


# ADDIS ABABA UNIVERSITY

## COLLEGE OF BUSINESS AND ECONOMICS

## DEPARTMENT OF BUSINESS ADMINISTRATION

# THE EFFECTS OF TALENT DEVELOPMENT PROGRAMS ON JOB SATISFACTION WITH MODERATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT AT THE BANK OF ABYSSINIA

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JUNE, 2026

ADDIS ABABA, ETHIOPIA




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**A THESIS SUBMITTED TO ADDISABABA UNIVERSITY, COLLEGE OF BUSINESS AND ECONOMICS FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER OF BUSINESS ADMINISTRATION**

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By: Hiwot Tamiru W/Giorgis

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# DECLARATION

I, the undersigned, hereby declare that this thesis entitled “the effects of talent development programs on job satisfaction with the moderating role of perceived organizational support at the Bank of Abyssinia” is my original work, carried out under the guidance and supervision of Meskerem Mitiku (PhD). It has not been submitted for a degree or any other academic program at any university or institution. All sources of materials used in this thesis have been properly acknowledged.

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Signature:



**CERTIFICATE**

This is to certify that this study entitled “The effects of talent development programs on employee job satisfaction with the moderating role of perceived organizational support at the Bank of Abyssinia”, submitted to Addis Ababa University College of Business and Economics for the award of the degree of master of business administration (MBA) is a record of original research work carried out by Miss Hiwot Tamiru W/Giorgis under my guidance and supervision.

I further declare that this study has not been submitted to any other university or institution for the award of any degree or diploma.

Meskerem M. 

Advisor Signature Date

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## *ACRONYMS*

BOA- Bank of Abyssinia

TD- Training and Development

CM- Career Management

SM- Succession Management

EL- E- Learning

POS- Perceived organizational Support

HR- Human Resource

## *Abstract*

*Talent development programs are critical for improving employee's skills, motivation and organizational performance in the banking sector. Bank of Abyssinia has implemented several talent development initiatives including training and development, career management, succession planning and e-learning. Despite these efforts, the Bank's 2023/24 employee engagement and satisfaction survey indicates fluctuations in satisfaction levels with only 53.8% of staff reporting adequate access to training and 56.3% perceiving fair internal job opportunities, suggesting that talent development programs may not be reaching employees equally. This study assessed the effects of talent development programs on job satisfaction and assed the moderating role of perceived organizational support at the Bank of Abyssinia Head Office guided by three objectives: to examine how talent development practices affect job satisfaction, to identify which program contributes most and to test the moderating effect of POS.A quantitative approach with an explanatory research design was adopted in this study. Using Yamane's formula, 141 clerical employees were selected through simple random sampling technique and primary data were collected by structured self-administered questionnaires. Descriptive statistics, Pearson correlation and multiple regressions were used to examine relationships among variables, while the moderating effect of POS was tested using Hayes' PROCESS macro (Model 1). The findings revealed that succession planning and career management emerged as the strongest positive drivers of job satisfaction. Conversely, training showed a negative effect when controlling for the other talent development programs, indicating that it must be explicitly linked to career management and succession planning pathways to be effective, rather than deployed as an isolated administrative requirement. At the end, the analysis demonstrated that Perceived Organizational Support (POS) acts a powerful independent predictor of satisfaction rather than a conditional moderator. Based on these findings, the study recommends that Bank of Abyssinia explicitly connect training programs to career advancement and succession pathways rather than delivering it in isolation, establish transparent performance based promotion systems, make e- learning role specific and interactive.*

***Keywords:*** *Talent Development Programs, Employee Job Satisfaction, Perceived Organizational Support, Training and Development, Career Management, Succession Planning, E-learning, Banking Sector, Bank of Abyssinia.*

# CHAPTER 1

# 1. INTRODUCTION

## 1.1. BACKGROUND OF THE STUDY

The effect of talent development programs on job satisfaction has become a growing area of research in the banking sector (Kharel & Niraula, 2025). As banks increasingly depend on skilled and satisfied employees to achieve competitive advantage understanding how talent development programs influence job satisfaction and the conditions under which they work has become essential (Okuku, 2024).

According to (Wesonga & Westhuizen , 2024) boosting and developing employees' skills, knowledge and abilities so they can effectively meet both current and future organizational needs is parts of the process of talent development programs. When it is implemented properly it creates a future ready workforce and let the employees know that they are worthy and supported which is a smart investment for long term success. By making workers more motivated and involved in their jobs, it helps to keep them longer and decrease the cost of staff turnover (Soylu & Batchelor, 2025). It is the process of shifting an organization stakeholder and its workers by paying attention to particular groups using planned and unplanned or unexpected learning, so that the company will accomplish and maintain a competitive advantage. In order to guarantee that the company has both present and future supply of talent to meet strategic objectives of the organization it primarily focuses on planning, selection and implementation of development strategies for entire group of skilled people (Pachchhapur, 2019).

Job satisfaction is a main idea in a company psychology that helps us understands how workers feel; stay interested and motivated at their work place. It is about how employees feel about their

jobs if they feel satisfied and comfortable with their duties and the environment they are work in. It directly affects how well a company performs and achieves its objective so that knowing what makes employees happy is important not only for improving how employees think and act (Baxi, 2024). It is favorable emotional state come from an individual's evaluation of their job. Workload, work environment, manger support and control, opportunities for promotion and development, relationships at work are some of the factors that influence this feeling. To put it briefly job satisfaction occurs when an employee's needs are satisfied and they believe that their compensation is equivalent with their contributions. (Al-Marri,2024).

Talent development can boost job satisfactions in 2 ways, the first one is that employees become more committed when their organizations provide continues trainings, mainly trainings which are related with their personal and professional development. The second one is that by mastering new skills employees can be encouraged and feel more inspired in their job.

Studies such as (Khan et al., 2024) found that talent development programs improved job satisfaction, especially when employees felt engaged in their organization. On other hand Nimtur et al., (2023) found that talent development had a negative and insignificant influence on job satisfaction in their study. Similarly, a study conducted in Ethiopia by (Keltu, 2024) showed that training and development had no significant effect on job satisfaction, while other human resource development practices such as career development and succession planning had positive effects. These variations suggest that the effect of talent development on job satisfaction may depend on context and implementation. These mixed findings suggest that the relationship between talent development and job satisfaction is not consistent across all contexts. This indicates the need for further investigation particularly in the Ethiopian banking sector where empirical evidence remains limited.

Talent development programs are meant to make employees more satisfies with their jobs but they don't always work right away or in every situation. According to organizational support theory these programs only increase satisfaction if employees actually think the bank values their work and cares about their well-being (Rhoades & Eisenberger, 2002). This belief is called perceived organizational support (POS).). If employees see training and career development as a voluntary choice by the bank to help them grow, they feel supported and become more satisfied with their jobs (Baran, Rhoades Shanock, & Miller, 2012). Therefore, POS acts as a bridge that decides whether the bank's development programs truly lead to higher employee job satisfaction or have little to no effect (Allieu, Bangura, & Yovuwa, 2024).

## 1.2. STATEMENT OF THE PROBLEM

To achieve the bank's long term goal banks need highly qualified and motivated employees. In order for this to occur workers must have equal access to opportunities and be fully informed about the bank's development initiatives. Employees are more likely to develop in their positions, feel appreciated and make more significant contributions to the success of the company when employees understand and join these programs.

According to (BOA HR procedure, 2021) Bank of Abyssinia has implemented different talent development programs for the past years to maintain employee skills and satisfaction. Among the initiatives the employee development strategy guides capacity building with the help of gap analysis, competency assessments and continuous years training plans which will include both classroom and e-learning trainings. The career management program develops career frame works, job families and paths to align employee's objectives with bank. Succession planning and management is primarily focused on finding main roles and successors, review if there is gaps and create purposeful development plans. E-learning programs create digital learning system including content development and rollout (BOA HR procedure, 2021).

Even if Bank of Abyssinia tried to introduce different talent development programs over the last past years, the BOA's 2023/24 employee engagement and satisfaction survey showed that only 53.8% of staff feels that they have access to training and education which can help them grow in their careers. This means the programs are not reaching every staff as planned. In addition only 56.3% of employees think there are fair chances for all staff to apply for internal jobs. Furthermore, employees satisfaction over the past five years has been gone up and down with the scores ranging from 62.9% to 72.2% then in 2023/24 dropped in to 67% showing that there is a fluctuation and employee satisfaction has not been stayed constant (Bank of Abyssinia's Employees' Engagement and Satisfaction survey report, 2024).

As stated on the Bank of Abyssinia's Employees' Engagement and Satisfaction survey report, factors such as unequal access to training, perceived unfairness in internal job opportunities and fluctuation in employee satisfaction might be associated with low perceived organizational support, as employees who feel that the organization does not value or support them are less likely to experience higher job satisfaction. Similarly it is reported on (Bank of Abyssinia e-learning program employees feedback report, 2025) indicates that employees find on the job training burdensome because of their regular work tasks which limits the time available to finish the courses. Employees also want the e-learning program to use more interactive methods additionally some courses are reported to be misaligned with employee's roles.

Previous researches at the Bank of Abyssinia have explored how training and development practices affect employee outcomes for instance (Debalkie, 2019) found that although training programs were generally well-organized, employees felt the objectives were unclear, access was unequal and the programs didn't fully match their needs. Abera (2020) showed that HRM practices, including training and development, positively influenced job satisfaction across several banks, including BOA however, his study didn't examine other key development efforts like career management or succession planning. Tekeste (2024) emphasized that the design of training programs had a strong impact on employee performance reinforcing the value of structured development. Similar researches by Kidane (2024), Lerra (2016) and Mekonnen (2016) also focused on training practices in Ethiopian banks without addressing other talent development programs.

Although talent and development practices have been the subject for various studies which are cited above, they only focused on training as there variable but in this study career management, succession planning, e- learning practices are included. In addition while studies focus on the direct relationship between development practices and job satisfaction, limited attention has been given to how employees' perceptions of organizational support may strengthen or weaken this relationship. This creates a gap in understanding the conditional effect of talent development programs, particularly in the context of the banking sector.

This literature gap in Bank of Abyssinia leads to insufficient evidence to fully understand how multiple talent development practices influence job satisfaction, especially when considering the moderating role of perceived organizational support. This study can help BOA to improve its HR strategies and increase overall engagement regarding talent development practices in addition; it contributes to addressing the limited research on talent development within the Ethiopian banking sector.

Additionally studies such as, (Khan et al., 2024) found that talent development programs improved job satisfaction especially when employees felt engaged in their organization. On the contrary, Nimtur et al., (2023) found that talent development had a negative and insignificant influence on job satisfaction in their study. Similarly, a study conducted in Ethiopia by (Keltu, 2024) showed that training and development had no significant effect on job satisfaction, while other human resource development practices such as career development and succession planning had positive effects.

These different findings showed that the effect of talent development on job satisfaction may depend on the context and how the programs are implemented which indirectly means, not all development programs lead to higher job satisfaction. These mixed findings indicates the

relationship between talent development and job satisfaction is not always strong or consistent across different contexts. For this contextual gap, further investigation is necessary to understand how talent development practices affect job satisfaction in single organization contexts.

Studying this issue matters because of employees job satisfaction directly affect intention to stay at the bank, motivation to work and organizational performance. Fluctuating satisfaction levels and unequal access to development programs increase the risk of employee turnover and weaken the long-term competitiveness of the bank. It is also important to examine how perceived organizational support will affect the relationship between talent development programs and job satisfaction, as this helps to address a research gap in Ethiopian banking sector and provides guidance for improving HR strategies. Therefore, this study seeks to assess the effects of multiple talent development practices on job satisfaction and to examine the moderating role of perceived organizational support at the Bank of Abyssinia.

## 1.3. RESEARCH OBJECTIVES

General Objective:

To assess the effects of talent development programs on job satisfaction with the moderating role of perceived organizational support at Bank of Abyssinia.

Specific Objectives:

- To examine how talent development practices affect employee job satisfaction at the Bank of Abyssinia.
- To identify which areas of talent development programs (training, career management, succession planning and e-learning) contribute most to employee job satisfaction.
- To examine the moderating effect of perceived organizational support on the relationship between talent development programs and employee job satisfaction.

## 1.4. CONTRIBUTION OF THE STUDY

Empirical Contribution

This study contributes to the literature by examining the collective effect of training and development, career management, succession planning and management and e- learning on employee job satisfaction in the Ethiopian banking sector. While a previous research often looks at these practices in separate, this study provides a more broad view by analyzing them together within the Bank of Abyssinia. The findings contribute to local empirical knowledge by identifying career management and succession planning as the strongest drivers of employee job satisfaction. This helps researchers and bank managers understand which specific practices have the most significant impact on employees within specific regional context.

Theoretical Contribution

The findings of this study contribute to Organizational Support Theory (OST) in two main ways first the study proved that POS positively influences employee job satisfaction, proving that the core ideas of the theory apply well to the Ethiopian banking sector. The other contribution is addressing the gap in literature by testing whether perceived organization support moderates the relationship between development practices and job satisfaction. Because the results revealed that POS does not act as a moderator but instead functions as an independent predictor, this study clarifies the theoretical role of POS. It shows that organizational support operates as a strong independent factor on its own that directly drives satisfaction, rather than just altering the effectiveness of training programs.

