

Assessment of Employee Satisfaction with Human Resource Development Practice in South West Zone Kale Heywet Church Office

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Abstract

The paper is design to assess employees' satisfaction with HRD practices in south west zone kale Heywet church office. The main objective of the study is to identify the level of employees' satisfaction with: the organization commitment to HRD, appropriateness of HRD practices, opportunities for growth and development, management's guidance and encouragements and other dimensions of HRD practices. The research design is cross-sectional survey. Both secondary and primary data were used in the research. A survey questionnaire with five point Likert scale is a main tool for gathering primary data about employees' satisfaction with human resource development practices of the organization. 180 participants were participating in filling the questionnaires. An interview also prepared for officials of training and development team of the organization. The findings of the study indicated that respondents perceived the HRD practices of the organization as unfair. Respondents also indicated their dissatisfaction with the promotional opportunities and the knowledge to gain from the work they do for the organization. Moreover, majority of respondents indicated that they don't think that the organization is the best place to develop them.

Introduction

Human Resource Development is an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development. It is a system and process involving organized series of learning activities designed to produce behavioral changes in human resource in such a way that they acquire desired level of competence for present or future role. At firms' level; training and education are the main areas of human resource development practices. Emphasis on human resource development result in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish this undertaking, organizations will need to invest resources to enhance employees' knowledge, skills and competencies. However, ineffective HRD practice can bring many problems such as reduced employees' enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Edgar, 2005).

Organizations need to look into the needs of the employees' and ensure that HRD practices are aligned with both company and individual goals. It has been suggested that the level of employees' satisfaction with the HRD practices are among the most important criteria to consider when assessing the HRD practices. (Wan, 2007). Employees' satisfaction with the organization HRD practices can be expected only when the practices incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of employees' satisfaction with the practices is worth to consider. South west zone kale Heywet church office has Human Resource Training and Development department which is responsible for managing the organization HRD practices. In general, this project tries to assess employees' satisfaction with HRD practices in south west zone kale Heywet church office.

2. Literature review

- Employee satisfaction

Employees are more loyal and productive when they are satisfied (Hunter & Tietyen, 1997), and these satisfied employees affect the customer satisfaction and organizational productivity (Potterfield, 1999). Employee satisfaction is defined as the combination of affective reactions to the differential perceptions of what he/she wants to receive compared with what he/she actually receives (Cranny, Smith, & Stone, 1992). Therefore, the organizations should try to supply the employee expectations in order to approach the employee satisfaction. In addition, emotional state of the employees may also affect their satisfaction. This forces the managers to create and sustain the desired working environments in the organizations. One the other hand, as stated by Organ and Ryan (1995), the employee satisfaction is one of the basics of organizational citizenship behavior (Ozdevecioglu, 2003). That is, the well-satisfied employees will work more willingly and this contributes to the effectiveness of their organizations.

There is no limit for the employees to reach the full satisfaction and it may vary from employee to

employee. Sometimes they need to change their behaviors in order to execute their duties more effectively to gain greater job satisfaction (Miller, 2006). Having good relationships with the colleagues, high salary, good working conditions, training and education opportunities, career developments or any other benefits may be related with the increasing of employee satisfaction. When investigating the employee satisfaction, it should be known that; -an employee may be more satisfied by a satisfying item, whereas the other employee may be less satisfied with the same item-. Because of this, analyzing the employee satisfaction from a large perspective will be better. That means; the sum of all satisfying factors composes that employee's satisfaction level. As a general definition, the employee satisfaction may be described as how pleased an employee is with his or her position of employment (Moyes, Shao, & Newsome, 2008). To investigate what the employees are satisfied by and measuring the employee satisfaction in the workplace is critical to the success and increases the profitability of the organization for having competitive advantage (Kelley, 2005).

- Definitions and Concepts of Human Resource Development

The study of HRD indicates that views on what constitutes HRD vary considerably. Traditionally, various terms were used such as training, development and education. The more contemporary terms are Human Resource Development (HRD) and Human Capital Development. According to Mondy and Noe (1990), human resource development is: "planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs."

