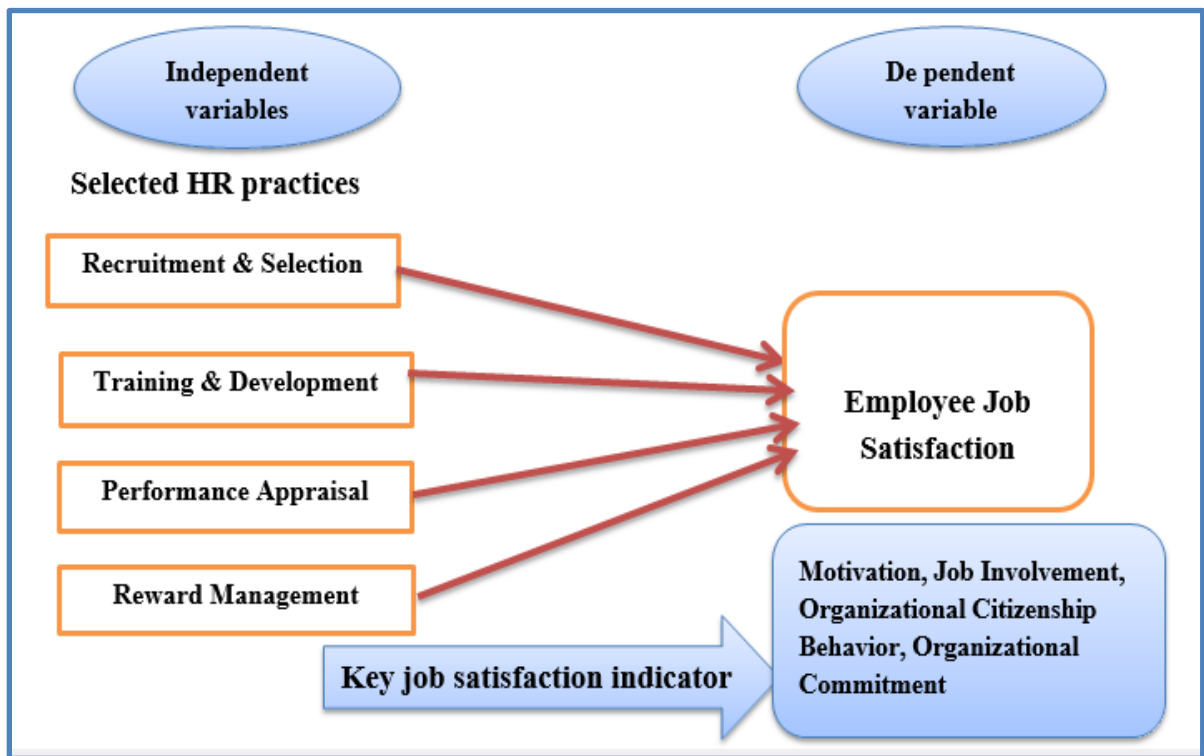
2.7. Conceptual Framework

A conceptual framework is a tool that researchers use to guide their inquiry; it is a set of ideas used to structure the research, a sort of a map Kothari (2004). It is the researchers own position on the problem and gives direction to the study. It may be an adaptation of a model used in previous study, with modifications to suit the inquiry. Aside from showing the direction of the study, through the conceptual framework, the researcher can be able to show the relationships of the different constructs that has to be investigated.

As Sammy (2013) asserts, a conceptual framework refers to a group of concepts that are systematically organized in providing a focus, rationale and a tool for interpretation and integration of information (Balach and Soy, 2003). This is usually achieved in pictorial illustrations. A Conceptual Framework in this Seminar identifies both independent variables and dependent variable. The independent variables refer to the conceptualized factors or variables that may influence the outcome in the dependent variable. In this study, employee job satisfaction is hypothesized to be affected by employee recruitment, employee reward management practices, employee training and development practices, employee performance management, and human resource management practices. The study will be guided by the following conceptual framework.

The following hypothesis and conceptual model are formulated based on literature research to investigate the effect of selected HRM practices on employee job satisfaction at Ethio Beherawi School.

Figure 1: Conceptual frame work



Source: Self-conceptualized as guided by Benard (2016) and Armstrong (2010).

2.8. Research Hypotheses

***H*₁:** Employee recruitment and selection has statistically significant and positive effect on employee job satisfaction of Ethio Beherawi School.

***H*₂:** Employee training and development practices have statistically significant and positive effect on employee job satisfaction of Ethio Beherawi School

***H*₃:** Employee reward and compensation management practices have statistically significant and positive effect on employee job satisfaction of Ethio Beherawi School

***H*₄:** Employee performance appraisal has statistically significant and positive effect on the employee job satisfaction of Ethio Beherawi School.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter described the methods used to carry out the study. It describes the research design, sample size, and sampling methods, data collection methods and instruments, procedure for data collection, validity and reliability, data management and analysis, measurement of variables and ethical considerations in identifying the effects of HRM practice on job satisfaction in the case of Ethio Beherawi School,

3.1. Research Approach

Research design embraces the methodology and procedures employed to conduct scientific research. The design defines the study type: data collection methods and statistical analysis plan. This study was focused on a descriptive research design since it seeks to evaluate human resource management practices' impact on employee job satisfaction on a five-point scale questionnaire. In this study, quantitative research approach was employed. A quantitative method was used to assess direct involvement of the operational activities with the Human resource practice of the school in the case of Ethio Beherawi School of zelege and Amelwork enterprise. Thus, to investigate the effect of independent variables on employee job satisfaction and sought to quantify quantitative data and analyze the data from sample, which is a representative of a large population. The researcher collected data by using Structured close ended questionnaires.

3.2. Research Design

In this study, the researcher used both the explanatory and descriptive research design for the purposes of research report, because of the nature of the study and reasons discussed below, Demographic characteristics of the sample was analyzed through descriptive method. Descriptive research seeks to describe and interpret individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and events that comprise the various fields of inquiry.

It seeks to describe the current state of affairs. Descriptive research helps the researcher to get deep information about the issue of inquiry. Explanatory research design was used to show the relationship between dependent and independent variables and to test hypothesis of the study. The goal of explanatory research is to determine the cause-and-effect relationship between variables. The researcher used the facts or information already available to analyze and make a critical evaluation of the data/information. Thus, The research design sets out on a selected number of human resource management practices to get empirical data on human resource management practices and their effect on the employee job satisfaction.

3.3. Sampling Design

3.3.1. Target Population

The target population of the study was all teaching staff of Ethio Beherawi School in Akaki Kality sub city of Addis Ababa. According to Kitchen ham (2002), population represents the group or the individuals to whom the survey applies. In other words, populations contain those group or individuals who are in a position to answer the questions and to whom results of the survey apply. Therefore, the researcher conducted the study in Ethio Beherawi School in Akaki Kality sub city of Addis Ababa. Based on the record and personnel officer of the school there were about 316 teaching and administrative staff members at Ethio Beherawi School who were working in the two branches both located at akaki kality sub city, Addis Ababa at the time of the research.

3.3.2. Sampling Frame

A sample is a subset or some part from a larger population. By using sample, researchers save lot of time and money, get more detailed information, and they are able to get information which may not be available otherwise (Bluman 2009). On the other hand, sampling frame is the list consisting of the units of the population. The sample frame in this study involved teaching staff, non-teaching staff, administrators, and administrator officers at Ethio Beherawi School.

3.3.3. Sampling Techniques

Sampling is the statistical process of selecting a subset of an interest population in order to make observations and statistical inferences about that population (Bhattacharjee, 2012). As for this research, the unit of analysis for the study constituted all sample respondents and the study used the random sampling techniques to get a quantitative data collection.

The reason to use random sampling to collect quantitative data was due to the characteristics of target population (teachers) of Ethio Beherawi School that, it was impossible to get all the population at once at the school individually and considering the willingness of respondents, their availability, and ease of access. This enabled the researcher to include sample of teachers at Ethio Beherawi School who were perceived to have good understanding about the school HRM practice.