## 1.5. SCOPE OF THE STUDY

This study focused on the effects of talent development programs which are training and development, succession planning and management, career management and e-learning on employee job satisfaction with perceived organizational support at the moderator variable at the Bank of Abyssinia. It will specifically target employees who are working at Bank of Abyssinia head office. The head office is chosen because it is directly involved in the creating, planning, managing and coordinating how those programs are implemented across the bank. In addition it improves the feasibility of the research by facilitating access to respondents and data collection. The study adopted an explanatory research design and use quantitative approach. Primary data were collected through a structured questionnaire distributed to selected employees. In terms of time scope, this study was conducted in 2026 with data collection carried out starting from May 3, 2026 to May 14, 2026 and the research problem is grounded in BOA's 2023/24 employee engagement and satisfaction survey which revealed fluctuating satisfaction levels and limited access to development programs among clerical employees. Employees working in other branches of the bank and those from other banking institutions are not included in this study.

## 1.6. ORGANIZATIONAL STRUCTURE

This thesis is organized into 5 chapters. Chapter one introduces the study by presenting the background of the study, statement of the problem, objectives, significance and scope. Chapter two reviews relevant literatures and theory. Chapter three explains the research methodology including research design, sampling and data collection. Chapter four presents and discusses the results in relation to the research questions. Chapter five concluded the study provides recommendations for practice and future research.

# CHAPTER 2

# 2. RELATED LITERATURE REVIEW

## 2.1 THEORETICAL REVIEW

### 2.1.1 OVER VIEW OF TALENT DEVELOPMENT PROGRAM

Talent development programs defined by different authors (Cappelli, p, 2008) describe it by 2 ways first a group of small initiatives which support workers to learn, grow and second widely described as collective in HR functions responsible for attracting, developing, retain and motivating employees; it is regarded as a key component of talent management. To reinforce succession planning and attract high quality skilled employee's organizations will depend on talent development strategies similarly managers contribute by evaluating talent needs, setting clear objectives, offering feedback facilitating and monitor development(Nurfadilah et al., 2022).

As stated by (Okuku, 2024) empowering the workforce skills become crucial for organizations aiming to stay competitive in the market and flexible in the modern changing business environment .Investing in talent management help the company by retaining employees which have necessary skills and knowledge to manage the changing or emerging technological advancement effectively. This strategy will help employees both relevant and motivated which helps engaged in their work, it helps to build a workplace where people keep learning and coming up with new ideas. It offers several advantages to employees while providing serious value to organizations among those it increase productivity and performance, attract better candidates, Improve Legal Compliance, and develop Standards for Employee Performance (Soylu & Batchelor, 2025)

Chhabra and Mishra, (2008) emphasize that investing in existing staffs to develop their skills is more cost effective than replacing them with new employees ,noting that turnover can cost an organization up to one and half times thee employees annual salary. This proves that investing in employee development will help to reduce turnover costs.

It is about building employees' expectations and confidence through effective development programs that enable them to perform beyond the basic requirements of their roles. It is multi-dimensional concept in Human Resource Management that involves organizational initiatives to identify develop and maximize the potential of employees within the organization (Soylu & Batchelor, 2025). Talent development initiatives should be systematically planned, implemented and evaluated based on proven learning principles and integrated into the actual work environment and be designed to improve employee growth and performance (Ochurub et al.,2022).

### 2.1.2. COMPONENTS OF TALENT DEVELOPMENT PROGRAMS

### TRAINING AND DEVELOPMENT

Training and development are important for making sure employees have the required skills, knowledge and abilities to do their jobs. Selecting appropriate training methods helps align employee capabilities with organizational needs and these skills must be regularly updated to reflect evolving human resource practices and business demands (Niazi,2011).Training is the processes of helping employees gain the knowledge, skills, and attitudes they need to perform their tasks more effectively and meet job standards (Rachman & Sodirin,2025).

It involves educational activities designed to improve the short term and long-term job effectiveness of employees. Organizations will boost employee motivation by providing those educational trainings, when employees get useful and job related relevant training, it leads employees to perform more better and feel confident in their jobs .Companies that prioritize employee development often see higher motivation and loyalty among staff. Trained employees are usually more satisfied with their work (Yahuza & Suleiman, 2024).Training enhances job specific skills, while development supports long-term and future personal and professional growth. This actions will help individuals and teams through raising output and benefit organizations through higher productivity plus reducing turnover rate, and benefit society by strengthening the overall labor force. Their effectiveness depends on proper needs assessment, good training design, support for transferring skills to the job, and systematic evaluation (Aguinis &Kraiger, 2009).

One of the most widely known author (Noe, 2010) noted that “the goal of training is for employees to enable the knowledge, skill and behaviors emphasized in training programs then to apply them to their day to day activities” this is true in banking sector, where training must go beyond basic task instruction and connect to employees career growth to make difference.

**I. On-the-job training**

On the job training is to allow employees to learn and practice job related matters directly while performing their tasks, helping them gain the knowledge needed to succeed in their specific job on their environment. Among the methods of on the job training the most commons are coaching, mentoring, job rotation, job instruction technology and apprenticeship (Vasanthi and Basariya, 2019). It involves placing trainees directly on the job and teaching them the necessary skills and knowledge through practical experience. As stated by (Jayathilake, 2022) banks need to train their workers so they can attract and keep customers, which helps increase income, one of the most common ways to do this is through on-the-job training.

**II. Off-the-job training**

Trainees are trained outside the workplace, reducing the stress and distractions of daily tasks common methods include lectures and conferences, vestibule training, simulation exercises, sensitivity training, and transactional training (Vasanthi, and Basariya, 2019). It is an intellectual training method which usually held outside the work place, it is aiming at boosting employee's knowledge, skills and abilities by providing verbal or oral directions, manuals on how tasks should be worked and explanations of the connections between different concepts (Akther et al., 2019).

A method of instruction where employees gain new knowledge or learn about advances in their field at a location outside their usual workplace. Vasanthi and Basariya (2019) explained that most of the time these types of trainings are needed when an organization wants to train a large number of employees and when employees are fresh both for the company and the job itself they will not have a knowhow of the job and the working environment will be new for them, for the purpose of that off the job training is the best option.

## CAREER MANAGEMENT

A person's career is a major part of their life and making wise and advantageous decisions requires having strong career management abilities (Ghavifekr and Radwan, 2021). According to (Jha et al.,2018 ) career management can be defined as the efforts made by an organization to guide and control the movement of employees through different roles or positions over time, in a way that fulfills both individual career aspirations and organizational objectives. As described by (Wesarat, 2014) there are 2 main types of career management which are individual and organizational. Individual career management means that employees will plan their own careers by setting goals, figuring out what they are good at and what they are not and taking steps to reach those goals. Organizational career management is the way that companies support and manage their employees to grow in their careers.

For individuals the major objectives are it focuses on gaining self-awareness, setting and achieving career goals, developing skills, building networks and maintaining work-life balance. Again for organizations it aims to retain talent, improves performance, develop future leaders and boost employee morale through effective career development programs (Ajibola, 2025).

At the Bank of Abyssinia, career management is structured around defined job families that guide employee growth and progression. These job families include Banking Operations, Strategy and Resource Management, Engineering, Legal, and Information Technology. The bank guarantee that worker's skills and development are aligned with organizational needs by structuring career paths

within the mentioned categories enabling structured advancement across various professional areas (BOA HR procedure, 2021)

## SUCCESSION PLANNING AND MANAGEMENT

Succession planning is programmed activities that aim to keep crucial organizational knowledge and ensure that business is continued by identifying and preparing future leaders to take on important roles when current leaders are retire, leave or pass away (Bano et al.,2022). In order to support skill development and managerial roles experiencing training and development opportunities are important. Smooth increased employee engagement, recruitment of high performers and knowledge retention and transfer are advantages of succession planning (Rana, 2023).

The significance of succession planning according to (Bano et al., 2022) , is explained under a number of important points for instance the possibilities of job vacancies caused by unexpected events, baby boomer retirements, delayed retirement, predicted retirements and labor shortages. As (Ali & Mehreen ,2019) noted that retaining skilled employees has become a major challenge for organizations seeking a competitive edge. To address this, many use strategies such as succession planning which improves performance and prepares future leaders by building a pool of talented staff.

The objectives and importance of succession planning are highly significant for the Bank of Abyssinia. To ensure effectiveness, the bank also prepares regular reports to track the status of its succession planning activities, as outlined in the (BOA procedure, 2021) the succession planning and management program monitoring and evaluation report includes key elements such as the bank's branch strength, average time to fill successor roles, dropout rates, successor retention rates, percentage of employees promoted to targeted positions, performance ratings, successor training, successor engagement scores, and recommended interventions where results fall below expectations.

## E-LEARNING

E- Learning is part of distance education that builds which differs from older methods like, correspondence courses, educational TV, CD-ROMs and video conferences (Khazanchi et al., 2022). It is viewed as being effective or more useful than traditional in person learning (Noesgaard & Orngreen, 2015). Creating e- learning courses that include useful content, attractive with learning materials inaddtion tools like chats, forums and video sharing mechanisms will help it to work well (Giannakos et al., 2022). In banking online learning measn that, providing training and

tutorials to build skills and assess knowledge through the web Xanthopoulou & Athanasopoulos, 2021).

E – Learning provides personalized learning experiences and facilitate global collaboration making it an effective tool for professional development and organizational competitiveness (Chethan & Nazeer, 2023). Despite these advantages several challenges may limits its effectiveness. According to (Bilquish, 2024) these challenges include maintaining learner engagement, ensuring equitable access to internet services and designing user friendly platforms are mentioned. Addressing these challenges is essential for maximizing the benefits of e-learning and enhancing the overall learning experience

### 2.1.3. OVER VIEW OF JOB SATISFACTION

It is a feeling of happiness and being satisfied which is derived from a person's work or evaluation of work experiences plus to that how much their job align with the things they believe they are most important (Vadilla et al., 2025). Similarly a positive or enjoyable emotional state that arises from evaluating one's job or work experiences is noted by (Busque et al., 2022).

High levels of job satisfaction are positively linked with advanced employee performance because a supportive work environment boosts greater motivation and effectiveness in achieving organizational tasks (Dinda, 2024). Satisfied workers are more motivated to do their jobs well, which increases company productivity, the reverse the absence of job satisfaction can decrease employees' motivation and increase the likelihood of turnover (Kim & Maijan, 2024). The absence of employee motivation and the resulting disengagement among dissatisfied workers can cause the organization to incur costs (Ruzungunde et al., 2024).

Job satisfaction is important for the organization for a number of reasons including it boosts employee commitment and involvement, increase productivity, lower absenteeism and turnover, improves relationship between employers and employees, promotes a positive work environment and develop employees loyalty(Das, 2024). It has been suggested that job satisfaction data serves as an indicator of employees' emotional wellbeing and mental fitness, providing organizations with valuable insights to refine departmental policies and practices in areas where dissatisfaction is identified (Muwanguzi, 2022). . It is mentioned that job satisfaction is mainly affected by two factors those are 1) job its self, 2) work place cultures like job variety ,management style and related issues (Cheng,2024). Including the fact that job satisfaction boosts employee commitment and involvement, boosts productivity, lowers absenteeism and turnover, improves relationships between employers and employees, improve a positive work environment and increases employee loyalty.

In current time of rapid technology change banks need to balance innovation with employee's motivation and satisfaction making employee satisfied is a major factor for long term organizational stability (Mabboranget al.,2025). This view is further supported by the (BOA employee satisfaction and engagement report, 2024) which notes that highly engaged employees are generally satisfied with their work, though satisfaction alone does not guarantee engagement and such employees may remain committed even during temporary periods of reduced job satisfaction.

### 2.1.4. TALENT DEVELOPMENT PROGRAMS AND JOB SATISFACTION

**TRAINING AND DEVELOPMENT AND JOB SATISFACTION**

Training and development programs enhance employees' knowledge, skills and ability to perform job tasks effectively. When employees get relevant training they become more skilled and confident in performing their responsibilities which can increase their satisfaction with their jobs (Kanuto, 2024). When employees are satisfied at work they become more motivated, taking responsibility and loyal to the organization for this to happen training and development programs plays crucial role (Mampuru et al, 2024). Koley (2025) sated that effective HRM practices such as training and development enhance employee job satisfaction and strengthen organizational performance. This finding shows that one of talent development programs training and development can affect job satisfaction through knowledge and skill improvement, confidence in performing job tasks and motivation in their work place.

**CAREER MANAGEMENT AND JOB SATISFACTION**

Clear career growth journeys and equal opportunities for advancement will raise employee's expectation and increase their job satisfaction. Effective career management has a major impact on how employees view the future on their career and how satisfied with their jobs. (Wang & Ali, 2025). Alignment between employees' career goals and their professional roles is linked with higher job satisfaction because employees feel their work supports their long-term career development (Çerçi et al., 2025). On the contrary studies like Susanto et al. (2023) proved that career path does not have a strong or positive effect on job satisfaction. This means that employees' views of career progression have not led to greater satisfaction in their jobs. The relationship results can vary due to different reasons like if the employees don't trust the system, different career stages or value other factors more. Career management affects job satisfaction through clear career growth opportunities, employees' expectations about their future career and alignment between career goals and job roles.