From Mondy and Noe's definition we can understand that HRD is planned and continuous effort of organizations to enhance employees' task performance, knowledge and experiences. Therefore, HRD is primarily designed to benefit both organizations and employees through: improving employees' task performance and supporting employees' knowledge and experience development. The other concept that we infer from the definition is that HRD is done through three methods: training, education and other development programs.

- Purposes of Human Resource Development System

The combination of the four focus of HRD (Individuals, Dyads (employee-boss), Team, and Organization) with four agents of HRD (Employee, Immediate boss, HR department, and Organizations) gives the HRD systems (Armstrong, 2006). According to him, the fundamental purpose of HRD system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This is achieved by producing a coherent and comprehensive framework for developing people. Furthermore, Armstrong has mentioned specific purpose of HRD as: to develop intellectual capital and promote organizational, team and individual learning by creating a learning culture – an environment in which employees are encouraged to learn and develop and in which knowledge is managed systematically.

- Components of Human Resource Development

There are three fundamental component areas of human resource development (HRD): individual development (personal), career development (professional), and organizational development. The importance of each component will vary from organization to organization according to the complexity of the operation, the criticality of human resources to organizational efficiency, and the organization's commitment to improved human resources. But all three have one focus—individual performance improvement. Since individual performance improvement is the heart of an HRD program, HRD can be described as the "area of congruence" among the three components.

- Factors that Affect Employee Satisfaction

Satisfaction is an important goal for organizations to reach as it has been shown that profitability, productivity, employee retention, and customer satisfaction are linked to Employee Satisfaction (ES). Satisfied, motivated employees will create higher customer satisfaction and in turn positively influence organizational performance. Past research that focused on ES (Becker and Gerhart, 1996; Becker and Huselid, 1998; Wright and Boswell, 2002), as referred by Wan (2007), established the link between human resource development and organizational performance. Other behavioral theories too suggest that the impact of human development management practices on performance is mediated by ES, commitment and well-being (Wan, 2007).

However, studies by Marsden and Richardson (1994) as cited in Wan (2007) revealed that the impact of human capital management practices on ES is rather limited, as evidenced by the way in which new performance related pay schemes have been introduced in many organizations in recent years. Similarly, others studies shows that the impact of HRD itself may be contingent on other factors, such as the age, skill and educational composition of the workforce, or on employees' individual dispositions and orientations to work, or on existing institutional arrangements (Wan, 2007)

What actually constitutes ES and what factors affect it? A comprehensive review of related literature revealed numerous definitions and factors that affect ES. Though there are variations in the definitions of ES, all agreed that it is a multidimensional concept. Locke (1976) defined ES as "... a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Similarly, Dawis and Lofquist (1984) defined

ES as the result of the worker's appraisal of the degree in which the work environment fulfills the individual's needs.

Theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work, if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction. Locke (1976) noted three "schools" of thought about causes of ES: physical-economic (physical working conditions), social (supervision and cohesive work groups), and nature of work (mentally challenging tasks, opportunities for mobility within organization, working for supervisors who actively assist their subordinates to address job-related problems and work-related variables).

Research by Goldfarb Consultants (1999) on the private and public sectors in Canada revealed similar results. The study showed that the top five most important factors that influenced ES have more to do with interpersonal relationships (quality of decision makers, communication and relations between managers and employees), atmosphere at the workplace (work ethic, level of innovation and physical environment) and sense of personal achievement (personal growth opportunities and level and range of responsibility) than it has to do with attributes that can be measured (amount of time off, benefits, work hours and salary).

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

3. METHODOLOGY

3.1 RESEARCH DESIGN

The research design adopted for study is cross-sectional survey. According to Fraenkel & Wallen, (2006), a cross-sectional survey collects information from a sample that has been drawn from a predetermined population and information is collected at just one point in time. This design is adopted to enable the researcher gather information from a group targeted population (sample) who are part of the main population (South west zone kale Heywet church office). Data for the study came from both primary and secondary sources. Primary data was gathered from employees of South west zone kale Heywet church office using structured survey questionnaire and personal interviews. The secondary data gathered from sources including various published sources. These published sources are different books, journals and the organization training and development policy documents were reviewed. Data collected was presented using charts, diagrams and tables using SPSS software.