3.3.4. Sample Size

Sample size refers to the number of items chosen from the universe to form a sample constitute a sample. The size of sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. The sample size of the study was calculated as follows using Yamane's formula for sample size determination. To get a representative sample for the population under this study the following formula was used:

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

Where

n= sample size

N=Total Population

1= constant value

e =level of precision or random error (0.05)

e² = constant standard error equal to 5% for 95% confidence level

The sample size distribution will determine as follows:

$$(n) = \frac{316}{1+316(0.0025)} = 177$$

Therefore, the researcher had 177 total sample size out of 316 total population.

3.4. Data source and Tools

3.4.1. Primary data Sources

Primary data are described as those data that are original to the problem under study and are necessary in order to get relevant, original and reliable firsthand information about the problem under the study. Questionnaire was the major tool of capturing the primary data for the study because of its advantages over the other methods and its efficiency or ability to capture more information from the source (Kothari, 1992). Questionnaires were used because it can be analyzed more scientifically and objectively than other forms of research data collection tools and also it simplifies the collection of information from large number of people in short time.

The researcher measured the questioners by using Likert scale with five response category (Strongly disagree, Disagree, Neutral, Agree and strongly agree).”The Likert scale method was preferred to make the questioners interesting to respondents and their by enhanced their cooperation, ultimately to insure maximum response rate (Robson Colin, 2002). Questionnaires were designed in English.

3.4.2. Secondary Data Sources

This study used secondary document data set for Ethio Beherawi School between 2015 and 2022, for five years which have been operating in as school during these periods. These secondary document data or information’s were included at the recommendation part of the study. Secondary data was obtained from the HRM practice annual reports of the school.

3.5. Data Collection Procedures

Since employees (teachers) can only provide information regarding their satisfaction level, the instrument used in this study was a questionnaire, which could only provide information about their level of satisfaction. To collect data on general HRM practices

(recruitment and retention), training and development, performance appraisal, and Reward and compensation management). The scale was modified as a five-point Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree) .After the construction of instruments, the researcher has taken them for approval to the advisor and there after they have been taken for pretesting in selected few respondents. To respond to an item, employees were asked to choose the option that best matched their opinion, confirming their level of agreement with the statement. The questionnaire's first section was designed to collect demographic information such as age, gender, qualification, work experience, and designation. The remainder of the questionnaire is made up of questions about HRM practices and their impact on job satisfaction..

3. 6. Techniques to Ensure Validity and Reliability

As this study entails the use of quantitative research data, the concepts used to express validity and reliability were broader than those traditionally associated with quantitative research. According to MacMillan and Schumacher (2001:407), validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher.

On the other hand, Joppe (2001:1) defines reliability as the extent to which results are consistent over time, and are an accurate representation of the total population under the study.

3.6.1. Validity

Validity is defined as the strength of the research conclusion, inferences and propositions and it could either be a construct, content, internal, external or instrument validity. Validity is concerned with how well the concept is defined by the measure(s). To ensure validity, the researcher used respondent validation process. This was done by checking the results on completion of data collection for any missing responses and other aspects.

The content validity index Formula was used as presented below.

$$C. V. I. = \frac{\text{No of right rated items}}{\text{Total no of items}} \times 100$$

3.6.2. Reliability

Reliability is the measurement consistency, or the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects. It has defined reliability as the extents to which a variable or a set of variables is consistent in what it is extended to measure.

To ensure that the research is reliable, as the current study used multiple items in all variables, internal consistency analysis was carried out through Cronbach alpha reliability tests. Duffy, and Kilburn (2001) asserted, Cronbach's α measure the internal consistency with which participants answers items within a scale. The reliability of the instrument was checked by conducting a pilot test on 10 % participant's (18) of the total samples and checked the Cronbach's α value using SPSS version 25 and produced an alpha value greater than 0.07. Duffy et al. (2001) further stated, a high α (greater than 0.7) indicates that the items within a scale are measuring the same Construct.

3.7. Methods of Data Analysis

Descriptive statistic and inferential data analysis used as noted by (Kothari, 2004). Data has to be analyzed in line with the purpose of the research plan after data collection. In data regression methodology linear regression models was adopted. As discussed in above, the research was designed to follow a quantitative method. Hence, quantitative analysis was used. Data that was collected using survey questionnaire was analyzed using both descriptive and linear regression analysis with the help of a Statistical Package for the Social Sciences (SPSS version 25) software. Correlation analysis was used to investigate the relationship between the dependent variable and the independent variables (recruitment and selection, training development, performance appraisal, and reward and compensation) (employee job satisfaction).

3.7.1. Model Specification

Model specification is the determination of which independent variables should be included in or excluded from a regression equation. For this study the Linear Regression Model (LRM) was used. Which means, it focused on four selected types of human

resource management practices those are employee recruitment practices, employee reward management practices, employee training practices, and employee performance appraisal / management, constituting together as the independent variables whereas the employee job satisfaction as dependent variable.

Precisely, the coefficient of correlation (r), determine the degree (strength) of relationship and its value is between 0 and 1. If the result approaches (close) to 1, it implies that, the reliability and the relationship is strong whereas if close to 0, it is the indicator of weakness of reliability and the relationship. An absolute value of r between 0.5 and 1 implies a strong relationship between the variables. If the value r is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of r is less than 0.3.

Further, regression was used to obtain an equation which described the dependent variable in terms of the independent variable based on the regression model, (regression was used to determine the type of relationship).

To reach at the final point, the data that was collected from the completed questionnaires was inspected, cleaned, transformed and collated into useful information for easy comprehension.

The correlation was expressed in the form of a coefficient symbolized as r , which is normally reported as a decimal number in between -1 and 1. The positive and negative signs indicated positive and negative correlation respectively. Positive sign shows that with increase in one variable, the other increase as well, while negative correlation indicates that with an increase in one variable, the other decreases. A correlation of 0, on the other hand, indicates that there is no relationship between the two variables. Pearson correlation was used to investigate the relationship of independent variables with dependent variable and measuring validity. To examine the effect of human resource management practices' on employee job satisfaction, the following empirical equation of the linear regression model was used as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where: x_1, x_2, x_3, x_4 , were the independent variables.

Y= dependent variable (employee job satisfaction)

That means, X_1 = Employee Recruitment and selection Practices (ERSP)

X_2 = Employee Training and Development Practices (ETDP).

X_3 = Employee Reward and Compensation Practice (ERCP)

X_4 = Employee Performance Appraisal (EPA)

β_0 is a constant which is the value of dependent variable when all the independent variables are

0 or we call it population Y intercept.

$\beta_1, \beta_2, \beta_3, \beta_4$, were the regression coefficients or population slope coefficient or change induced

by X_1, X_2, X_3 , and X_4 on Y.

It determined how much each (i.e. X_1, X_2, X_3 , and X_4) contributed to Y.

e is the error of prediction or random error term.

Multiple linear regressions were used to analyze the effects of each dimension of HMR practices on job satisfaction. With this, the hypotheses were tested.