**SUCCESSION PLANNING AND JOB SATISFACTION**

Succession planning helps companies to get ready their employees for future leadership or other key roles through development activities it is been stated that organized succession planning can increase employees belief of career growth and internal promotion opportunities which can lead to higher job satisfaction and organizational commitment (Baqri et al., 2025). Additionally succession planning improves employee's perspective of job security and career stability this attitude will be linked with employee retention and job satisfaction (Fahmi et al., 2024). Key points to look like branch strength, how quickly positions are filled and employee retention, promotions, performances and engagement helps organizations to find problems early and fix them quickly. This organized tracking improves succession planning outcomes and directly supports employee's job satisfaction and commitment (BOA Hr procedure, 2021).

**E- LEARNING AND JOB SATISFACTION**

Organizations can do better by using clear and quick communication tools like e-learning that help people share knowledge while working toward common goals (Margalina et al.,2018). Lin et al. (2019) reported that employee acceptance of e-learning positively influences job satisfaction, and this relationship is mediated by organizational learning culture. It is indicated that there is a positive relationship between the effectiveness of e-learning management and the level of job satisfaction. In other words, when e-learning systems are well-designed organized and effectively managed, employees experience greater satisfaction in their roles (Izhiman, 2024). Thus effective e-learning affects job satisfaction through knowledge sharing and communication and continuous learning and development.

### 2.1.5. The Moderating Role of Perceived Organizational Support

The general belief held by employees that their company values their contribution and cares about their well-being is known as POS (Maan et al., 2020).In the study of organizational behavior researchers emphasize that simply having human resources practices such as training and career development is not sufficient to achieve positive results. Without this belief even well designed HR practices may fail to enhance employee commitment or job satisfaction.

Accordingly, POS is recognized as a moderating variable that influences the strength of the relationship between organizational programs and employee outcomes (Detnakarin & Rurkkhum, 2019). Specifically, POS can strengthen or weaken the effect of talent development programs on job satisfaction. Supporting this view (Prasetio et al., 2020) found that effective human resource practices lead to stronger employee engagement only when employees perceive adequate organizational support. This suggests that a supportive organization is important for the success of management initiatives

In the banking sector, evidence from commercial banks indicates that POS significantly moderates the relationship between career development practices and employee outcomes such as engagement and job satisfaction (Niraula & Kharel, 2025). Furthermore, POS helps translate organizational initiatives into improved performance and long-term outcomes (Akhtar et al., 2025). For talent management to be effective in retaining employees and ensuring sustainability, development programs need to be supported by a strong sense of organizational care (Weng et al., 2023). Therefore, in the context of the Bank of Abyssinia, the effectiveness of training, career management, succession planning and e-learning in enhancing job satisfaction may differ depending on the level of perceived organizational support.

### 2.1.6. THEORETICAL FRAMEWORK

This study is grounded in two theories. Human Capital Theory provides the foundation for the talent development practices (training and development, career management, succession planning, and e-learning), while Organizational Support Theory provides the foundation for perceived organizational support (POS) and its relationship with employee job satisfaction.

ORGANIZATIONAL SUPPORT THEORY

It explains how employees develop a general belief about the extent to which their organization values their contributions and cares about their well-being, referred to as Perceived Organizational Support (POS) (Rhoades & Eisenberger, 2002). It is a theory that studies how employees feel about their company. It looks at whether workers believe that their company values their work and cares about their well-being. That belief is called POS (Perceived Organizational Support). Employees often seen as a representative of their organization because of that treatment they receive from supervisors and management is usually interpreted as an indication of how much the organization values them(Allieu, Bangura, & Yovuwa, 2024).

The theory is grounded in the norm of reciprocity, which suggests a mutual exchange relationship between employees and the organization (Boateng, 2019). Employees are more likely to value organizational support when they perceive it as voluntary rather than as a result of formal policies or obligations (Baran, Rhoades Shanock, & Miller, 2012). When employees sees lots of organizational support their socio emotional needs will be met, which leads to sense of belonging and an increasing obligation to add to organizational goals. This, in turn enhances their job satisfaction and overall work attitudes (Rhoades & Eisenberger, 2002; Baran et al., 2012). In the banking sector, perceived organizational support plays an important role in influencing employees' attitudes and retention decisions (Boateng, 2019). Accordingly, POS serves as a mechanism through which organizational practices influence employee outcomes (Allieu et al., 2024).

**Organizational Support Dimensions**

Recognition & Valuation of Contribution

When employee's achievements are recognized they feel respected and valued and that build their confidence and commitment to the company. Fair and consistent recognition not only motivates employees in addition it reduces stress and burnout because employees will notice their efforts appreciated (Jo & Shin, 2025).

Respect for Goals & Values

When organizations respect employees personal goals and values workers will feel treated as important members of the team rather than replaceable staff. The recognition builds trust and satisfaction, because employees realize that their uniqueness and career goals are supported (Maan et al., 2020).

Fulfillment of Socio-Emotional Needs

Organizational care for employee well-being provides an important psychological resource that reduces emotional exhaustion and burnout (Hassanein et al., 2025). Extending this care to personal challenges, such as work-life conflicts, fulfills socio-emotional needs for security and affiliation (Wattoo, Zhao, & Xi, 2018).

Rewards & Fairness

Fairness in promotions, distribution of workload and voluntary rewards are parts of organizational care. Job satisfaction and employee engagement will be improved when employees see rewards as fair and clear. According to studies fairness and recognition together acts as strong predictors of positive employee outcomes (Jo & Shin, 2025; Maan et al., 2020).

In the context of bank of Abyssinia Organizational supports like rewards, emotional care, manager support and fairness can play crucial role if employees feel highly supported in these areas, talent development programs such as training, career management, succession planning, and e-learning are more likely to improve their job satisfaction. But if employees feel little support, these programs may not bring the expected positive results. Thus, organizational support theory provides a useful framework for explaining how talent development programs influence employee job satisfaction through moderating role of perceived organizational support.

HUMAN CAPITAL THEORY

Human Capital Theory, first introduced by Schultz (1961) and later expanded by Becker (1964) which views employees' knowledge, skills, and competencies as valuable forms of capital that contribute to both individual and organizational success. The theory points out that investments in education, training and employee development enhance productivity and generate long-term returns.

According to (Sweetland, 1996) described Human Capital Theory as a framework explaining how investments in people create economic and organizational value. Similarly, (Tan, 2014) highlighted that knowledge and skills accumulated through learning and development improve employees' capabilities and career outcomes.Studies by (Marginson, 2019) and (Ployhart , 2012) further stress that human capital is a strategic resource enabling organizations to achieve sustainable competitive advantage. In line with this,(Coff and Kryscynski, 2011) argued that organizational success depends on the effective development and utilization of employees' knowledge and competencies.

In the context of this study, Human Capital Theory provides the foundation for practices such as training and development, career management, succession planning, and e-learning. These independent variables enhance employees' capabilities and ultimately contribute to positive outcomes such as job satisfaction, retention, and improved organizational performance.

## 2.2 EMPIRICAL REVIEW

In this study, the empirical review looks at past research on how talent development practices affect employee job satisfaction, in addition the role of perceived organizational support. The review focuses on key areas such as training and development, career growth, succession planning and e-learning.

According to (Al-Hamdan, 2021) talent management practices have a significant positive impact on employees, with talent development emerging as the most influential component. Initiatives such as employee growth programs, skill developments and trainings were particularly effective in increasing job satisfaction levels. (Thabet al., 2022) investigated that training and development (T&D) positively influence employee performance, primarily through their impact on job satisfaction, as a result it acknowledges that T&D, employee performance and job satisfaction are interconnected and collectively contribute to organizational success.

Aktar (2023) examined different training methods in commercial banks and found that job rotation, seminars and informal learning all contribute to higher job satisfaction. However, employees tend to rely more on informal learning, which has a strong and positive impact on their work

performance. As it is stated by (Yamoah, 2024) these training programs improve workers' technical proficiency as well as more general abilities like problem-solving, communication, and financial literacy. Siddiqui et al., (2025) examined the relationship between training, job satisfaction and employee retention. Their study found that training positively impacts retention, while job satisfaction reduces turnover intention. Consequently, a study by (Nagaraju and Archana, 2015) organizations should adopt need based training programs and design them systematically to ensure effectiveness. Such structured initiatives not only enhance the success of training outcomes but also promote higher levels of employee job satisfaction.

The study by (Shah et al., 2025) confirmed that career skill development, career goal setting, career support, and career mentoring all have a significant positive effect on employee job satisfaction additionally he found that employees with clear career pathways expressed significantly higher satisfaction. Again the study by (Wau & Purwanto, 2021) found that career development has a positive effect on employee performance and also enhances job satisfaction furthermore, job satisfaction itself was found to positively influence employee performance. As it is confirmed by (Wang & Ali, 2025) career expectation mediates the relationship between career management and job satisfaction. This shows that career management influences job satisfaction both directly and indirectly by shaping employees career expectations.

Other studies confirmed that career development positively affects both employee performance and job satisfaction, while training has little impact on job satisfaction but does improve performance (Hasan et al., 2022). According to (Ojuolape et al.,2022) succession planning helps bank managers by giving clear steps to lower employee turnover, improve job satisfaction, and support employees in both their professional and personal growth. A study by (Al Rubaii & Matriano, 2025) stated that succession planning is crucial for improving workplace relationships and promoting collaboration, which ultimately support teamwork and job satisfaction. Again it is tested that succession planning has been validated as an essential in the job demands resources model it have significant direct and indirect effects on job engagement and performance showing strong effect in reducing work load while increasing employee engagement and effectiveness which can leads to job satisfaction (Ali & Mehreen ,2019).

Regarding e-learning programs, (Ye & Morris, 2025) found that the platform generally has a positive impact on staff satisfaction and development it is suggested the flexibility, continuous support and community engagement is important to improve the e-learning experience. Those are powerful instruments for enhancing employee performance and professional growth. Their effectiveness depends on strategic implementation, management support, and alignment with

talent development strategies (Rajawat et al., 2025).The talent development process is vital for job satisfaction in financial institutions.

Although many studies point out the positive impact of talent development on job satisfaction several findings present conflicting evidence such as (Nimtur et et al., 2023) argue that talent development had a negative and insignificant effect on job satisfaction while (Keltu, 2024) similarly found that training and development showed no significant impact only career development and succession planning gives positive outcomes. Nasution et al. (2024) also identified that training improved retention but did not significantly influence job satisfaction whereas career development did. Likewise (Kosteas, 2023) argued that training does not uniformly increase job satisfaction, its impact depends on the type of training and the work environment in which it is applied. All things considered these studies show that the relationship between talent development practices and job satisfaction is not consistent, it indicating that program design, type of intervention and contextual factors play a main role

The study by Kharel and Niraula (2025) shows that Perceived Organizational Support (POS) plays an important role in the banking sector. It explains that career development programs can improve employees' engagement, but this effect becomes stronger when employees feel that the organization values them and cares about their wellbeing. The study by Maan et al. (2020) found that Perceived Organizational Support (POS) plays a key role in improving job satisfaction by increasing employees' confidence and ability to perform their work (psychological empowerment). This positive effect is stronger for employees who are more proactive. The findings support Organizational Support Theory, which explains that when employees feel valued and supported by their organization, they respond with higher satisfaction, motivation, and commitment.