3.2 Targeted Population & Sample.

The target population is permanent management and non-management staffs who are working in the South west zone kale Heywet church office. As the number of the staff of the organization is limited, census is used. The total population size of the study contains 180 people. This includes all staff members, of the organization.

3.3 Source of Data

Concerning the reaction of staff members towards human resource development (HRD), data was collected from staff member from both primary and secondary source of data. Questionnaires and interview were used. Documentations in the organization used for secondary data.

3.4 Method of data collection

The study was based on both secondary and primary data sources. It was begun by secondary data analysis through the detailed review of related literature. To this end; books, articles, journals, magazines, bulletins and the organization's training and development policy documents were reviewed. Primary information about the level of employees' satisfaction with human resource development practices of the organization was obtained through survey. The questionnaire comprises three sections. Section I contains demographical questions about the respondents: sex, age, years of work experience, length of service with the organization and educational level. Section II items includes; perceptual responses pertaining to provision of training and development, growth and development opportunities, workplace learning issues and management's supervision and guidance. For section II, a five point Likert scale that range from strongly disagree to strongly agree were used. And section III items include open ended questions which require respondents to give their explanation. Moreover, data on current human resource development policy of the organization from management point were gathered using structured interview format. For this end, interviews with Administrative officer of Human Resource and Head of Training and Development team were conducted

3.5 Methods of Data Analysis

After data collection is completed, data analysis was done in a way that its objectives demand. As much as possible, separate analysis for individual objectives is done. Demographic characteristics are summarized using

frequencies and percentages for all variables including: age, sex, work experience, years on the current job/position and educational level. In employees' satisfaction analysis; the data gathered through questionnaires were analyzed in Descriptive Statistics analysis method and presented in the form of charts, diagrams and tables using SPSS software version 16.1.

4. Finding

Table 4.1: Background information of Respondents

No	Items	Frequency	Percentage
1	Sex of Respondents		
	a. Male	<u>117</u>	<u>65</u>
	b. Female	<u>63</u>	<u>35</u>
	TOTAL	180	100
2	Age of Respondents		
	Under 15	<u>0</u>	0
	15-29	<u>84</u>	46.4
	30-45	<u>85</u>	47.5
	46-64	<u>11</u>	6.1
	≥ 65	<u>0</u>	0
	TOTAL	180	100
3	Educational Level of Respondents		
	High school graduate	<u>0</u>	<u>0</u>
	technical school	35	<u>19.4</u>
	Diploma	68	<u>37.8</u>
	degree	72	<u>40</u>
	Master degree	5	<u>2.8</u>
	PHD	0	<u>0</u>
	TOTAL	180	100

Source: Developed for this research

Table 4.1 above indicates background information of respondents participated in the study. Sex, age and educational level of the sample respondents are displayed in the table.

As shown from the table item number 1 sex distribution of the sample, 117 (65%) of the total respondents are male, 63 (35%) are female. This implies that the proportion of male employees is much larger than that of female employees in the organization. As far as age of respondents is concerned, the largest group (47.5%) was in 30-45 years age group. The second largest group (46.4 %) indicated their age were in the 46-64 age group where as 11%. From this it is possible to assume that the workforce composition of the respondent are young and thus may require a strong HRD programs.

Item number 3 of the table further indicates educational level of respondents. From the table, the majority of the respondents are first degree holders 72 (40%) where as 37.8% and 19.4% of the respondents are college diploma holders and technical schools graduate respectively. Only 5 individuals are identified to have the degree of masters and no respondent had PhD.