3.8. Ethical Consideration

Considerable focus was given at ensuring specific research ethics, especially while dealing with the construction of the thesis frameworks during the stage of data collection. There should be respect for the participants on the survey and confidential handling of the data provided by participants, additionally there must be an acknowledgement of the effects the research might have on the participants and their provided information. The researcher believed a fulfillment on all the research ethics stated above in collection and interpretation of the primary data.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

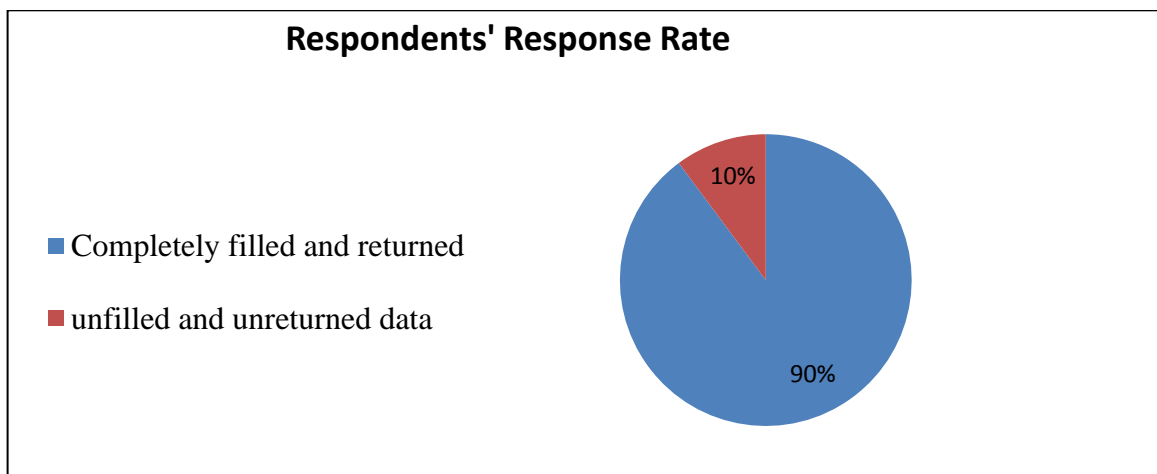
4.1. Introduction

This chapter presents the study's findings and results on a close-ended questionnaire as a primary source and secondary data set for Ethio Beherawi School between 2015 and 2022 on the effect of human resource management practices on employee satisfaction. By simple random selection methods, a total of 177 questionnaires were distributed among the employees. The data were collected, processed and presented in tables, graphs, and other statistical representation with the help of statistical software program SPSS version 25 in order to be free from ambiguity for readers. Correlation analysis was performed for measuring the variables under inquiry,

The interpretation on the processed and collected data from the field sought to establish the effect of selected human resource management practices on the employee job satisfaction of Ethio Beherawi School. This chapter was organized and analyzed around the following topics: respondents' response-rate, descriptive statistics, correlation analysis, and regression analysis.

4.2. Respondents' Response Rate

Table 1: Respondents' Response Rate



Source: Survey Data 2022

Based on the aforementioned information and the sample size of the total population, the researcher targeted a total of 177 respondents from Ethio Beherawi School, employees. To increase the probability of a good response rate, a totality of 177 questionnaires were sent out to school administrators (10), administrative assistances(7), for main teachers (122) and assistant teachers(38), in the four divisions of the school from which 159 respondents filled and returned the questionnaires, Leaving a total of 18 questionnaires unreturned. According to Mugenda (2003); Cooper and Schindler (2014), 50% response rate is adequate for analysis, while 60% is good and 70% is regarded as excellent response rate for analysis. Therefore, the research's response rate of 89.83 % is excellent enough to proceed with data analysis.

4.3. Respondents' Profile

According to respondents' response rate on number and frequency based of gender distribution, which is on table 2 below, the results revealed that more respondents were male in number 81, which is 50.9% of the total sample size, whereas female respondents were 78 in number, which accounted for 49.1% of the sample in the study. The results implied that both genders participated and thus biases were avoided as there was evidence of gender imbalance of respondents. Related to respondents' marital status as cited above on table 2, 85 or (53.5%) respondents are unmarried and 73 or (45.9%) respondents are married. Whereas 1or (0.6%) respondent is a widow. More than 50% of employees in the organization are unmarried therefore such status indicates employees may stay or leave their job with any issues related to their organizational job satisfaction.

As of the respondents' response rate on number and frequency based Age distribution, which is tabulated and figured on table 2 below, the age was distributed accordingly. Based on the ranges, 91 respondents were in the range of 20 - Less Than 30 Years which is (57.2%), 56 respondents were in the range of 30 - Less Than 40 years which is (35.2%), 10 respondents were in the range of 40 - Less Than 50 years which is (6.3%), 2 respondents were in the range of 50 Years & Above which is (1.3%).This implies that this study comprises young and youth (in between 20 - Less Than 30 Years) which is 91 out of

159 whose skills need to be developed, enhanced and motivated to ensure their effectiveness.

Table 2: Respondents' Profile Distribution

Respondents'		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	81	50.9	50.9	50.9
	Female	78	49.1	49.1	100.0
	Total	159	100	100	
Age	20 - Less Than 30 Years	91	57.2	57.2	57.2
	30 - Less Than 40 years	56	35.2	35.2	92.5
	40 - Less Than 50 years	10	6.3	6.3	98.7
	50 Years & Above	2	1.3	1.3	100.0
	Total	159.0	100.0	100.0	
Marital Status	Married	73	45.9	45.9	45.9
	Unmarried	85	53.5	53.5	99.4
	Other	1	0.6	0.6	100.0
	Total	159	100	100	
Education Level	Certificate Holder	1	0.6	0.6	0.6
	Diploma	5	3.1	3.1	3.8
	Degree	135	84.9	84.9	88.7
	Master's Degree	17	10.7	10.7	99.4
	Other	1	0.6	0.6	100.0
	Total	159	100	100	
Job Title	Assistant Teacher	35	22.0	22.0	22.0
	Main Teacher	109	68.6	68.6	90.6
	Administrator	9	5.7	5.7	96.2
	Administrative Officer	6	3.8	3.8	100.0
	Total	159	100	100	
Department	Kindergarten Division	41	25.8	25.8	25.8
	Grade 1 - 4 Division	43	27.0	27.0	52.8
	Grade 5 - 8 Division	46	28.9	28.9	81.8
	Grade 9 - 12 Division	29	18.2	18.2	100.0
	Total	159	100	100	
Experience	0 - Less Than 5 Years	101	63.5	63.5	63.5
	5 - Less Than 10 Years	30	18.9	18.9	82.4
	10 - Less Than 15 Years	17	10.7	10.7	93.1
	15 Years & Above	11	6.9	6.9	100
	Total	159	100	100	

Source: survey data 2022

As of the respondents' response rate on Educational background, which is tabulated and figured out on table 2 above, their Educational background was distributed accordingly. Based on the ranges, 1 or (0.6%) respondent was Certificate Holder, 5 or (3.1%) respondents were Diploma holders, 135 or (84.9%) respondents were Degree Holders, 17 or (10.7%) respondents were Master's Degree Holders and 1 or (0.6%) respondent was with other educational background. In this study, most of the participants were degree holders as the data shows 135 respondents or 84.9% selected this category. In overall observation of the data, Ethio Biherawi school of Zeleke and Amelework enterprise hires all educational level employees starting from certificate Holder to the post-graduate studies though one participant's education level not known clearly to set the range on respondents' educational background level.

Based on the respondents' response rate for respondents' working experience in the organization, which is tabulated and figured out on table 2 above, their working experience was distributed accordingly. Based on the category, 101 or (63.5%) respondents have had 0 - Less Than 5 Years work experience in the organization, 30 or (18.9%) respondents have had work experiences in the range 5 - Less Than 10 Years, 17 or (10.7%) respondents have had work experiences in the range of 10 - Less Than 15 Years, 11 or (6.9%) respondents have had above 15 years work experience in the organization. Regarding working experience, above half (101) or 63.5% of the participants have had between 0 - Less Than 5 Years work experience. Others (58) or 36.5% of the participants have had matured or more than 5 year of working experience. In general, participants in the study have had a good working experience to handle the study questionnaire, as well as to provide information on the effects of human resource management practices on job satisfaction in the organization.

According to respondents' response rate of job title distribution, which is tabulated on table 2 above, the results revealed that more respondents were Main Teachers, in number 109, which is 68.6% of the total sample size, whereas 35 or (22.0%) respondents were Assistant Teachers, 9 or (5.7%) respondents were school Administrators and 6 or (3.8%) respondents were Administrative Officers which have a responsibility of supporting the

main job of teaching and learning in the school. The results implied that both Main and assistant Teachers in number 144 which is (90.6%) participated as respondents' of the study and thus the response of these employees, as they are the main pillars of the school, hence will have positive effect on the outcome of the study.