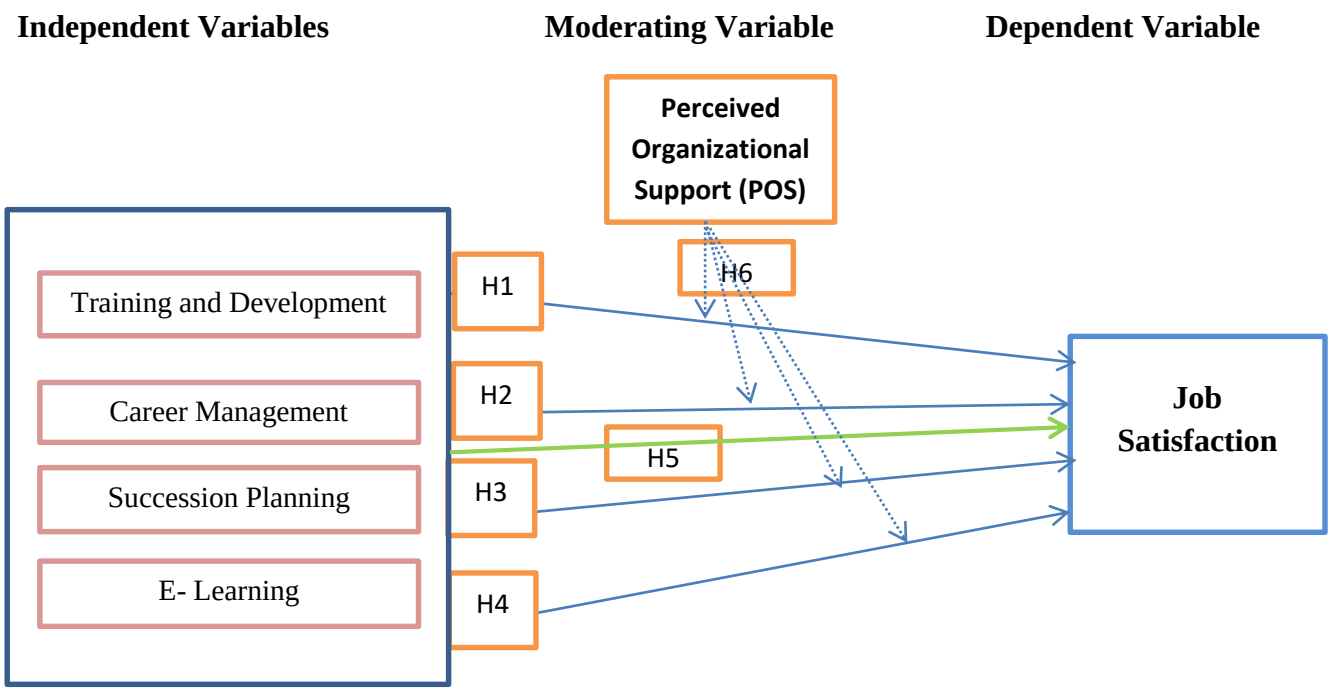
Employees' views about HRM practices directly influence their commitment to the organization. This means that when employees believe practices like training, career development, and performance appraisal are well implemented, they become more committed. The study also tested whether this effect happens indirectly through perceived organizational support (POS), but only career development and performance appraisal showed a significant indirect effect. This suggests that not all HR practices increase commitment through POS, but some do depending on how employees perceive them (Nasurdin et al., 2008). Effective HR practices and perceived organizational support (POS) can be used as leverage to enhance employee engagement, and organizations need to identify and provide the type of support that employees want (Djatmiko et al., 2020)

Overall, past studies agree that talent development practices often enhance job satisfaction, but findings are not consistent. Some research shows positive effects across training, career development, succession planning and e-learning, while others report insignificant or mixed results especially for training. These conflicts reveal that program design, type of intervention, and context matter. Many past studies also missed the role of perceived organizational support (POS), which can make these practices more effective.

## 2.3. CONCEPTUAL FRAME WORK

In this study the main concept is Talent Development Programs provided by the Bank of Abyssinia. These programs can include different initiatives. The study focused on examining the relationship between these programs (independent variable) and (dependent variable) which is employee job satisfaction. In addition perceived organizational support is incorporated as a moderating variable, examined on whether it conditionally moderates the relationship between the variables.

Figure 2.3.1: Conceptual Framework




Source; (Kharel & Niraula, 2025) slightly amended by the researcher

**HYPOTHESIS**

**$H_{01}$**: Training and development do not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.

**$H_{02}$:** Career management does not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.

**$H_{03}$:** Succession planning does not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.

**$H_{04}$:** E-learning does not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.

**$H_{05}$**: Talent development practices (training and development, career management, succession planning and e-learning) do not collectively have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.

**$H_{06}$:** Perceived Organizational Support does not have a significant moderating effect on the relationship between talent development practices and employee job satisfaction at the Bank of Abyssinia.

## 2.4. RESEARCH GAP

Despite the growing body of literature on talent development and job satisfaction, several important gaps remain unaddressed. Most previous studies examined talent development practices in isolation, focusing primarily on training and development. Studies conducted at Bank of Abyssinia such as (Debalkie ,2019), (Tekeste , 2024) and (Kidane, 2024) are clear examples of this narrow focus, which limits understanding of how these practices collectively influence employee job satisfaction.

Beyond this, findings across existing studies remain inconsistent and contradictory. Some studies confirm a positive relationship between talent development and job satisfaction while others report negative or insignificant effects suggesting that contextual factors may play an important role in determining outcomes. These contradictions indicate that the relationship between talent development and job satisfaction is not straightforward and requires deeper contextual investigation. Furthermore; limited attention has been given to the moderating role of Perceived Organizational Support in this relationship. Although scholars like (Kharel and Niraula, 2025) and (Maan et al., 2020) highlighted the importance of POS in employee outcomes, no study has

specifically tested its moderating effect on the relationship between all four talent development programs and job satisfaction particularly in the Ethiopian banking context.

Therefore this study addresses these gaps by examining the collective effect of training, career management and succession planning and e-learning on employee job satisfaction and testing the moderating role of POS at Bank of Abyssinia.

# CHAPTER 3

# 3. RESEARCH METHODOLOGY

This chapter describes the research design and methodological procedures used to investigate the effects of talent development programs on employee job satisfaction at Bank of Abyssinia. It presents the research design and approach, population and sampling techniques, sample size calculation, data sources, instrument and data collection procedures and data analysis methods.

## 3.1. RESEARCH DESIGN

A research design is a logical and organized plan that guides a study which specifies objectives, the methods and the techniques which is used to achieve those objectives (Khanday, 2019). Research designs can be descriptive, exploratory or explanatory. Descriptive research design focuses on outlining characteristics and trends without examining causes while exploratory research is used when little prior knowledge exists and the aim is to generate new insights. In contrast, explanatory research seeks to uncover cause and affect relationships between variables (George & Merkus, 2021). Since this study examines the effects of talent development programs (such as training, career management, succession planning and e-learning) on job satisfaction and investigates how Perceived Organizational Support (POS) moderates this relationship, it adopts an explanatory research design. Additionally, the study used a cross sectional study design because the data was collected from respondents at a single point in time.

## 3.2. RESEARCH APPROACH

A quantitative research approach was used in this study to examine how talent development programs affect employee job satisfaction with moderating role of POS at Bank of Abyssinia. Quantitative research depends on gathering numerical data's and analyzing it statistically both inferential and descriptive tools to check the relationship between variables (Oranga & Matere, 2025). Its main purpose is to describe an event or phenomena by collecting numerical data to give answer for targeted questions, for example describing quantities and percentages to apply

statistical techniques that help objective analysis and generalization to a broader population (Taherdoost, 2022). For this reason this study is suitable to use quantitative approach, it enables organized data collection and statistical analysis of the relationship between talent development practices.

## 3.3. POPULATION AND SAMPLING

### 3.3.1. Target Population

Employees of the Bank of Abyssinia who work at the Addis Ababa head office were the target population of the study. Since this population is a collection of employees from different departments and job levels, I am able to gather a range of opinions and experiences regarding talent development initiatives and how they affect employee job satisfaction

### 3.3.2. Sampling technique

This study used simple random sampling technique to select clerical employees who perform office based tasks to support daily business operations working at Bank of Abyssinia Head Office. Clerical employees were chosen it's because of their involvement in development programs will be higher than non-clerical staffs. In simple random sampling technique every employee in the target population has an equal chance of being included in the study, which reduces selection bias and makes the process fair for all members of the population. As Taherdoost (2016) notes, simple random sampling make sure that every member in the population has an equal probability of being selected.

### 3.3.3. Sample size determination

To create representative sample size from known target population this study utilized Yamane's (1967) formula which is written as follows:

$$n = N/1 + N(e^2)$$

The total clerical employee of Bank of Abyssinia Head office is 1453 (BOA HR data, 2025) by using Yamane's formula a sample size is determined with confidence level of approximately to 92% and has 8 % margin error is chosen to keep the sample size smaller and make the data collection process more manageable.

$$n = N/1 + N(e^2) = \frac{1453}{1+1453(0.08)^2} = \frac{1453}{1+1453(0.0064)} = \frac{1453}{10.2992} \approx 141$$

So that the study included a sample of 141 clerical employees

Initially 155 questionnaires were planned by assuming potential non responses the researcher was over sample by 10% which in total will be 155. However, during the data collection process the

response numbers was lower than anticipated likely due to workload in the bank. As a result, additional questionnaires were distributed gradually to increase participation and achieve the sampled response number.

## 3.4. Data Sources and Type

Primary data were collected through structured self-administered questionnaires which were distributed to sampled employees at the Bank of Abyssinia head office.The questionnaire will measure perceptions of talent development practices and job satisfaction.

## 3.5. Method of Data Collection

In this study, data were collected using a structured self-administered questionnaire. The questionnaire was prepared using Google forms and shared with clerical employees of the BOA head Office through internal email. Employees were given one week to complete and submit their responses. This method is convenient, reduces printing costs and allows employees to respond at their own suitable time.

The questionnaire contained statements related to talent development practices such as training, career development, e-learning and succession planning, along with statements used to measure employee job satisfaction and the moderating variable, Perceived Organizational Support (POS). Since the questions are structured the responses are consistent and easy to analyze using statistical tools and clear, predefined for respondents.

## 3.6. Validity and Reliability

Validity check helps the questionnaires measure accurate information. The researcher gave the draft questionnaire to experts in the field especially for my advisor, to review whether the stated statements or items clearly represent talent development programs and employee job satisfaction. Advisor's feedbacks were used to check and improve the questions before the final data collection. The measurement items of the questionnaire were adapted from prior relevant studies and thus consisted of previously developed and tested scales. All the items were measured on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The measurement scales used in this study were adopted from established sources in the literature. The reliability of each scale had already been tested and verified in the original studies, with Cranach's alpha values above the minimum threshold of 0.70. The sources and their reported reliability values are summarized in table below.

**Table: 3.6.1Reliability of Measurement Scales**

| Dimension | Source | Cronbach's Alpha |
|---|---|---|
| Training & Development | Djatmiko et al., 2020 ; Truitt, 2011 | 0.930 ; 0.915 |
| Career Management | Eroğlu et al., 2021 | 0.878 |
| Succession Planning & Management | Ali & Mehreen, 2019 ; Hassan, 2020 | 0.797 ; 0.853 |
| E-Learning | Wang et al., 2007 | 0.966 |
| Employee Job Satisfaction | Çalışkan & Köroğlu, 2023 | 0.801 |
| Perceived Organizational Support | Djatmiko et al., 2020 | 0.719 |

## 3.7. Method of Data Analysis

The data collected from the questionnaires were analyzed using both descriptive and inferential statistics. Descriptive statistics such as percentages, mean and standard deviation were used to summarize the data. Inferential statistics were used to examine relationships between variables. Pearson's correlation was used to show the relationship between talent development programs and job satisfaction, while multiple regressions will assess the effect of the independent variables on job satisfaction.

To test the moderating effect of perceived organizational support (POS) the PROCESS Macro (Model 1) developed by Andrew F. Hayes (2018) was used. This will determine whether POS strengthens or weakens the relationship between talent development programs and job satisfaction.

## 3.8. ETHICAL ISSUES

The study was conducted in an ethical manner. The questionnaire was distributed to respondents participated voluntarily and were informed about the purpose of the study in advance. Any information collected was kept confidential and used only for academic research purposes.

# CHAPTER 4

# 4. RESULT AND DISCUSSION

## 4.1. INTRODUCTION

This chapter presents the results of the study by analyzing how talent development programs such as training and development, career management, succession planning and e- learning relate to employee job satisfaction at the Bank of Abyssinia. Using data collected through questionnaires and analyzed using Statistical Package for Social Sciences (IBM SPSS), the study also examines whether perceived organizational support affect this relationship. The finding are presented using descriptive and inferential statics including demographic analysis, reliability testing, correlation, regression and moderation followed by a discussion of findings in relation to the study objectives and literature.

## 4.2. RESPONSE RATE

The study obtained 141 valid questionnaires which achieved 100% of the targeted sample size determined using Yamane's formula. Initially 155 questionnaires were planned for distribution. Even so, during the data collection process the number of responses obtained was below expectations due to various reasons. To obtain sufficient valid responses within the given data collection period additional questionnaires were distributed gradually to more clerical staff members chosen randomly. In total, 400 questionnaires were distributed and the response count gradually reached 144. After data screening, 141 complete and valid responses were retained for the final analysis. After the required sample size had been achieved data collection was then closed.

## 4.3. DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

This section summarizes the demographic profile of the 141 clerical employees who participated in this study. The analysis focuses on gender, age, educational background, position and work experience. This helps readers to understand the characteristics of the respondents which in return allow them to judge the accuracy of the data collected through the questionnaires.

**Table 4.3.1: Demographic information of the respondents (N=141)**

| Variable | Category | Frequency | Percentage (%) |
|---|---|---|---|
| Gender | Male | 88 | 62.4 |
| | Female | 53 | 37.6 |
| Age Group | Under 25 | 2 | 1.4 |
| | 26-35 | 71 | 50.4 |
| | Above 35 | 68 | 48.2 |
| Educational qualification | Diploma | 0 | 0 |
| | Bachelor's Degree | 48 | 34.0 |
| | Master's Degree | 93 | 66.0 |
| | Other | 0 | 0 |
| Work experience | Less than 2 yrs | 4 | 2.8 |
| | 2–5 years | 36 | 25.5 |
| | 6–10 years | 50 | 35.5 |
| | More than 10 years | 51 | 36.2 |
| Position | Managerial | 32 | 22.7 |
| | Non- Managerial | 109 | 77.3 |

(Source: The researcher's Survey data, 2026)

Gender and Age Distribution

The gender distribution shows that male employees represented the majority of the respondents account for 62.4% (n=88) while female represented 37.6% (n=53). Regarding age 50.4% of the sampled population is between 26-35 age scale and 48.2% above 35 years old. This indicates that Bank of Abyssinia have mature and stable workforce within the productive age range which is useful for organizational stability and for developing future leaders, with only 1.4% of respondents being under the age of 25.