Given the fact that the majority of the employees are young (see Table 4.1) with college diploma or BA/BSc Degree, it is not doubtful that employees give high concern for their education and career development. This create burden on the organization in satisfying employees' such demand and also give an option for organization in enhancing employees' satisfaction through designing an effective HRD system that allow employees to be developed in their education and career. Therefore, to satisfy and retain employees', organization must encourage employees that the organization is the best place to develop their education and career.

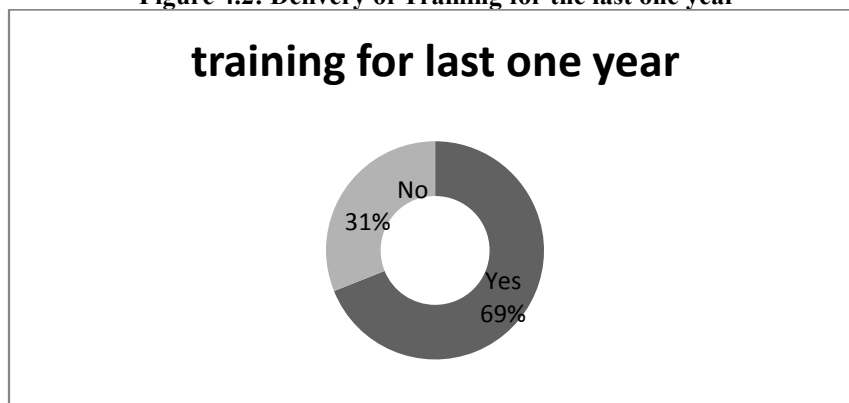
4.2.1 Employees' Satisfaction with organization Commitment to HRD

Human resource development is the process of helping employees become better at their tasks, knowledge and experience. There are lots of things that go into this, but training and education are the main methods at company level. In this sub section, employees' satisfaction with the corporation's commitment for Training and Education will be discussed.

4.2.1.1 Employees' Satisfaction with organization Commitment to Employees Training

To understand employees' level of satisfaction regarding organization commitment to employees training; at first employees were asked whether they have been given training for the last one year or not and two statements to indicate their agreement with the statements; the statements and their responses are summarized in figure 4.2 and table 4.2 below.

Figure 4.2: Delivery of Training for the last one year



As we can notice from the above figure, 31% (n=56) of the respondent were not given any training and the remaining 69% (n=124) had taken training with in the last one years. According to the interview conducted with the head of organization, it is one of organization policies to provide a minimum of 8 hour refresher training per person and per year. Thus, it is possible to say that the organization training provision is by far below from its own training and development policy

Table 4.4: employees’ perception towards the organization training facility

Questions Asked	Particulars	Number of Respondents	Percentage (%)
The organization has good internal facility for training	Strongly Disagree	51	28.3
	Disagree	23	12.8
	Neutral	46	25.6
	Agree	52	28.9
	Strongly agree	8	4.4
	Total		180

Majority of the respondents 28.9% (n=52) agree with the statement ‘organization has good internal facility for training’ whereas 28.3% of the respondents strongly disagree with the statement. This shows that employees’ negative perception towards the organization commitment for training is not fully explained by poor internal facility of the organization. According to interview conducted with head of the organization; in identifying training needs, organization uses organizational analysis where the need for a training program is identified by taking in to consideration of the organization short range and long range goals. Hence, skills and ability that can contribute to the achievement of organizational objectives are determined. Additionally, task/job analysis is used to determine the skills and knowledge that jobs demand. According to the head, personal analysis is not being used in determining training and development needs, even though most literatures recommend as it is a main tool for integrating the organization and employees’ need for training.