Related to respondents' Department as cited above in table 2, 41 or (25.8%) respondents were employees in Kindergarten Division, 43 or (27.0 %) respondents were employees in Grade 1 - 4 Division , 46 or (28.9%) respondents were employees in Grade 5 - 8 Division and 29 or (18.2%) respondents were employees in Grade 9 - 12 Division. The respondents' participation from all the departments will have a positive effect on the study outcome as the school operates from Kg to secondary school.

4.4. Reliability Statistics

Table 3: Reliability Statistics for all variables

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
ERSP	0.852	0.855	8
ETD	0.850	0.851	8
RCP	0.946	0.946	8
PA	0.884	0.882	8
EJS	0.884	0.878	9
Over All	0.963	0.961	41

Source: SPSS data 2022

Cronbach's Alpha was applied so as to conduct the reliability analysis for this study and it was to measure the internal consistency of the research instrument. The reliability of a research instrument is preferable if it has reliability coefficient value above 0.7. For this study the alpha coefficient was between 0.852 and 0.963. The summary of the reliability of the scales and items determining objective areas is as indicated in Table 3 above. Hence, the reliability and validity of the scale of the instrument helps the researcher to further proceed on the analysis of the data.

4.5. Descriptive Statistics

Descriptive statistics analyze and interpret the data obtained from the primary source. The primary data was obtained from the questionnaire which is designed to collect the necessary data to answer the research questions. The questionnaire was administered for 177 employees working in Ethio Bihewaw School of Zeleke and Amelwork Enterprise in its two branches.

Before analysis, the collected data was checked for completeness and consistency. The data was analyzed using SPSS software version 25. Analysis was done using a descriptive statistics showing the standard deviation, mean, frequency distribution, percentages. Pearson correlation statistical tool was used to establish the strength and significance of the relationships between human resource management practices and job satisfaction of employees.

4.5.1. Employee Recruitment and Selection Practices

Table 4: Descriptive statistics of Employee recruitment and selection practices

No	Statements on Recruitment and Selection	N	Mean	Std. Deviation
1	The school attracts high-Quality employees	159	3.88	1.093
2	The school retains high-Quality employees	159	3.75	0.959
3	External and internal recruitment method used by the school to attract candidates is good.	159	3.64	0.963
4	Recruitment and Selection Process is transparent.	159	3.86	0.933
5	The management includes the employees in the recruitment and selection process.	159	3.65	1.103
6	The company forecasts the Human resource needs.	159	3.35	1.073
7	The selection test I took when I was initially hired was related to my job specification.	159	3.94	1.132
8	The recruitment and selection process of the school is done on the merit-based principle.	159	3.96	0.993

Source: SPSS data 2022

Based on the information shown on the descriptive data tabulated on table 4, the mean statistics on each item is greater /higher than the scale mean (3). A mean of 3.88 shows respondents agreed that the school attracts high-Quality employees. From the statistics, respondents agreed that the school retains high-Quality employees; this is represented by a

mean of 3.75. A mean of 3.64 indicates that in the organization External and internal recruitment method used by the school to attract candidates is good. Respondents also agreed that during employee recruitment process, the organization Recruitment and Selection Process is transparent which is shown by a mean of 3.86. Again, respondents assured that the management includes the employees in the recruitment and selection process with the mean value of 3.65.

With the representation of a mean of 3.35, respondents agreed that the organization forecasts the human resource needs. With a mean value of 3.94 respondents agreed that the selection test I took when I was initially hired was related to my job specification. And finally the respondents' agreement concentrated with the mean value of 3.96 for the recruitment and selection process of the school is done on the merit-based principle. All in all the relative importance of each questionnaire or item value is relatively high and the school has strong commitment on employee recruitment and selection on each area of the job.

4.5.2 Training and Development Practices

Table 5: Descriptive statistics of training and development practices

No	Statements on Training and Development	N	Mean	Std. Deviation
1	The school is concerned about the quality of Training.	159	3.48	1.157
2	The school provides new employees with an orientation	159	3.50	1.136
3	Do you think that work knowledge is increased through training programs?	159	4.16	1.049
4	The school plans ahead for the training programs.	159	3.55	1.060
5	Do you think the method of training used by the school is effective?	159	3.31	1.143
6	Does the training lead you to be satisfied with your job	159	3.31	1.096
7	Is the type of training you have taken applicable for the job after the training?	159	3.50	0.993
8	Do you consider that the training reduces the employee's turnover rate of the school?	159	3.13	1.202

Source: SPSS data 2022

Based on the information shown from the descriptive data which is tabulated on table 5, the mean statistics on each item is greater /higher than the scale mean (3). The data shows that the mean for items in training and development practices ranges between (3.13 to

4.16), The data confirmed that Ethio Biherawi school of Zeleke and Amelework enterprise had the experience of designing training and development practices based on the requirement of the job for employees.

4.5.3 Reward and Compensation Management Practices

Table 6: Descriptive Analysis of Reward and Compensation Management Practices

No	Statements on Reward and Compensations	N	Mean	Std. Deviation
1	The school is concerned about employees' needs.	159	2.75	1.335
2	The school provides employees with the type of benefits they need.	159	2.75	1.33
3	The school provides benefits that compare favorably in the sector.	159	2.95	1.277
4	The school uses non-cash compensation alternatives	159	2.97	1.275
5	The school uses compensation programs based on performance	159	3.13	1.263
6	The school uses a fair incentive system.	159	2.93	1.269
7	The school's compensation system is reviewed periodically.	159	2.95	1.277
8	The school's compensation system is one of the reasons to retain my job	159	3	1.207

Source: SPSS data 2022

Based on the information shown from the descriptive data that is tabulated on table 6, the mean, statistics on each item is listed accordingly. The data shows that the means for reward and compensation management practices range between (2.75 to 3.13), Compared to the scale mean of (3.00).

It is observed that the first lowest mean was to the items "The school is concerned about employees' needs." and " the school provides employees with the type of benefits they need" (2.75) and the second lowest mean was registered on item "The school uses a fair incentive system" (2.93). These results show that on Reward and Compensation Management Practices, Ethio Beherawi school of Zeleke and Amelework enterprise needs adjustment according to the respondents' point of view. The school needs to check its practice with regard to satisfying needs and benefits of employees on the bases of reward and compensations.

4.5.4. Performance Appraisal Management Practices

Table 7: Descriptive statistics for Performance Appraisal Management Practices

No	Statements on Performance Appraisal	N	Mean	Std. Deviation
1	The organization carries out a performance evaluation of Each individual employee in the school	159	4.05	0.992
2	The company has a professional appraisal system	159	3.50	1.163
3	Are evaluating mechanisms free from the personal view of the evaluator	159	3.46	1.162
4	The administration provides feedback to employees ‘timely	159	3.53	1.146
5	The school evaluation system is fair and honest	159	3.38	1.140
6	Performance was fairly rated for the amount of effort	159	3.30	1.194
7	Performance appraisal processes help me to find out about my level of performance	159	3.38	1.101
8	I am satisfied with the performance appraisal process of the school	159	3.05	1.252

Source: SPSS data 2022

Based on the information shown by the descriptive data that is tabulated on tables 7, the mean statistics on each item is greater /higher than the scale mean (3), specifically on item, “The organization carries out performance evaluation of each individual employee in the school”, with the mean values of 4.05, Shows respondents agreed that the school carries out performance evaluation of each individual employee in the school. From the statistics, respondents agreed that “the administration provides feedback timely” and “the company has a professional appraisal system”. This is represented by a mean of 3.53 respectively. The data shows that the items means for Performance Appraisal Management Practices ranges within (3.05 to 4.05), Compared to scale mean of (3.00). Generally the relative importance of each item value is relatively medium and the enterprise has good commitment on performance appraisal system.