Educational Qualification

A notable pattern was observed in the educational background of respondents. The majority (66.0%) held a master's degree while 34.0% held a bachelor's degree. This suggests that employees at the Bank of Abyssinia are academically well qualified which can increase expectations regarding career growth, training opportunities and professional development practices.

Work Experience and Position

Regarding with work experience 71.7% of the employee has more than six years of experience at the bank (35.5% with 6–10 years and 36.2% with over 10 years) suggesting that most participants were familiar with the bank's working environment, development programs, and organizational practices. Furthermore the distribution of roles show that 77.3% of respondents occupy non-managerial positions while 22.7% serve in managerial capacities. This specific pattern shows that a work force both highly experienced and academically over qualified but largely positioned in non-managerial roles which is consistent with banking hierarchy, it suggests that the presence of talent pool that is academically and professionally prepared for key roles making the effectiveness of succession planning and career management vital for long term employee retention and satisfaction.

## 4.4. DESCRIPTIVE ANALYSIS OF VARIABLES

### 4.4.1. Training and development

**Table4.4.1. Descriptive statistics of training and development**

| **Items** | **N** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| Each training program is designed based on the training needs analysis | 141 | 3.61 | .977 |
| Training participants are objectively selected | 141 | 3.60 | .933 |
| I receive updated training which is required for my position. | 141 | 3.58 | .979 |
| Management has a strong commitment to the training program. | 141 | 3.56 | .905 |
| Continuous evaluation will be conducted for each training program. | 141 | 3.90 | .873 |
| Training and development is important for job growth. | 141 | 4.33 | .694 |
| TD Mean | 141 | 3.7636 | .69040 |
| Valid N (list wise) | 141 | | |

(Source: The researcher's Survey data, 2026)

Table 4.4.1 presents the descriptive statistics of training and development practices at the Bank of Abyssinia. The grand mean score for the variable was 3.76 (SD = 0.690), reflecting that respondents generally had favourable perceptions toward the bank's training and development practices. Among the items "Training and development is important for job growth" received the highest mean score (M = 4.33, SD = 0.694), showing that employees strongly recognize the

importance of training for career advancement and professional growth. In addition, "Continuous evaluation will be conducted for each training program" also recorded a relatively high mean score (M = 3.90, SD = 0.873) this implies that respondents perceived follow-up and evaluation practices positively.

The remaining items like training needs analysis, objective participant selection, updated training for position requirements and management commitment to training, all had mean scores above 3.50. This pattern indicates that employees generally viewed the bank's training practices positively, particularly in relation to relevance and implementation. However, the comparatively lower mean score for the item "Management has a strong commitment to the training program" (M = 3.56) may imply that employees expect stronger managerial support and involvement in training activities. In general, the findings suggest that training and development practices are reasonably implemented and are believed as important for employee growth within the bank.

### 4.4.2. Career Management

**Table4.4.2. Descriptive statistics of Career Management**

| **Items** | **N** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| There are sufficient opportunities for career advancement in Bank of Abyssinia | 141 | 3.33 | 1.026 |
| The duties and responsibilities I have in this bank are directly proportional to my career | 141 | 3.74 | .921 |
| My superiors help me achieve my career goal | 141 | 3.92 | .846 |
| I am aware of my responsibilities to progress to a higher level in my career at this bank | 141 | 3.99 | .874 |
| The bank acts as a guide in identifying my career paths | 141 | 3.56 | .959 |
| CM Mean | 141 | 3.7106 | .77106 |
| Valid N (list wise) | 141 | | |

(Source: The researcher's Survey data, 2026)

Table 4.4.2 indicate that employees generally had a positive perception of career management practices at the Bank of Abyssinia with total mean score of 3.71 and a standard deviation of 0.77. The highest mean score was recorded for the statement "I am aware of my responsibilities to progress to a higher level in my career at this bank" (M = 3.99, SD = 0.874) shows that employees are relatively informed their career growth responsibilities. In the same way respondents agreed that their superiors help them achieve their career goals (M = 3.92, SD = 0.846).

On the other hand the statement “There are sufficient opportunities for career advancement in Bank of Abyssinia” got the lowest mean score (M=3.33, SD=1.026). The standard deviation greater than 1 indicates that more varied opinions among respondents regarding these options. This means that while some staffs feel there are enough career advancement opportunities others do not. This variation likely happens because actual experiences differ from department to department. Overall, this suggests that employees have moderately positive belief of the bank’s career management practices.

### 4.4.3. Succession Planning and Management

**Table4.4.3. Descriptive statistics of Succession Planning and Management**

| **Items** | **N** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| Bank of Abyssinia clarified the organizational reasons (goals) for the succession planning | 141 | **3.78** | **.903** |
| Bank of Abyssinia identified target group for future role replacements | 141 | **3.76** | **.878** |
| Succession planning practices exist and are actively used in the bank | 141 | **3.43** | **.936** |
| The bank's succession plan encourages promotion based on their performance | 141 | **3.29** | **1.086** |
| Succession planning improves employee’s ability to handle new and changing job responsibilities | 141 | **3.69** | **.919** |
| **SM Mean** | **141** | **3.5901** | **.79150** |
| **Valid N (list wise)** | **141** | | |

(Source: The researcher’s Survey data, 2026)

Table 4.4.3 show that respondents had a moderately positive perception of succession planning practices at the Bank of Abyssinia, with an overall mean score of 3.59 and a standard deviation of 0.79.The moderate standard deviation tells that respondents had relatively similar views regarding succession planning practices in the bank.

Among the items, the highest mean score was recorded for the statement “Bank of Abyssinia clarified the organizational reasons (goals) for the succession planning” (M = 3.78, SD = 0.903), followed closely by the statement that “the bank identified target groups for future role replacements” (M = 3.76, SD = 0.878). These findings suggest that employees generally recognize the bank’s efforts in communicating succession planning goals and identifying future replacements.

On the other hand, the statement "The bank's succession plan encourages promotion based on performance" received the lowest mean score (M = 3.29, SD = 1.086). The standard deviation here is greater than 1.0, which means that the responses are varied and employees hold different opinions on the matter. While some staffs feels that promotions are truly based on performance and other employees do not. This variation in opinion suggests that while the bank has clear communication and structural goals for succession planning challenges remain regarding how consistently and fairly performance based promotion is applied in practice. In all, the data shows moderately positive view of succession planning and management even though a practice among promotions differs among employees.

### 4.4.4. E-Learning Programs

**Table4.4.4. Descriptive statistics of E-Learning Programs**

| **Items** | **N** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| Bank of Abyssinia e-learning system helps me to improve my job performance | 141 | **3.94** | **.943** |
| The e-learning system provides courses that is relevant to my job | 141 | **3.65** | **1.082** |
| The e-learning system provides courses that is easy to understand | 141 | **3.91** | **.836** |
| I think that the overall usefulness of the e-learning system is high | 141 | **3.91** | **.948** |
| Bank of Abyssinia e-learning system has attractive features to appeal to the users | 141 | **3.92** | **.964** |
| **EL Mean** | **141** | **3.8652** | **.84024** |
| **Valid N (listwise)** | **141** | | |

(Source: The researcher's Survey data, 2026)

Table 4.4.4 indicate a strong positive trend of E- learning practices with a total mean of 3.87, showing that clerical staff generally values the e-learning system. The highest mean score of 3.94 was recorded for the statement "Bank of Abyssinia e-learning system helps me to improve my job performance" followed closely by its attractive features (3.92) and ease of understanding (3.91).

On the contrary the lowest mean score was 3.65 for the item "The e-learning system provides courses that is relevant to my job". This item also show the highest standard deviation (1.082) indicating that while the system is technically good there are varied opinions on how well the content of the courses matches daily tasks. This means that while some staffs find the courses

directly applicable to their job but others feels does not completely match their specific tasks. The standard deviation of 0.840 for the total mean reflects a consistent agreement that e-learning is a highly useful tool in Bank of Abyssinia.

### 4.4.5. Employee job satisfaction

**Table4.4.5. Descriptive statistics of Employee job satisfaction**

| **Items** | **N** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| I enjoy doing my job at the bank | 141 | 3.86 | 0.899 |
| I have the opportunity to use all my skills at work | 141 | 3.77 | 1.026 |
| I am satisfied with the success I achieve in my job | 141 | 3.70 | 1.074 |
| I think I have enough career development opportunities in my job | 141 | 3.40 | 1.165 |
| I am satisfied with the promotion opportunities at my workplace | 141 | 3.12 | 1.344 |
| **JS Mean** | 141 | 3.5702 | .92611 |
| **Valid N (listwise)** | 141 | | |

(Source: The researcher's Survey data, 2026)

Table 4.4.5 result show that the respondents had a moderately positive level of job satisfaction at the Bank of Abyssinia, with an overall mean score of 3.57 and a standard deviation of 0.93. The moderate standard deviation suggests that respondents had relatively varied opinions regarding their job satisfaction. Among the items, the highest mean score was recorded for the statement "I enjoy doing my job at the bank" (M = 3.86, SD = 0.899).

The standard deviations greater than 1.0 were recorded for the remaining four items. For the statement "I have the opportunity to use all my skills at work" (M = 3.77, SD = 1.026), this means that responses are uneven indicating that while many employees feel their talents are fully utilized, a large portion feel underused. For "I am satisfied with the success I achieve in my job" (M = 3.70, SD = 1.074), this means that feelings of personal achievement vary among staffs, with many not sharing the same sense of success in their roles. Similarly, "I think I have enough career development opportunities in my job" (M = 3.40, SD = 1.165) shows a lower mean and varied responses which means that some employees feel they lack options for professional growth and the rest experienced the opportunities. Finally, "I am satisfied with the promotion opportunities at my workplace" (M = 3.12, SD = 1.344) recorded the lowest mean and the highest standard

deviation, which means that perception on promotions are the most divided across the bank, with many employees feeling dissatisfied with their advancement tracks.

### 4.4.6. Perceived organizational support

**Table 4.4.6.Descriptive statistics of Perceived organizational support**

| **Items** | **N** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| Bank of Abyssinia cares about my overall well-being | 141 | 3.74 | .921 |
| I believe the bank is proud of my achievements | 141 | 3.71 | .858 |
| The bank respects my contribution | 141 | 3.74 | .931 |
| The bank respects my personal goals and values | 141 | 3.72 | 1.002 |
| The bank cares about the problems I face | 141 | 3.60 | 1.102 |
| The bank is willing to help if I need it | 141 | 3.65 | 1.043 |
| POS Mean | 141 | 3.6915 | .84090 |
| Valid N (list wise) | 141 | | |

(Source: The researcher's Survey data, 2026)

Table 4.4.6 descriptive statistics show that employees had a generally positive view of perceived organizational support at the Bank of Abyssinia, with an overall mean score of 3.69 and a standard deviation of 0.84. The standard deviation indicates that respondents had fairly similar opinions about the support provided by the bank. The highest mean scores were recorded for the statements "Bank of Abyssinia cares about my overall well-being" (M = 3.74, SD = 0.921) and "The bank respects my contribution" (M = 3.74, SD = 0.931 and "I believe the bank is proud of my achievements" (M = 3.71, SD = 0.858). Because these standard deviations are below 1.0, it shows a consistent, shared agreement that employees feel valued on a general institutional level.

Standard deviations greater than 1.0 were recorded for the remaining three items, showing that employee opinions are more spread out on these matters. For the statement "The bank respects my personal goals and values" (M = 3.72, SD = 1.002), this means that while many employees believe their individual values are respected, others do not feel the same way. For "The bank is willing to help if I need it" (M = 3.65, SD = 1.043), this indicates that the perception regarding support differs among employees which means half staffs feels supported when they need help and half of the staffs do not experience the support. Finally, "The bank cares about the problems I face" (M = 3.60, SD = 1.102) recorded the lowest mean and the highest standard deviation, which simply

means that views on how the bank addresses employee difficulties are not constant indicating that a noticeable share of employees feel less supported when facing challenges.

## 4.5. CORRELATION ANALYSIS

This section presents the Pearson correlation analysis used to examine the relationship between talent development programs, perceived organizational support and employee job satisfaction at the Bank of Abyssinia.