4.2.1.2 Employees’ Satisfaction with organization Commitment to Employee Education

Table 4.5: employees’ response for the organization supports to improve their Educational level

Questions Asked	Particulars	Number of Respondents	Percentage (%)
The organization does good job of supporting employees to improve educational level	Strongly Disagree	50	27.8
	Disagree	62	34.4
	Neutral	19	10.6
	Agree	30	16.7
	Strongly agree	19	10.6
	Total		180

As it is possible to observe from the above table, majority (34.4%) of the respondents argue that the organization is not committed for improving educational level of the employees and at the same time 27.8% of them strongly disagree with the idea. On the other hand, it is only 16.7 % and 10.6% of the respondents agree and strongly agree with the statement respectively. A mean value of 1.48 (STD= 1.33) be a sign of respondents’ dissatisfaction with the education supports provided by organization. In general, majority of the respondents are not satisfied with the organization commitment neither in providing training to do their job effectively nor supports to enhance their educational levels. When employees have negative perception towards the organization commitment for HRD, as one might expect it makes employee to feel that the organization is not concerning for their development. For this reason, some employees may think that the organization is not the best place to

develop them.

4.2.2 Employees' Satisfaction with Appropriateness of the Skills Enhanced

To determine employees' level of satisfaction with the appropriateness of the skilled enhanced, employees' were given two statements to indicate their level of agreements. The statements and employees' degree of agreement is summarized in tables 4.4 and 4.5 below:

Table 4.7: Employees' satisfaction with the appropriateness of the skills enhanced

Questions Asked	Particulars	Number Respondents	of Percentage (%)
The organization training and dev. Program improves my chance of promotion.	Strongly Disagree	15	8.3
	Disagree	81	45.0
	Neutral	30	16.7
	Agree	39	21.7
	Strongly agree	15	8.3
	Total	180	100.00
High priority is given to providing appropriate training	Strongly Disagree	63	35.0
	Disagree	50	27.8
	Neutral	23	12.8
	Agree	35	19.4
	Strongly agree	9	5.0
	Total	180	100.00

As the above tables show, the majority of the respondent (45%, n=81) disagree with the statement 'The organization training and development programs improves my chance for promotion'. A mean value of 1.77 (see table 4.5) also indicates employees' dissatisfaction with the contribution of training programs to their promotion. On the other hand, 35 % (n=63) of the respondent strongly disagree that high priority is not given to providing appropriate training in organization at the same time 27.8 % (n=50) of the respondent respond as they disagree with the idea. Furthermore, a mean value of 1.32 (table 4.5) shows that majority respondents are dissatisfied with the appropriateness of training they have been given.

4.2.3 Employees' Satisfaction with Opportunities for HRD

4.2.3.1 Employees' Satisfaction with the Fairness in Training Opportunities

Table 4.9: Respondents' satisfaction with the fairness in training opportunities

Questions Asked	Particulars	Number Respondents	of Percentage (%)
Equal access to job-related training opportunities	Strongly Disagree	36	20.0
	Disagree	53	29.4
	Neutral	43	23.9
	Agree	24	13.3
	Strongly agree	24	13.3
	Total	180	100.00

As the above tables show, the majority of the respondent 29.4% disagree with the statement employees' satisfaction with equal access to job related training opportunities, the mean value of respondents' response is 1.71 with standard deviation of 1.29. This indicates that still employees' level of satisfaction is less than the average regarding the equal access for training opportunities. From this one can conclude that in the eyes of respondents the organization is not doing fairness in creating equal access to job related training programs for all employees.

4.2.3.2 Employees' Satisfaction with Promotion Opportunities

Table 4.11: Respondents' satisfaction with promotion opportunities

Questions Asked	Particulars	Number Respondents	of Percentage (%)
I am provided with adequate opportunities for promotion	Strongly Disagree	56	31.1
	Disagree	71	39.4
	Neutral	25	13.9
	Agree	19	10.6
	Strongly agree	9	5.0
	Total	180	100.00

As the above table shows, the majorities of respondent 39.4% disagree and 31.1% strongly disagree

with the statement ‘I am provided with adequate opportunities for promotion in organization’. From the remaining only 10.6% respondents agree and 13.9% of them are neutral with the promotional opportunities. On the whole mean value of 1.19 (see figure 4.8) signifies that respondents’ reaction for the variable is in the range of disagreement. From this one can recognize that respondents’ judge as they have limited internal job opportunities to realize their career goals inside the organization. So, this reduces employees’ satisfaction and employees’ commitment to the organization.