4.5.5 Employees Job Satisfaction

Table 8: Descriptive statistics for employee job satisfaction

No	Statements On Employees' Job Satisfaction	N	Mean	Std. Deviation
1	The employees feel there are real opportunities for career development.	159	3.21	1.233
2	The employees are committed to their jobs	159	4.04	1.002
3	The employees feel that the school cares about them.	159	3.14	1.290
4	The school has satisfied employees	159	3.08	1.240
5	The employees would recommend the school as a place to work	159	3.72	1.080
6	The employees use all their skills and abilities on the job.	159	4.08	0.883
7	The employees feel they have job security.	159	3.31	1.273
8	The employees' salaries are distributed fairly compared to their expertise and educational level	159	2.74	1.324
9	The employees feel the things they do on the job are significant, noticed, and got appreciation	159	3.25	1.268

Source: SPSS data 2022

Based on the information shown by the descriptive data that is tabulated on tables 8, the mean statistics of each item is greater /higher than the scale mean (3) except the item in the table “The employees’ salaries are distributed fairly compared to their expertise and educational level” with mean value of 2.74. Specifically on items, “The employees use all their skills and abilities on the job” and “The employees are committed to their jobs” with the mean values of 4.08, and 4.04 respectively, shows respondents agreed that the employees feels they are delivering to the school expectations to the best outcome of the organizational objectives to be met. From the statistics, respondents agreed that “The employees would recommend the school as a place to work”, this is represented by a mean of 3.72. However, among all the given items, the respondents mean is least compared to the other means which is 2.74, on the item “ the employees’ salaries are distributed fairly compared to their expertise and educational level”, hence the school must do an arrangements on salaries to be distributed based on expertise and educational level.

Generally, the relative importance of each item value is relatively medium and the school has good commitment to keep employees job satisfaction in the organization.

4.6. Correlation Analysis of the Variables

In this research, the researcher conducted correlation test to analyze the relationship between the independent variable which is human resource management practices and the dependent variable of employee job satisfaction.

Table 9: Statistics for correlation Analysis

		ERSP	ETD	RCP	PA	EJS
ERSP	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	159				
ETD	Pearson Correlation	.639**	1			
	Sig. (2-tailed)	0.000				
	N	159	159			
RCP	Pearson Correlation	.613**	.590**	1		
	Sig. (2-tailed)	0.000	0.000			
	N	159	159	159		
PA	Pearson Correlation	.597**	.584**	.706**	1	
	Sig. (2-tailed)	0.000	0.000	0.000		
	N	159	159	159	159	
EJS	Pearson Correlation	.603**	.607**	.716**	.746**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	159	159	159	159	159
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: SPSS data 2022

The results of Pearson correlation as shown in the above table 9, of employee recruitment and selection, ($r = 0.603$, $p < 0.01$), training and development ($r = 0.607$, $p < 0.01$), reward and compensation ($r = 0.716$, $p < 0.01$), and performance appraisal ($r = 0.746$, $p < 0.01$) with employee job satisfaction shows that the dependent variables have a statistically significant, positive and strong correlation with the dependent variable employee job satisfaction.

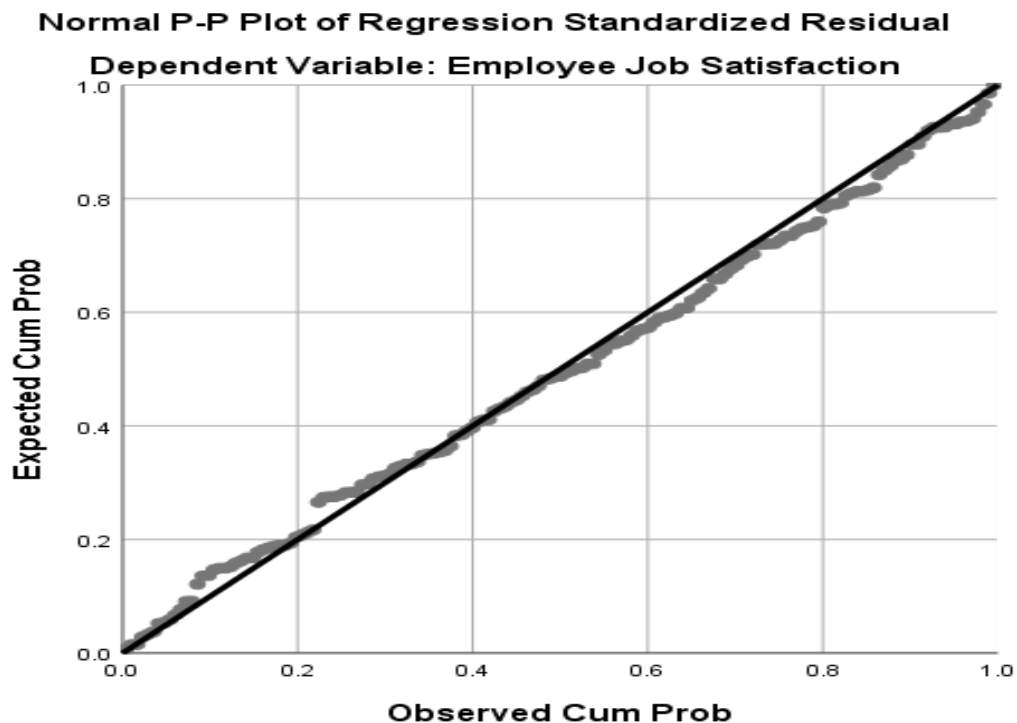
Employee recruitment and selection, explaining 35.9%, training and development explaining 36.4%, Reward and Compensation explaining 51.0% , and performance appraisal explaining 55.4%, of the variation respectively , in employee job satisfaction.

4.7. Statistics for Regression Analysis

In this research, the researcher conducted multiple linear regression model analysis to assess the strength of a relationship between one dependent and four independent variables.

4.7.1. Linearity of the Regression

Figure 2: Assumptions of linearity of the regression



The degree to which changes in the dependent variable are related to changes in the independent variable is referred to as linearity. To see if the dependent variable (job satisfaction) and the independent variables have any linear relationship, plots of regression residuals through SPSS were used. The points in the scatter diagrams are showing a tendency around a straight line. Therefore the result of scatterplot of residuals suggests that

there was a positive and linear relationship amongst all the independent variables with job satisfaction and shows no large difference as we move from the left to the right side on the figure shown above, the residue spreads out. The projected connection was linear.

4.7.2. Normality Test

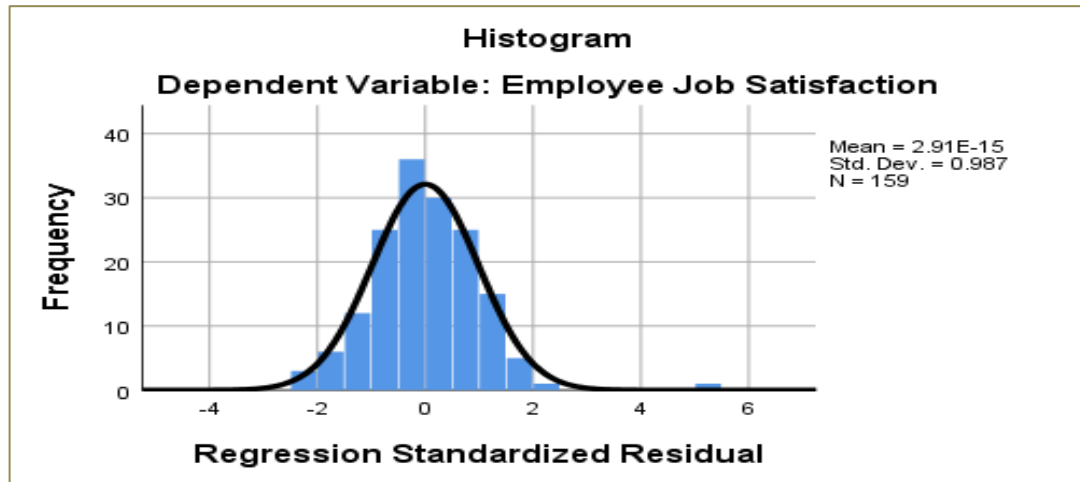
A normality test is used to determine whether sample data has been drawn from a normally distributed population or not. As shown from the normality test Table above, the statistics of Kurtosis and Skewness distribution were in between -1.96 and +1.96, thus data were normally distributed and had a reasonable variance to use subsequent analysis (John, 2007).