**Table 4.5.1 Correlation test**

| Correlations | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | TDMean | CMMean | SMMean | ELMean | JSMean | POSMean |
| TDMean | Pearson Correlation | 1 | .651** | .600** | .717** | .511** | .517** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 |
| | N | 141 | 141 | 141 | 141 | 141 | 141 |
| CMMean | Pearson Correlation | .651** | 1 | .741** | .585** | .757** | .783** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 |
| | N | 141 | 141 | 141 | 141 | 141 | 141 |
| SMMean | Pearson Correlation | .600** | .741** | 1 | .480** | .750** | .733** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 |
| | N | 141 | 141 | 141 | 141 | 141 | 141 |
| ELMean | Pearson Correlation | .717** | .585** | .480** | 1 | .561** | .550** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 |
| | N | 141 | 141 | 141 | 141 | 141 | 141 |
| JSMean | Pearson Correlation | .511** | .757** | .750** | .561** | 1 | .813** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 |
| | N | 141 | 141 | 141 | 141 | 141 | 141 |
| POSMean | Pearson Correlation | .517** | .783** | .733** | .550** | .813** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 141 | 141 | 141 | 141 | 141 | 141 |

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

(Source: The researcher's Survey data, 2026)

Table 4.5.1 result shows that all studied variables which are training and development, career management, succession planning, e-learning and perceived organizational support (POS) have a positive and statistically significant relationship with job satisfaction ($p < 0.01$).

The most significant finding is the relationship between perceived organizational support and job satisfaction ($r = .813$) which represents the highest correlation in the study followed by strong relationships between career management ($r = .757$) and succession management ($r = .750$) with

job satisfaction. In reverse while still significant the relationships for e-learning (r = .562) and training and development (r = .511) are moderately positive and represents relatively the lowest correlations with the dependent variable (job satisfaction).

A noticeable trend showed up where e-learning received relatively high descriptive mean scores (3.86) but showed relatively a moderate relationship with employee job satisfaction. A consistent trend in the data was observed, the correlations for organizational support, succession and career paths are significantly higher than those for training and e-learning. Another notable finding is that all variables were significantly correlated with one another, and no negative or non-significant relationships were observed.

## 4.6. MULTIPLE REGRESSIONS ANALYSIS

Regression analysis was conducted to determine how the talent development variables (Training & Development, Career Management, Succession Planning, and E-Learning) affect Job Satisfaction among clerical staff at the Bank of Abyssinia.

### ASSUMPTION TESTS

To ensure the data is suitable for multiple regressions and that the final results are valid, standard diagnostic tests were conducted to check the key regression assumptions.

#### Multicollinearity Test

The absence of multicollinearity confirms that each independent variable (TD, CM, SM and EL) offers a specific and distinct contribution to predicting the dependent variable. Collinearity diagnosis are evaluated using tolerance and variance inflation factor (VIF) values, when tolerance values above 0.10 and VIF values below 10.0 indicate that the predictor variables are not redundant (shrestha, 2020). In this research, the VIF values for all independent variables ranged from 2.17 to 2.72 which is well below the conservative threshold. In addition, the tolerance values were all safely above 0.10, confirming that the variables are structurally unique and free from problematic overlaps.

**Table: 4.6.1 Multicollinearity Test**

| Collinearity Tolerance | Statistics VIF |
|---|---|
| .385 | 2.596 |
| .367 | 2.724 |
| .426 | 2.348 |
| .461 | 2.171 |

(Source: The researcher's Survey data, 2026)

**Independence of Residuals (Durbin-Watson Test)**

The researcher make Durbin-Watson test to verify that the data observations are independent and free from serial correlation issues. The model used Employee Job Satisfaction (JSMean) as the dependent variable, predicted by Training (TDMean), Career (CMMean), Succession (SMMean) and E-learning (ELMean). The analysis demonstrates taht a Durbin-Watson statistic of 1.915.

According to (Gujarati and Porter, 2009) a Durbin-Watson value close to the standard rule-of-thumb benchmark of 2.0 indicates that there is no first order serial correlation among the residuals. Because this score of 1.915 sits safely within the model's non-autocorrelation zone, it confirms that the error terms are independent. As a result, the assumption of independent observations is fully satisfied, proving the model's statistical tests are reliable and unbiased.

**Table: 4.6.2 Durbin Watson Test**

| Model Summary[b] | | | | | |
|---|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | .827[a] | .684 | .675 | .52809 | 1.915 |
| a. Predictors: (Constant), EL Mean, SM Mean, TD Mean, CM Mean | | | | | |
| b. Dependent Variable: JS Mean | | | | | |

(Source: The researcher's Survey data, 2026)

**Normality Test**

In statistics, normality tests are used to describe if a dataset is closely follows a normal distribution. Skewness is a measure of symmetry. As (Brown, 2015) explained that, if the skewness value lies between -0.5 to 0.5 the distribution is almost symmetrical. Values between -1 and -0.5 indicate moderate negative skew, while values between +0.5 and 1 indicates moderate positive skew. If skewness is lower than -1 or greater than 1 the data are said to be highly skewed. For kurtosis, as

(Hatem, 2022) stated that values close to 0 suggest a normal distribution. Negative kurtosis indicates light tails, while positive kurtosis indicates heavier tails. These guidelines provide practical thresholds for evaluating whether data differ meaningfully for normality.

**Table: 4.6.3 Descriptive statistics for Skewness and Kurtosis Test**

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Skewness | | Kurtosis | |
| | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| JS Mean | 141 | -.660 | .204 | .192 | .406 |
| TD Mean | 141 | -.896 | .204 | 1.158 | .406 |
| CM Mean | 141 | -.910 | .204 | 1.026 | .406 |
| SM Mean | 141 | -.663 | .204 | .549 | .406 |
| EL Mean | 141 | -1.469 | .204 | 2.567 | .406 |
| POS Mean | 141 | -.888 | .204 | 1.287 | .406 |
| Valid N (listwise) | 141 | | | | |

(Source: The researcher's Survey data, 2026)

In this study, the skewness values of all the six variables ranged between −0.66 and −1.47. According to the criteria of Brown (2015), JS Mean (−0.66), TD Mean (−0.90), CM Mean (−0.91), SM Mean (−0.66) and POS Mean (−0.89) can be classified as moderately skewed. It suggests that most variables demonstrate a moderate skewness except for EL Mean, which demonstrates strong left-skewness due to its longer tail of low values. As regards kurtosis, JS Mean (0.19), TD Mean (1.16), CM Mean (1.03), SM Mean (0.55) and POS Mean (1.29) have positive kurtosis and can be viewed as close to normal distribution but with slight heavy tails. In spite of the relatively higher skewness (−1.469) and kurtosis (2.567) in E-Learning, the deviation was not considered severe enough to violate the normality assumption. Because regression analysis is highly robust against violations of normality with a large enough sample, the adequate sample size in this study (N = 141) ensures the data are considered sufficiently normal to proceed with the regression analysis.

**Regression result**

**Table 4.6.4 Goodness of Fit Model**

| Model Summary | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .827[a] | .684 | .675 | .52809 |
| a. Predictors: (Constant), EL Mean, SM Mean, TD Mean, CM Mean | | | | |

(Source: The researcher's Survey data, 2026)

Table 4.6.4 presents that the regression model has R value of .827 which shows that a strong overall relationship between talent development programs and job satisfaction. The $R^2$ value of .684 indicates that 68.4% of the variation in job satisfaction is explained by Training & Development, Career Management, Succession Planning, and E-Learning while the remaining 31.6% is due to other factors not included in this study. The adjusted $R^2 = .675$ confirms that the model remains reliable after accounting for sample size. This demonstrates that talent development practices collectively have strong explanatory power in predicting job satisfaction.

**Table 4.6.5 Anova table**

| ANOVA[a] | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 82.147 | 4 | 20.537 | 73.639 | .000[b] |
| | Residual | 37.928 | 136 | .279 | | |
| | Total | 120.075 | 140 | | | |
| a. Dependent Variable: JSMean | | | | | | |
| b. Predictors: (Constant), ELMean, SMMean, TDMean, CMMean | | | | | | |

(Source: The researcher's Survey data, 2026)

Table 4.6.5 ANOVA test shows F test value= 73.639 with $p < .001$. This means the regression model is statistically significant overall. In other words, the combination of predictors really does affect job satisfaction the result is not by chance.

**Table 4.6.6 Coefficients Table**

| Coefficients[a] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Unstandardized Coefficients | | Standardized Coefficients | | | Collinearity Statistics | |
| Model | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | -.182 | .262 | | -.694 | .489 | | |
| | TD Mean | -.277 | .104 | -.206 | -2.660 | .009 | .385 | 2.596 |
| | CM Mean | .495 | .096 | .412 | 5.176 | .000 | .367 | 2.724 |
| | SM Mean | .524 | .086 | .447 | 6.058 | .000 | .426 | 2.348 |
| | EL Mean | .279 | .078 | .254 | 3.571 | .000 | .461 | 2.171 |
| a. Dependent Variable: JS Mean | | | | | | | | |

(Source: The researcher's Survey data, 2026)

Table 4.6.6 provides that a detailed look at how each independent variable contributes to Job Satisfaction. To determine which factor has the most significant impact Standardized Coefficients Beta was examined the analysis reveals that Succession Management ($\beta = .447$) is the most

influential predictor followed closely by Career Management (β = .412). This indicates that having a clear performance based succession plan is the number one driver of satisfaction for the clerical staff. While e- learning has (β = .254) a moderate positive effect helping satisfaction but less strongly than career and succession factors.

On the contrary training & development (β = −.206, p = .009) has a negative effect. This is surprising because although Training & Development showed a positive correlation with job satisfaction the regression analysis revealed a significant negative effect once Career Management and Succession Planning were considered. This indicates that training, when not aligned with career growth or succession pathways, may reduce satisfaction rather than enhance it.

## 4.7. MODERATION ANALYSIS

The study utilized the Hayes PROCESS Macro (Model 1) to test the moderating effect of Perceived Organizational Support (POS) on the relationship between four talent development dimensions and Job Satisfaction (JS). To minimize multicollinearity all continuous variables were mean cantered prior to the analysis.

**Moderation effect of POS on succession management**

Table 4.7.1 Succession management × POS

| Model Summary | | | | | | |
|---|---|---|---|---|---|---|
| R | R-sq | MSE | F | df1 | df2 | p |
| .844 | .713 | .252 | 113.464 | 3.000 | 137.000 | .000 |
| Model | | | | | | |
| | coeff | se | t | p | LLCI | ULCI |
| constant | 3.560 | .049 | 72.741 | .000 | 3.463 | 3.657 |
| SMMean | .396 | .080 | 4.934 | .000 | .237 | .554 |
| POSMean | .630 | .075 | 8.453 | .000 | .483 | .777 |
| Int_1 | .021 | .051 | .411 | .682 | -.080 | .122 |
| Test(s) of highest order unconditional interaction(s): | | | | | | |
| | R2-chng | F | df1 | df2 | p | |
| X*W | .000 | .169 | 1.000 | 137.000 | .682 | |

(Source: The researcher's Survey data, 2026)

Table 4.7.1 shows that the model was statistically strong explaining 71.3% of the variation in job satisfaction mainly through succession management and POS ($R^2$ = .713, F = 113.464, p < .001). Succession management had a significance positive effect (B = .396, p < .001) and perceived organizational support also showed a strong positive effect (B = .630, p < .001). However the interaction term between succession management and POS was not significant as a result of (B = .021, p = .682) indicating that POS does not moderate the relationship which means Succession Management and POS independently contribute to higher job satisfaction but their effects do not interact to strengthen or weaken one another.

**Moderation effect of POS on Training and development**

Table 4.7.2 Training & Development × POS

| Model Summary | | | | | | |
|---|---|---|---|---|---|---|
| R | R-sq | MSE | F | df1 | df2 | p |
| .821 | .674 | .286 | 94.416 | 3.000 | 137.000 | .000 |
| Model | | | | | | |
| | coeff | se | t | p | LLCI | ULCI |
| constant | 3.558 | .048 | 73.732 | .000 | 3.462 | 3.653 |
| TDMean | .177 | .078 | 2.279 | .024 | .023 | .331 |
| POSMean | 831 | .063 | 13.123 | .000 | .706 | .956 |
| Int_1 | .042 | .058 | .718 | .474 | -.073 | .157 |
| Test(s) of highest order unconditional interaction(s): | | | | | | |
| | R2-chng | F | df1 | df2 | p | |
| X*W | .001 | .515 | 1.000 | 137.000 | .474 | |

(Source: The researcher's Survey data, 2026)

Table 4.7.2 the model explained 67.4% of the variation job satisfaction ($R^2$ = .674, F = 94.416, p < .001). Training and Development shifted to a significant positive predictor when POS was included in the model (B = .177, p = .024) and Perceived Organizational Support had the strongest effect overall (B= .831, p < .001). The interaction term was not significant (B = .042, p = .474), meaning POS does not moderate the relationship.

**Moderation effect of POS on E-Learning**

Table 4.7.3 E-Learning × POS

| Model Summary | | | | | | |
|---|---|---|---|---|---|---|
| R | R-sq | MSE | F | df1 | df2 | p |
| .827 | .683 | .277 | 98.570 | 3.000 | 137.000 | .000 |
| Model | | | | | | |
| | coeff | se | t | p | LLCI | ULCI |
| constant | 3.551 | .047 | 75.492 | .000 | 3.458 | 3.644 |
| ELMean | .209 | .068 | 3.080 | .003 | .075 | .343 |
| POSMean | .811 | .064 | 12.584 | .000 | .683 | .938 |
| Int_1 | .049 | .041 | 1.203 | .231 | -.031 | .129 |
| Test(s) of highest order unconditional interaction(s): | | | | | | |
| | R2-chng | F | df1 | df2 | p | |
| X*W | .003 | 1.448 | 1.000 | 137.000 | .23 | |

(Source: The researcher's Survey data, 2026)

Table 4.4.3 shows that this model accounted for 68.3% of the variation in job satisfaction ($R^2$ = .683, F = 98.570, p < .001) both E-Learning = (B=.209, p = .003) and POS (B = .811, p < .001) were found to be significant positive predictors of Job Satisfaction. The interaction effect between E-Learning and POS was not statistically significant (B = .049, p = .231), indicating that the influence of e- learning tools on satisfaction remains consistent regardless of the perceived level of organizational support.

**Moderation effect of POS on Career Management**

Table 4.7.4 Career Management × POS

| Model Summary | | | | | | |
|---|---|---|---|---|---|---|
| R | R-sq | MSE | F | df1 | df2 | p |
| .836 | .699 | .264 | 106.026 | 3.000 | 137.000 | .000 |
| Model | | | | | | |
| | coeff | se | t | p | LLCI | ULCI |
| constant | 3.573 | .051 | 70.721 | .000 | 3.473 | 3.673 |
| CMMean | .372 | .092 | 4.029 | .000 | .189 | .555 |
| POSMean | .626 | .084 | 7.486 | .000 | .461 | .792 |
| Int_1 | -.005 | .052 | -.106 | .916 | -.108 | .097 |
| Test(s) of highest order unconditional interaction(s): | | | | | | |
| | R2-chng | F | df1 | df2 | p | |
| X*W | .000 | .011 | 1.000 | 137.000 | .916 | |

(Source: The researcher's Survey data, 2026)

Table 4.7.4 indicate that the model explained 69.9% of variation on job satisfaction ($R^2$ = .699, F = 106.026, p < .001). Career management had a positive effect (B = .372, p < .001) and perceived organizational support also showed a strong positive effect (B = .626, p < .001).The interaction value was not significant (B = −.005, p = .916) again POS does not moderate the relationship between career management and job satisfaction rather; both factors raise directly and independently job satisfaction.

## 4.8. DISCUSSIONS OF FINDINGS

In this section the researcher evaluates the findings in relation to existing literature and theoretical and practical implication of the study. The findings provide critical insights into how talent development dimensions influence job satisfaction among staff at the Bank of Abyssinia. **Training and Development**

Training and development presented a significant negative effect on job satisfaction (β = -.206, p = .009) when controlling for other variables. This is important founding because even though training and development appeared to have a positive relationship in simple correlations but the multiple regressions analysis showed that training, which first appeared positive turned into a negative effect when career management and succession planning were considered. When we interpret this training is positive in a simple correlation because employees generally value learning however in the multiple regression competitive variables such as succession and career management are held constant, when an employee receives more training but their career succession opportunities do not improve, that isolated training feels like fruitless or unrewarding administrative burden which causes the independent effect to turn negative.

Importantly this negative effect changes when POS added into the model. Training becomes a positive predictor, meaning that when employees feel the bank cares about them or support them, training start to improve their satisfaction. This proves that, instead of training alone it works better when employee's fee supported and can see a clear path of succession and career growth.

The descriptive findings showed that employees are generally viewed training positively and believe it is important for skill growth. Despite what was mentioned, the regression model directly contradicts previous studies such as (Kanuto, 2024), (Mampuru et al., 2024) and (Koley, 2025) which argued that training generally enhances job satisfaction.

Instead this finding supports studies by (Keltu, 2024), (Nasution et al., 2024) and (Kosteas, 2023) which reported that training does not always increase satisfaction and that its impact depends on program deign and organizational setting. The unexpected contradictions between the positive correlation and the negative regression effect demonstrates that employees value learning but they see training as extra activity or less useful when it is not clearly connected with career growth. This contributes knowledge or extends earlier research by showing that training can even reduce satisfaction if it is offered in isolation and only becomes valuable when it is connected to career management and succession planning.

**Career Management**

It is proven that career management has a clear and strong effect on employee job satisfaction. Employees who believe structured career paths system report higher satisfaction. This result supports studies such as (Shah et al., 2025) and (Wau & Purwanto, 2021) who made it clear that career growth opportunities enhance motivation and satisfaction. It also align with wider literatures suggested that career development is a central factor in retaining talent and build employee commitment.

At the same time, the result contradicts with (Nasution et al., 2024), who found that career programs had limited impact in certain contexts. This difference may be influenced by the organizational context of the Bank of Abyssinia, where career management appears more formalized and visible which makes employees feel secure and valued.

A notable finding about career management is that it is emerged as a more influential factor for satisfaction than training and development. This extends prior studies by showing that in Ethiopian banking context clear career structures are not just extras, they are the core element of making an employee feel satisfied and secure in their role

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**Succession planning and management**

Employees generally had a positive perception toward succession planning practices at the Bank of Abyssinia. Employees particularly agreed that succession planning helps employees handle new responsibilities and that the bank has identified employees for future role replacement. satisfaction. Most importantly the study found that succession planning had a strong positive relationship with employee job satisfaction which indicates that employees who experiences better succession planning practices reported higher job satisfaction.

This finding supports previous studies such as (Baqri et al.,2025), who found that internal promotion opportunities enhance satisfaction and organizational commitment and (Fahmi et al., 2024), who emphasized that succession planning improves perceptions of job security and career stability. Similarly (Ojuolape et al., 2022) argued that succession planning reduces turnover rate, will improve satisfaction and supports both professional and personal growth.

Additionally succession planning and management showed the strongest effect on employee job satisfaction ($\beta = .447$, $p < .001$) compared to the other talent development practices. This can be explained by the fact that employees become more motivated and satisfied when they believe their organization prepares them for future position and supports their Progression into future roles. However, the lower score on performance based promotion suggests that although employees value succession planning practices but have concerns about fairness in promotion opportunities, may reduce its overall effect on employee satisfaction.

**E- Learning Programs**

As it is shown on the result employees have generally positive perception of the Bank of Abyssinia's E- learning system. They believed it helps to improve job performance, it provides useful and understandable courses and also offers features that make learning attractive. This indicates that employees see Bank of Abyssinia's e-learning as a supportive tool that makes learning more flexible and accessible which can contribute to their confidence and ability yo perform well.

The correlation analysis confirmed that e-learning is positively related to job satisfaction even though its effect was weaker compared to career management and succession planning. This supports studies such as (Lin et al., 2019), who found that employee acceptance of e-learning improves satisfaction when supported by a strong learning culture and (Izhiman, 2024) who emphasized that well-designed and effectively managed e-learning systems enhance satisfaction.

The unexpected part is about the gap between perception and actual effect. Employees rated e-learning highly in descriptive analysis but its independent effect on job satisfaction was smaller

than expected. This show that while e- learning is liked for being accessible and useful it may not be enough on its own to create strong satisfaction unless it is clearly linked with career management and succession planning pathways. In the context of Bank of Abyssinia this finding adds to earlier studies by showing that e- learning is valued but it real impact depends on how well it is connected to wider career and succession oriented talent development programs.

**POS Moderating Role**

The analysis demonstrated that employees generally hold a positive perception about organizational support at the Bank of Abyssinia indicating that many employees feel the bank recognizes their efforts respects their goal and cares about their overall well-being. Furthermore the data revealed that a positive direct relationship between perceived organizational support (POS) and employee job satisfaction. This aligns with finding of (Maan et al., 2020) supporting the idea that employees naturally develop positive workplace attitudes when their socio emotional needs is met by their employer.

In the contrary to initial expectations the moderation analysis revealed that POS did not significantly moderate the relationship between any of the talent development practices (training, career management, succession planning and e-learning) and job satisfaction. The effect of these development programs on employee satisfaction remained consistent no matter the level of organizational support perceived by the employees.

This outcome contradicts from the arguments of (Prasetio et al., 2020), (Detnakarin and Rurkkhum, 2019) and (Niraula and Kharel, 2025) who stated that human resource practices lead to stronger employee engagement only when employees perceive adequate organizational support. Instead, the findings of this study suggest that POS acts as independent predictor of job satisfaction rather than a conditional moderator. This result agreed with (Zeng et al., 2020) and (Mascarenhas et al., 2022) who found that when employees feel strongly supported by their organization, that support leads to drive satisfaction on its own rather than working through or interacting with HR practices.

The lack of statistical moderation is directly supported by (Ramlall, 2025), who similarly found that POS does not conditionally change the relationship between job satisfaction and turnover intentions, in addition it is supported by (Butts et al., 2009), who found that while POS can moderate certain organizational behaviors, it consistently fails to moderate relationships leading specifically to job satisfaction, acting instead as an independent variable. Similarly, (Djatmiko et al., 2020) demonstrated that effective HR practices and POS operate as sequential or additive drivers rather than interactive ones. In the context of Bank of Abyssinia this means that providing

clear career paths and succession plans improves satisfaction on its self, while providing organizational support improves satisfaction on its own self.

Despite the lack of statistical moderation the findings still point out the critical role of POS in shaping employee attitudes. Mainly in the training and development model, training emerged as a significant positive predictor only after POS was included into the analysis.

**Theoretical Implications**

The finding generally support the core assumption of Organizational Support Theory, which explains that employees develop positive work attitudes when they believe the organization values their contribution and cares about their well-being. In this study perceived organizational support showed a strong positive relationship with employee job satisfaction ($r = .813$, $p < .001$) point out that employees are more satisfied when they feel valued and supported by the organization.

An additional insight emerged from the training and development finding which is, it showed a negative effect in the regression analysis ($\beta = -.206$, $p = .009$), but the relationship become positive after perceived organizational support was included in the process analysis ($B= .177$, $p = .024$). Although the moderating effect was not statistically significant this finding suggests that employees may respond more positively to training practices when they feel valued and supported by the organization.

However, the finding did not support the hypothesized moderating effect of perceived organizational support since the interaction effects between POS and the talent development practices were not statistically significant (all interaction p- values > .05). This suggests that employees at the Bank of Abyssinia may evaluate organizational support and HR practices such as career management and succession planning as separate factors that independently contribute to job satisfaction.

**Practical Implications**

The finding of this study provides practical insight for the Bank of Abyssinia on how to improve employee job satisfaction through talent development practices. Since career management and succession planning showed the strongest positive effect on job satisfaction, the bank should focus more on creating clear career growth opportunities, transparent promotion systems and structured succession planning practices. When employees understands their future career opportunities in the organization they are more likely to become motivated and satisfied with their jobs.

The study found that training on its own actually decreases job satisfaction. This happens because without a clear chance for promotion and career opportunities employees view training as an

additional work rather than a benefit. Consequently, the bank should update it training strategy instead of assigning isolated training courses, the management better to connect all training directly to career growth and succession planning. If employees see that learning new skills leads to real career progress, employees will value the training more and feel more satisfied at work.

In addition, perceived organizational support showed a strong positive effect on employee job satisfaction. This suggests that employees become more satisfied when they feel valued respected and supported by the organization. As a result management should strengthen employee support practices by recognizing employee contributions, improving communication with staff, give emotional support, maintain work life balance, growth opportunities and responding to employee concerns in a timely manner.

**Hypothesis Testing**

This section presents the testing of six research hypotheses that examine the effects of talent development programs and moderating role perceived organizational support on employee job satisfaction at the Bank of Abyssinia. Each hypothesis was evaluated using regression analysis, results are considered statistically significant at the standard threshold of $p < .05$. The following findings indicate which hypothesis was adopted and which was not based on the observed coefficients and significance levels.

**$H_{01}$: Training and development do not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.**

Training exhibited a significant negative effect on job satisfaction ($\beta = -.206$, $p = .009$) suggesting issues with training relevance or its alignment with career growth when controlling for other variables. Therefore, because ($p < .05$), we reject the null hypothesis of no relationship. However, because the relationship is negative, Hypothesis 1 is not supported as it predicted a positive effect.

**$H_{02}$: Career management does not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.**

Career management has a strong positive ($\beta = .412$, $p < .001$), providing clear evidence that career support increases satisfaction by helping employees see growth opportunities. Therefore hypothesis 2 is supported (we reject the null hypothesis of no relationship).

**$H_{03}$: Succession planning does not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.**

Succession planning is the strongest positive predictor of job satisfaction ($\beta = .447$, $p < .001$) showing employees feel significantly more satisfied when they see transparent pathways for

advancement. Therefore hypothesis 3 is supported (we reject the null hypothesis of no relationship).

**$H_{04}$: E-learning does not have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.**

E-learning has a positive effect ($\beta = .254$, $p < .001$) indicating that flexible and accessible learning improves satisfaction, though its effect is weaker than career and succession management. Therefore hypothesis 4 is supported (we reject the null hypothesis of no relationship).

**$H_{05}$: Talent development practices (training and development, career management, succession planning, and e-learning) do not collectively have a significant positive effect on employee job satisfaction at the Bank of Abyssinia.**

Talent development practices collectively exhibited a strong significant effect ($R^2 = .684$, $p < .001$) representing 68.4% of the variance in employee job satisfaction. Therefore hypothesis 5 is supported (the overall null hypothesis was rejected).