Table 10: Normality Test

Variables	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Employee Recruitment and Selection Practice	-1.103	0.192	1.080	0.383
Employee Training and Development	-0.376	0.192	-0.401	0.383
Reward and Compensation Practice	-0.105	0.192	-1.027	0.383
Performance Appraisal	-0.456	0.192	-0.426	0.383
Employee Job Satisfaction	-0.050	0.192	-0.848	0.383

Source: SPSS data 2022

Figure 3: Summary of regression standardized residual



4.7.3. Model Summary

Table 11: Regression 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	.807 ^a	0.651	0.642	0.51128	0.651	71.723	4	154	0.000
a. Predictors: (Constant), ERSP, ETD, RCP and PA									
b. Dependent Variable: E J S									

Source: SPSS data 2022

The Adjusted R square indicates the extent that the independent variables can be explaining the variations in the dependent variable. From this study, the coefficient of determination (Adjusted R square) is 0.642, which indicated that independent variables (ERSP,ETD,RCP and PA) can explain 64.2% of the variations in the dependent variable employee job satisfaction, the rest 35.8% are the human resource practices which are not examined in this study.

4.7.4. ANOVA

Table 12: Regression of ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.994	4	18.749	71.723	.000 ^b
	Residual	40.256	154	0.261		
	Total	115.251	158			
a. Dependent Variable: E J S						
b. Predictors: (Constant), ERSP, ETD, RCP and PA						

Source: SPSS data 2022

Dependent Variable: Employee Job Satisfaction

Predictors:

- ✓ Employee Recruitment and Selection Practice
- ✓ Employee Training and Development
- ✓ Reward and Compensation Practice
- ✓ Performance Appraisal

4.7.5. Regression Coefficients

Table 13: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	0.346	0.241		1.438	0.152
	ERSP	0.112	0.080	0.095	1.392	0.166
	ETDP	0.158	0.076	0.139	2.079	0.039
	ERCP	0.229	0.057	0.292	4.018	0.000
	EPA	0.403	0.072	0.402	5.610	0.000
a. Dependent Variable: EJS						

Source: SPSS data 2022

Multiple linear regression is a technique for estimating the value of a dependent variable based on the values of one or more independent variables. Table 13 shows parametric estimation of multiple linear regression.

Therefore, this study was conducted by multiple linear regression models to determine the independent variables of the study were all expected to be good predictors of the dependent variable employee job satisfaction practices of the company.

The result on table 13 shows us, the coefficient for Employee Recruitment and Selection Practice is 0.112. So for every unit increase in Employee Recruitment and Selection Practice, a 0.095 unit increase in employee job satisfaction is predicted, holding all other variables constant.

The coefficient for Employee Training and Development is 0.158. So for every unit increase in Employee Training and Development practices, a 0.139 unit increase in employee job satisfaction is predicted, holding all other variables constant.

The coefficient for reward and compensation management practices is 0.229. So for every unit increase in reward management, a 0.292 unit increase in employee job satisfaction is predicted, holding all other variables constant.

The coefficient for performance appraisal is 0.403. So for every unit increase in performance appraisal management practices, a 0.402 unit increase in employee job satisfaction is predicted, holding all other variables constant.

Looking at the unique individual contributions of the predictors, the results for Employee Recruitment and Selection Practice with the beta and p-value ($\beta = 0.095, t = 1.392, p = 0.166$), shows a p-value = 0.166 which is greater than $\alpha = 0.05$. This indicates that there is insufficient evidence for the null hypothesis for H_1 in the study to be rejected, which is Employee recruitment and selection have no statistically significant and positive effect on employee job satisfaction of employees. However, Employee Training and Development Practice ($\beta = 0.139, t = 2.079, p = 0.039$), Reward and Compensation Practice ($\beta = 0.292, t = 4.018, p = 0.000$) and Performance Appraisal ($\beta = 0.402, t = 5.610, p = 0.000$) positively and significantly predict employee job satisfaction of the company.

To examine impacts of human resource management practices on employee job satisfaction, the researcher used the following empirical equation of the multiple linear regression models

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e,$$

Y= dependent variable (Employee job satisfaction)

And $\beta_0 = 0.346$, $\beta_1 = 0.112$, $\beta_2 = 0.158$, $\beta_3 = 0.229$, $\beta_4 = 0.403$.

Therefore;

$$\text{Employee job satisfaction} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Employee job satisfaction = 0.346 + 0.112 (Employee Recruitment and Selection Practice) + 0.158 (Employee Training and Development) + 0.229 (Reward and Compensation Practice) + 0.403 (performance appraisal) per one unit increase in each factor.

Performance Appraisal was found to be the highest predictor of employee job satisfaction ($p=0.000$), along with Reward and Compensation Practice ($p=0.000$), followed by Employee Training and Development ($p=0.039$).

4.7.6. Summary of Regression Coefficient

Table 14: Summary of Regression and Correlation

Hypothesis	Regression		
	β -value	p -value	Hypothesis status
H ₁	0.095	0.166	Accepted
H ₂	0.139	0.039	Accepted
H ₃	0.292	0.000	Accepted
H ₄	0.402	0.000	Accepted

Source: own data 2022

CHAPTER FIVE

5. RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1.Introduction

This chapter presents the research findings, conclusion and recommendation based on the research results that has been presented and discussed under chapter four of this paper and area of future research were presented. This chapter was organized and analyzed in the following sections. Summary of the findings, Conclusions of the findings, Recommendations

5.2.Summary of Findings

The purpose of this study was to investigate the statistical significance levels on employee job satisfaction as a result of selected human resource management practices in the case of Ethio Beherawi school of Zeleke and Amelework enterprise. In its thorough investigative process, the researcher used four independent variables; employee recruitment and selection practices, reward and compensation management practices, employee training and development practices and performance appraisal against dependent variable employee job satisfaction. Quantitative methods of analysis; particularly, descriptive, correlative and regression, were used to describe the extent of relationships between the independent and dependent variables.

From the beginning, the constructs of the study variables were found to be of a good reliability that allowed the researcher to precede its actual data collection and analysis. All the measurers of employee recruitment and selection practices, reward and compensation management practices, employee training and development practices and performance appraisal practices were found to have a positive effect on employee job satisfaction as reflected by the various responses from the descriptive statistics.

The correlation findings indicated that the variables were found to have a strong positive relationship on employee job satisfaction. This implies that the increase in the human resource management practices facilitated the increase in job satisfaction of employees.

In the first section, descriptive analysis was used to interpret data of each sections of each item. All items mean and standard deviations scores for research variables were analyzed compared to the standard mean score category. After analyzing mean and standard deviations of the variables, regression analysis was applied to see the effects of the independent variables on the dependent variable (job satisfaction of employees) and results obtained have shown positive and statistically significant effect on employee job satisfaction

Each independent variable was regressed to investigate the effects on job satisfaction of employees. As a result, the regression analysis produced a positive and significant association between the variables, training and development, reward and compensation management and performance appraisal except Recruitment and selection which was found not significant as its p-value exceeds 0.005 but showed statistically positive effect on the dependent variable.