**$H_{06}$: Perceived Organizational Support does not have a significant moderating effect on the relationship between talent development practices and employee job satisfaction at the Bank of Abyssinia.**

Perceived organizational support did not moderate the relationships between talent development initiatives and job satisfaction (all interaction p-values > .05) instead, it acts as a strong independent predictor, meaning employees feel satisfied when they perceive support but this does not conditionally change the effect of the talent development programs. Therefore hypothesis 6 is not supported (we fail to reject the null hypothesis for moderation).

# CHAPTER 5

# 5. SUMMARY, CONCLUSION, RECOMMENDATIONS

This section presents the summary of major findings, conclusions, recommendations, contributions of the study and suggestions for future researches regarding the effect of talent development practices (training and development, career management, succession planning and e-learning) and the moderating role of perceived organizational support on employee job satisfaction and talent development programs at the Bank of Abyssinia.

## 5.1. SUMMARY OF MAJOR FINDINGS

This section presents the major findings from the survey analysis. The study examined how talent development programs training and development, career management, succession planning and e-learning affect employee job satisfaction at the Bank of Abyssinia with attention to the moderating role of perceived organizational support.

The study involved 141 clerical staff respondents at the Bank of Abyssinia. Most respondents were male (62.4%) while females accounted for 37.6%. In terms of age, the majority were between 26 and 35 years (50.4%), with 48.2% above 35 and only a small group (1.4%) under 25. This shows the workforce is largely mature and within a productive age range.

Regarding with education most respondents held a master's degree (66%), while the rest had a bachelor's degree (34%) which indicates that a well-qualified staffs dominate the survey. Work experience was also high with having 71.7% having more than 6 years at the bank. Finally, most employees were in non-managerial positions (77.3%) while 22.7% held managerial roles. This pattern shows a workforce that is academically strong and experienced and more of them serving in clerical roles makes succession and career management important for future key roles.

The first objective of this study was to examine how talent development practices affect employee job satisfaction at Bank of Abyssinia. The analysis result showed that all four talent development programs training and development, career management, succession planning and e- learning together with perceived organizational support were positively related to job satisfaction in the correlation test ($p < .01$).POS had the strongest overall link with job satisfaction scoring the highest correlation ($r=.813$).Going further simple correlations the multiple regression analysis which was statistically significant and explained 68.4% of the variance in job satisfaction demonstrated the distinct independent effects of each practices.

The second objective was to identify which talent development program contributes most to employee job satisfaction. The regression analysis revealed distinct contributions of each practice. Succession planning emerged as the strongest positive predictor for job satisfaction ($\beta = .447$, $p <$

.001), then career management followed it (β = .412, p < .001) E- Learning also demonstrated a significant moderate positive effect (β = .254, p < .001) training and development showed unexpected negative effect on job satisfaction (β = -.206, p = .009) when other variables were controlled for. Even so, as it is discussed on chapter 4 this effect turns positive when organizational support presents, tells that training works best when connected to career growth and organizational support.

The third objective was to examine the moderating effect of perceived organizational support on the relationship between talent development programs and employee job satisfaction. The moderation analysis conducted by the Hayes Process Macro (Model 1) determined that POS did not moderate the relationship between any of the talent development practices and job satisfaction, as all interaction terms were non-significant (p > .05). Rather than acting as a conditional moderator, the models confirmed that POS acts as a powerful, independent predictor that improves satisfaction equivalent to the talent development programs.

## 5.2. CONCLUSION

This section presents the conclusions of the study to explain what the results actually mean for the organization. It provides direct answers to the research questions based on the evidence gathered from clerical staffs at the Bank of Abyssinia.

**How do talent development practices affect employee job satisfaction at the Bank of Abyssinia?**

Collectively talent development practices have a strong positive impact in employee job satisfaction at the Bank of Abyssinia. This effect happens in two ways first structurally which means, satisfaction is driven by long term career security, where career effective succession planning and career management provide employees with clear and transparent paths for advancement. Second conditionally, as discussed in chapter 4, training can negatively affect job satisfaction when it is offered in isolation but after POS is included in the model it becomes positive means that, organizational support may influence how training is perceived and experienced by employees. This implies that development programs alone are insufficient to enhance satisfaction unless employees perceive organizational support and clear opportunities for future growth.

**Which of talent development practices (training, career development, succession planning and e-learning) contribute most to employee job satisfaction?**

When evaluating the specific contributions of each program, succession planning clearly emerged as strongest positive contributor to job satisfaction closely followed by career management. E-

Learning also provides a positive moderate contribution to job satisfaction. Conversely, training and development exhibited a significant negative effect on job satisfaction when it is measured together with other variables. This concludes that clear career and succession pathways are the most important areas for contribution of employee job satisfaction.

**To what extent does a perceived organizational support (POS) moderate the relationship between talent development programs and employee job satisfaction at the Bank of Abyssinia?**

In this study, based on the analysis conducted it is concluded that perceived organizational support (POS) does not moderate the relationship between talent development programs and job satisfaction. Instead of changing the effectiveness of the development programs, POS was found to be stronger independent predictor of job satisfaction. This demonstrates that employees evaluate the bank's talent development programs and its overall organizational support as two separate, parallel factors that independently improve job satisfaction.

The findings imply that employee job satisfaction at the Bank of Abyssinia is influenced more by employees' perceptions of future career opportunities than by development activities alone. The strong effects of succession planning and career management suggest that employees derive satisfaction when they perceive clear opportunities for advancement and long-term career security. This implication is align with the findings of (Shah et al., 2025), (Wau and Purwanto , 2021) and (Baqri et al., 2025) who reported that career growth opportunities and succession practices enhance employee motivation, commitment, and satisfaction. The negative effect of training and development when considered independently implies that training programs may not generate positive outcomes unless employees perceive them as contributing to future career advancement, supporting the findings of (Keltu, 2024). Furthermore, the finding that perceived organizational support acts as an independent predictor rather than a moderator implies that organizational support and talent development represent complementary but distinct sources of employee satisfaction. This observation agrees with the findings of (Zeng et al., 2020), (Mascarenhas et al., 2022) and (Djatmiko et al., 2020). Overall, the findings imply that creating a satisfied and committed workforce requires organizations to combine clear career pathways with a supportive work environment.

## 5.3. RECOMMENDATION

Based on the findings of this study, the following practical recommendations are provided for the management of the Bank of Abyssinia and HR professionals working in the Ethiopian banking industry.

- To make sure that the training and development process contributes positively to the satisfaction of employees, it is recommended that to be connected to career advancement and succession planning rather than delivered as standalone courses. For this to be implemented the HRD department and department managers at Bank of Abyssinia are responsible for redesigning the training curriculum by developing trainings and development programs individually based on the need assessment. This will help the staff members not to think of training as an additional burden or responsibility.
- Given that successions play a significant role in enhancing job satisfaction among employees, it would be beneficial if the management of the company develops objective and performance based successions plans. Bank of Abyssinia's HR department is responsible for designing and communicating succession plans by establishing clear and measurable promotion criteria, regularly communicate succession planning outcomes to employees and conduct reviews of succession readiness helping employees understand exactly what is required for advancement.
- Since career management is one of the strongest contributors to employee job satisfaction, it is suggested that to establish opportunities in career advancement and well communicated career paths. HR professionals and career development department responsible for career path communication and implementation. BOA can organize regular career development discussions for employees, publish clear career progression frameworks showing required competencies, timeframes and available positions making career growth visible and accessible to all clerical staff.
- It is suggested that the e-learning system to be more interactive, role specific and flexible to fit employee workloads. The HRD department and the e-learning content development team are responsible for improving the platform. In addition, the bank can redesign e-learning courses to be precise, more role based and accessible during both working hours and after work hours reducing the burden on employees to increase relevance and engagement with the platform.
- Since perceived organizational support (POS) functions as a strong independent predictor of satisfaction it is recommended that, the bank to treat employee support as a primary strategy by promoting open communication, recognizing employee contributions and

implementing employee well-being initiatives. In addition regular feedback mechanisms and supportive leadership practices would help employees feel valued and enhance their job satisfaction.

**Future Research Directions**

To build upon the boundaries and outcomes of this study, future researchers can consider the following directions. Future studies should broaden the scope beyond banking, by conducting sector comparisons to examine whether talent development and job satisfaction relationships hold across other industries also. Within the banking industry itself researchers can extend the analysis to branch-level studies and include a wider mix of both private and public commercial banks to validate findings across the Ethiopian banking sector.

Since perceived organizational support (POS) did not act as a moderator in this study, future work could explore other moderating variables such as organizational culture and policies. In addition, longitudinal study with larger sample sizes would help track how satisfaction levels evolve before, during and after major changes in talent development policies, offering deeper evidence of long-term impacts.

**Limitations of the Study**

As any other studies this study also has a limitation. To begin with, the study relied on self-administered questionnaires distributed through internal company email, which may have been subject to social desirability bias whereby respondents may have provided more favorable answers than their actual perceptions.The other limitation is since the study adopts cross sectional study design the data were collected at a single point in time so that this study may not capture changes in employee perception over time. The third one is the study focused only on clerical employees at the Bank of Abyssinia head office as a result it may limit the generalizability of the findings to employees in other bank’s branches and districts.

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**Annex**

**Questionnaire**

Dear Respondents

I am a Master of Business Administration student at Addis Ababa University, College of business and economics. This questionnaire is part of my thesis titled: *"THE EFFECTS OF TALENT DEVELOPMENT PROGRAMS ON EMPLOYEE JOB SATISFACTION WITH THE MODERATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT AT THE BANK OF ABYSSINIA."*

The purpose of this study is to understand employees' perceptions of talent development initiatives and to examine how these programs influence job satisfaction. My research focuses specifically on talent development programs provided by BOA such as training and development, career growth, succession planning and e-learning.

Your responses are vital to the success of this study and will be used solely for academic purposes. You are not required to provide your name and all information collected will be treated with strict confidentiality.

**Thank you for your kind cooperation !**

**SECTION A - Demographic Information**

1. GENDER

   Male ☐ Female ☐

2. AGE

   ☐ Under 25

   ☐ 26-35

   ☐ Above 35

3. Educational qualification

   ☐ Diploma

   ☐ Bachelor's Degree

   ☐ Master's Degree

   ☐ Other

4. Years of Service at Bank of Abyssinia

- ☐ Less than 2 yrs
- ☐ 2–5 years
- ☐ 6–10 years
- ☐ More than 10 years

5. Current Position

- ☐ Non Managerial
- ☐ Managerial

**SECTION B- Talent Development Programs**

**B1: Training and Development**

| No. | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| **1** | Each training program is designed based on the training needs analysis | | | | | |
| **2** | Training participants are objectively selected | | | | | |
| **3** | I receive updated training which is required for my position. | | | | | |
| **4** | Management has a strong commitment to the training program. | | | | | |
| **5** | Continuous evaluation will be conducted for each training program. | | | | | |
| **6** | Training and development is important for job growth**.** | | | | | |

**B2: Career Management**

| No. | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| **1** | There are sufficient opportunities for career advancement in Bank of Abyssinia | | | | | |
| **2** | The duties and responsibilities I have in this bank are directly proportional to my career | | | | | |
| **3** | My superiors help me achieve my career goal | | | | | |
| **4** | I am aware of my responsibilities to progress to a higher level in my career at this bank | | | | | |
| **5** | The bank acts as a guide in identifying my career paths | | | | | |

**B3: Succession Planning and Management**

| No. | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| **1** | Bank of Abyssinia clarified the organizational reasons (goals) for the succession planning | | | | | |
| **2** | Bank of Abyssinia identified target group for future role replacements | | | | | |
| **3** | Succession planning practices exist and are actively used in the bank | | | | | |
| **4** | The bank's succession plan encourages promotion based on their performance | | | | | |
| **5** | Succession planning improves employee's ability to handle new and changing job responsibilities | | | | | |

**B4: E-Learning**

| No. | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| **1** | Bank of Abyssinia e-learning system helps me to improve my job performance | | | | | |
| **2** | The e-learning system provides courses that is relevant to my job | | | | | |
| **3** | The e-learning system provides courses that is easy to understand | | | | | |
| **4** | I think that the overall usefulness of the e-learning system is high | | | | | |
| **5** | Bank of Abyssinia e-learning system has attractive features to appeal to the users | | | | | |

**SECTION C- Employee Job Satisfaction**

| No. | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| **1** | I enjoy doing my job at the bank | | | | | |
| **2** | I have the opportunity to use all my skills at work | | | | | |
| **3** | I am satisfied with the success I achieve in my job | | | | | |
| **4** | I think I have enough career development opportunities in my job | | | | | |
| **5** | I am satisfied with the promotion opportunities at my workplace | | | | | |

**SECTION D- Perceived Organizational Support**

| No. | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| **1** | Bank of Abyssinia cares about my overall well-being | | | | | |
| **2** | I believe the bank is proud of my achievements | | | | | |
| **3** | The bank respects my contribution | | | | | |
| **4** | The bank respects my personal goals and values | | | | | |
| **5** | The bank cares about the problems I face | | | | | |
| **6** | The bank is willing to help if I need it | | | | | |