The Beta coefficient value indicated that the three independent variables: training and development, reward and compensation management and performance appraisal have showed a positive and statistically significant effects on job satisfaction of employees whereas the Beta coefficient value for Recruitment and selection however indicated a statistically positive but not significant effect on job satisfaction. Which means, the selected human resource management practices are positively associated with the job satisfaction of employees in Ethio beherawi school of Zeleke and Amelework enterprise plc. The results showed that Employee job satisfaction is linked to recruitment and selection, training and development, reward and compensation management, and performance appraisal.

The predicted employee job satisfaction score is equal to $0.346 + 0.112$ (Employee Recruitment and Selection Practice) $+ 0.158$ (Employee Training and Development) $+ 0.229$ (Reward and Compensation Practice) $+ 0.403$ (performance appraisal), per one unit

increase in each factor. Performance Appraisal was found to be the highest predictor of employee job satisfaction ($p=0.000$), along with Reward and Compensation Practice ($p=0.000$), followed by Employee Training and Development ($p=0.039$).

The following empirical equation of the linear regression model was used as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

And $\beta_0 = 0.346$, $\beta_1 = 0.112$, $\beta_2 = 0.158$, $\beta_3 = 0.229$, $\beta_4 = 0.403$.

Where: x_1, x_2, x_3, x_4 , were the independent variables.

Y= dependent variable (employee job satisfaction)

5.3.Conclusions

The goal of the study was to see how HR management techniques affect employee job satisfaction of Ethio Beherawi school in Zeleke and Amelework Enterprise. The study revealed that there was an effect of human resource management practices on employee job satisfaction in Ethio Beherawi school of Zeleke and Amelework enterprise either collectively or separately. This indicates that a human resource management practice played a key role in employee job satisfaction in the school regardless of the activities. The researcher applied descriptive and regressive methods of analyses aimed at investigating the effect of human resource management practices on employee job satisfaction, and found that the effect of the inquiry was statistically significant.

From descriptive analysis, the human resource management department of Zeleke and Amelework Enterprise activities had limitations in appropriately implementing practices and duties which consequently would impact the job satisfaction of employees of the school in the Enterprise. Human resource management practices were favorably connected with job satisfaction of employees in Ethio Beherawi school of Zeleke and Amelework Enterprise, according to the findings and conclusions of the study. The results showed that employee recruitment and selection practices, reward and compensation management practices, employee training and development practices and performance appraisal practices had a positive and significant correlation with employee job satisfaction.

5.3.1. Employee (Recruitment & Selection) & Employee Job Satisfaction

The study was guided by the following basic research question.

1. How does employee recruitment and selection affect the employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?

To answer the above research Question, the specific objective of the study was the following:

1. To examine the effect of employee recruitment and selection on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.

This study revealed that the effect of employee recruitment and selection practices, had a statistically positive effect on employee job satisfaction and also revealed that the existence of a relationship between employee recruitment and selection practices and job satisfaction of employees. The results on Pearson correlation of employee recruitment and selection and employee job satisfaction ($r = 0.603$, $p < 0.01$) shows that a statistically significant, positive and strong correlation. Furthermore the regression beta and p-value indicated employee recruitment and selection explaining 35.9% of the variation in employee job satisfaction has statistically positive effect but not significant. Hence, H_1 was supported but insufficient evidence to reject the null hypothesis H_0 as the p-value is greater than 0.005.

5.3.2. Employee Training and Development, Reward & Compensation & Performance Appraisal with Employee job Satisfaction

The study was guided by the following basic research questions

1. How does employee training and development practices affect employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?
2. How does employee reward and compensation management practices affect the employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?

3. How does performance appraisal management practice affect employee job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprise?

The specific objectives of the study was the following to answer to the above research Questions,

1. To evaluate the effect of employee training and development practices on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.
2. To evaluate the effect of employee rewards and compensation management practices on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.
3. To determine the effect of performance appraisal management on job satisfaction of Ethio Beherawi School of Zeleke and Amelework enterprises.

This study revealed that Training and Development practices, with Pearson correlation ($r = 0.607$, $p < 0.01$), Reward and Compensation practices with Pearson correlation ($r = 0.716$, $p < 0.01$) and performance appraisal practices, with Pearson correlation ($r = 0.746$, $p < 0.01$) had showed a statistically positive, significant and strong correlation with employee job satisfaction.

This study also revealed the existence of relationship between Training and Development practices, Reward and Compensation practices and performance appraisal practices with job satisfaction of employees. Training and Development practices explaining 36.4% of the variation in employee job satisfaction. Hence, H_2 was supported. This showed that an increase in employee training and development would lead to a higher employee job satisfaction. Reward and Compensation explaining 51.0% of the variation in employee job satisfaction. Hence, H_3 was supported. This showed that an increase in employee reward and compensation would lead to a higher employee job satisfaction. Performance appraisal explaining 55.4% of the variation in employee job satisfaction. Hence, H_4 was supported. This showed that an increase in performance appraisal would lead to a higher employee job satisfaction.

Multiple regression analysis indicated that the coefficient for Recruitment and selection was 0.112, coefficient for Training and development was 0.158, coefficient for reward and compensation management was 0.229 and coefficient for performance appraisal was 0.403, holding all other variables remained constant.

From this study, the coefficient of determination (Adjusted R square) was 0.642, which indicated that independent variables (employee recruitment and selection practices, reward and compensation practices, training and development practices and performance appraisal practices) explained 64.2% of the variations in the dependent variable employee job satisfaction and the rest 35.8% was the human resource practices which was not examined in this study. Multiple regression analysis revealed a statistically significant and favorable relationship between these four human resource management practices and employee job satisfaction.

5.4.Recommendations

Human resources, which are considered as the greatest asset of an organization, refer to people whose knowledge, skills, and abilities are utilized to create and to deliver effective services. Appropriate Recruitment and selections, training and development programs, reward and compensation packages and acceptable performance appraisal system for both professionals and non-professionals should be organized and installed to continuously improve on the skills of employees so as to increase employee job satisfaction.

Taking the research findings and conclusions into account the following recommendations is forwarded to the management of Ethio Beherawi school of Zeleke and Amelework Enterprise and other concerned parties under the Management.

5.4.1. Employee Recruitment and Selection Management Practices

Since the findings indicated that employee recruitment and selection practice has a positive correlation with the employee job satisfaction of the organization, the owner of the school should keep a close eye on refining employee recruitment and selection management practices both from internal and external. The research findings also apply more importantly to private schools in Ethiopia so that they come up with more HRM systems or

ways of enhancing their human resource management practices. The study results showed that employee recruitment and selection management practice facilitated a positive tendency for the school employees to get a satisfaction on their job and hence similar schools should come up with ways and strategies that help them to get a satisfied employees for organizational betterment.

From all indications, the implementation and the management of human resource practices by non-human resource management experts will totally damage the schools performance towards achieving its goals by leaving its employees unfit and dissatisfied. Hence the school should see the HR management office in order for better recruitment and selection practice to get a pool with qualified job applicants and make smooth selection process. It was found that human resource functions like recruitment and selection were left in the hands of directors and operational managers or owners not in the hands of HRM professionals.

5.4.2. Training & Development Management Practices

It might be important that human resource management department would arrange training and certain development measures to increase efficiencies of processes, increase capacity to adopt new technologies and methods, increase innovation in strategies and products, reduce employee turnover, the collectives of which results in improving job satisfaction of employees.

Building a more efficient, effective and highly motivated employee enhances the schools' competitive position and it improves the overall organizational achievements. This research revealed that the nature of training and development programs at Ethio Beherawi school of Zeleke and Amelework Enterprise did not permit the full realization of the benefits from the practice. It is therefore recommended that, there should be a coherent and planned training and development approach needed to match both the individual and organizational interests. Appropriate training programs should be organized for all employees: the teaching staff, the administrators, other supporting staffs as well as the owners to continuously improve the required skills to the school success.

organizations needs to have training specialists responsible for setting training objectives, developing and presenting training materials, and following up on the progress to ensure that the training objectives have been achieved. To ensure that identified training needs are realistic and useful, the training needs should be discussed with employees. Also, budget for training and development should be solely dedicated to such purposes in order to reap the full benefits from training and development schemes. Hence, the school should collect feedbacks from employees before and after training and development sessions as inputs to arrange a training and development programs which may help the advancement of the core objectives of the Enterprise.

5.4.3. Reward and Compensation Management Practices

Again reward management variable was found to be a key determinant of employee job satisfaction; the owner of the enterprise should keep an eye on refining reward and compensation management practices of the school. Incentives and compensation Pays need transparency and should be known by all employees so as to keep the employees satisfied on their contribution towards a good performance for organizational goals to be achieved. Compensation policy should be based on clear criteria to make the compensation packages paid out fairly. This mechanism helps maximize employee satisfaction and compliance to organizational goals. Total rewards package should be balanced and cost-effective.

Reasonable pay along with certain benefits and rewards help workers to be motivated and satisfied. So the system would motive employees to excel at their duties to strive to achieve the objective of the organization. Motivation should be free from political affiliation and subjective decisions. Furthermore, if the school has the potential for better pay and remunerations, it should tap into this unique position so as to positively affect employees satisfaction. Pay should be enough to help employees feel secure and aid for satisfying basic needs of the organization's staff to a set of positive outcomes.

5.4.4. Performance Appraisal Management Practices

Team leadership is a key responsibility for evaluating employee performance and performance appraisal results are periodically reported to the human resource department in the case of Ethio beherawi school of Zeleke and Amelework Enterprise. Each department has its own evaluators who rely on department specific evaluation formats and certain criteria to do their appraisals. However, the evaluations lacks an inter- departmental uniformity for evaluation leads to be biased efficiency results among employees. It is advisable to assign professional evaluators with areas on specific field of study expertise that formulate standard performance appraisals.

Since performance appraisal result is a powerful tool, it provides to documented feedback on an employee's level of performance. It helps to determine continued employment, promotion, transfer, bonuses, and pay raises, and allow for improved communications between owners, directors, managers and employees. It is advisable to use the actual performance appraisal documents to become part of an employee's permanent record and can greatly influence lives and careers of the employees, so this result could be used to motivate employees to excel their task with satisfaction for the achievement of organizational goals.

When human resource department formulated performance appraisal criteria, it should be Clarifying, defining, redefining priorities and objectives since it is one mechanism to develop and enhance job satisfaction of employees.

1. Human resource department should use performance appraisal reports for organizational training need assessments and further analysis of performance because these employees' performance results indicate the limitation of accomplishing target.
2. Performance appraisal results and reports should be used to give feedback and taking corrective actions.
3. Performance appraisal should be guided by the performance management policy. Employees' performance should be assessed based on quantifiable standards and feedback be given to employees on their performance. And the appraisal system should explicitly identify specific purpose for the assessment.

4. Planning is required to set the stage for effective appraisals. Meaningful and accurate evaluation and feedback requires clear goals be established beforehand. Thus a large part of the process should be devoted to determining what actions need to be taken in the future. It is harder to correct the results of poor planning than it is to plan correctly at the beginning.
5. The study recommended that for the school to stay relevant in today's revolving business environment there is a greater need for management skills as well as knowledge and experience for scientific management process and in view of this, the owners of the enterprise should revise the management system and may even need to reshuffle the management personnel for the organization to achieve its objectives.

5.5. Suggestions for Further Research

This research examined the effect of selected human resource management practices which is more applicable in Ethio Beherawi school of Zeleke and Amelework enterprise plc. The study explored employee recruitment and selection, employee training and development, reward and compensation management practices, and performance appraisal practice. A similar study should be conducted and assess the rest human resource management practices which are not included in this study and their effect on employee job satisfaction and the way how to solve the problem in private schools in Ethiopia. And Future research can be directed towards identifying more management factors that affect employee job satisfaction such as performance management and employee involvement in decision making.

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APPENDIX: QUESTIONNAIRE FOR EMPLOYEES

**ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE GRADUATE
PROGRAM MASTERS IN HUMAN RESOURCE MANAGEMENT**

QUESTIONNAIRE FOR EMPLOYEES OF ETHIO BEHERAWI SCHOOL

This questionnaire is designed to collect data for purely academic purposes. This is to enable the researcher, Zeray kahsay, final year student of Addis Ababa University School of Commerce, to complete his thesis on the topic:

The Effect of Human Resource Management Practices on Job Satisfaction: (*The Case of Ethio Beherawi School, of Zeleke and Ameleworke Enterprise plc, Addis Ababa*), in pursuance of Master of Human Resource Management Degree.

I would like to thank you in advance for your co-operation and valuable time.

Zeray kahsay Tesfaye: - E-mail: zersh23@gmail.com , mobile: +251912022034

- N.B:
1. you don't need to write your name.
 2. All information given would be treated with at most confidentiality.
 3. Please tick your most right choice

Part one: - Demographic Information

(1) Gender			
Male		Female	
(2) Age			
20 – Less than 30 Years		30 – Less than 40Years	
40 – Less than 50 Years		50 Years and above	
(3) What is your marital status?			
Married		Unmarried	
other			
(4) Educational Level			
Certificate Holder		Diploma	
Degree		Ph.D.	
Master's degree		Other,	
(5) Job title			
Assistant teacher		Main teacher	
Administrator		Administrative Officer	
(6) Department			
Kindergarten division		Grade 1- 4 division	
Grade 5- 8 division		Grade 9- 12 division	
(7) Experience at This School			
Less than 5 Years		5 – Less than 10 Years	
10 – Less than 15 Years		15 Years and above	

Part Two: Questions Related to the main Topic. Please answer each question based on your perception about the implementation of each in the school, where 1 indicates strongly disagree and 5 strongly agree.

No.	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
Recruitment and Selection:						
1	The school attracts high-Quality employees.					
2	The school retains high-Quality employees.					
3	External and internal recruitment method used by the school to attract candidates is good.					
4	Recruitment and Selection Process is transparent.					
5	The management includes the employees in the recruitment and selection process.					
6	The company forecasts the Human resource needs.					
7	The selection test I took when I was initially hired was related to my job specification.					
8	The recruitment and selection process of the school is done on the merit-based principle.					
Training and Development Programs:						
9	The school is concerned about the quality of Training.					
10	The school provides new employees with an orientation.					
11	Do you think that work knowledge is increased through training programs?					
12	The school plans ahead for the training programs.					
13	Do you think the method of training used by the school is effective?					
14	Does the training lead you to be satisfied with your job?					
15	Is the type of training you have taken applicable for the job after the training?					
16	Do you consider that the training reduces the employee's turnover rate of the school?					
Reward and Compensation:						
17	The school is concerned about employees' needs.					
18	The school provides employees with the type of benefits they need.					
19	The school provides benefits that compare favorably in the sector.					
20	The school uses non-cash compensation alternatives.					

21	The school uses compensation programs based on performance.					
22	The school uses a fair incentive system.					
23	The school's compensation system is reviewed periodically.					
24	The school's compensation system is one of the reasons to retain my job.					
Performance Appraisal:						
25	The organization carries out a performance evaluation of Each individual employee in the school					
26	The company has a professional appraisal system.					
27	Are evaluating mechanisms free from the personal view of the evaluator					
28	The administration provides feedback to employees 'timely.					
29	The school evaluation system is fair and honest					
30	Performance was fairly rated for the amount of effort					
31	Performance appraisal processes help me to find out about my level of performance					
32	I am satisfied with the performance appraisal process of the school					
Employees' Satisfaction:						
33	The employees feel there are real opportunities for career development.					
34	The employees are committed to their jobs.					
35	The employees feel that the school cares about them.					
36	The school has satisfied employees					
37	The employees would recommend the school as a place to work.					
38	The employees use all their skills and abilities on the job.					
39	The employees feel they have job security.					
40	The employees' salaries are distributed fairly compared to their expertise and educational level					
41	The employees feel the things they do on the job are significant, noticed, and got appreciation.					