4.2.4 Employees’ Satisfaction with Work Place Learning

4.2.4.1 Employees’ Satisfaction with the Learning from their Job

The table below (table 4.12), show the respondents’ degree of agreement with the statements designed to understand their corresponding level of satisfaction with the challenges posed by the work, knowledge to gain from the work they do for the corporation and opportunities to work with up-to-date technologies.

Table 4.12 employees’ satisfaction with the opportunities to learn from their job

Questions Asked	Particulars	Number of Respondents	Percentage (%)
I have opportunity to work with up-to-date technologies	Strongly Disagree	19	10.6
	Disagree	20	11.1
	Neutral	36	20.0
	Agree	63	35.0
	Strongly agree	42	23.3
	Total		180
My work is intellectually stimulating and challenging.	Strongly Disagree	24	13.3
	Disagree	22	12.2
	Neutral	73	40.6
	Agree	14	7.8
	Strongly agree	47	26.1
	Total		180

As the above tables shows the majority (58.3%, n=24, mean= 2.49) of the respondents are satisfied with the opportunities they have to do with up-to-date technologies in doing their job. As per the interview conducted with the Manager & personal observation; most of employees who are working in the offices have access for computer and internet. Hence, this surely can significantly influence the respondents view in the issue.

In the same way, the majority of the respondents (40%) are neutral with the statement ‘My work is intellectually stimulating and challenging’. A mean value of 2.21 also indicates as most of the respondents are indifferent with regard to the challenging and stimulating nature of their job.

In contrast, the majority (49.4%) of the respondents don’t think that there is much knowledge to gain from the work they do for the organization. A mean value of 1.46 with standard deviation of 1.305 concerned how much they disagree with the idea. Because of this, obviously employees’ job value i.e. employees’ attitude towards the usefulness of their job will decrease. If employees perceive that their job is irrelevant for their growth and development, they will not willing to acquire new skill and be trained for the job. This ultimately reduces employees’ motivation for HRD programs and the transferability any newly acquired skills and knowledge. Speaking generally, employees’ satisfaction with the usefulness of their job for their development and growth is significantly low.

4.2.5 Employees' Satisfaction with the Management's Supervision and Guidance

4.2.5.1 Employees' Satisfaction with the Coaching practices

Table 4.16: Employees' Satisfaction with coaching practices

Questions Asked	Particulars	Number of Respondents	Percentage (%)
There are people to whom I can go for help when I have work related problems	Strongly Disagree	11	6.1
	Disagree	37	20.6
	Neutral	33	18.3
	Agree	50	27.8
	Strongly agree	49	27.2
	Total	180	100.00
My manager provides me with the appropriate amount of guidance.	Strongly Disagree	26	14.4
	Disagree	53	29.4
	Neutral	45	25.0
	Agree	38	21.1
	Strongly agree	18	10.0
	Total	180	100.00
My manager is available when I need him/her.	Strongly Disagree	10	5.6
	Disagree	39	21.7
	Neutral	26	14.4
	Agree	90	50.0
	Strongly agree	15	8.3
	Total	100	100.00

As the above tables show, more than half of the respondents respond positively regarding the availability of people to whom they can go for help when they have work related problems (55%, mean= 2.49) and the availability of their manager when they need him/her (58.3%, mean=2.34). However, with regard to the appropriate amount of guidance provided by their manager, around 43.8% (n=79) of respondents respond negatively and the mean value is just less than an average i.e. 1.83. From this we can infer that the main dissatisfying factor in coaching practices is inappropriate amount of guidance provided by managers. This could happen when managers either have no enough information, experience, and/or reluctant to coach their subordinates. To check how work related information flows affect the respondents' view with the amount of guidance/coach provided by their supervisors; employees were given a statement to indicate their level of agreement which is presented figure 4.3 below:

4.2.5.2 Employees' Satisfaction with Mentoring

Concerning to mentoring practices, the level of respondents' satisfaction in descending order is as follows: managers assist in identifying employees' training need (25%, mean= 1.72), supervisors' advice in developing employees' career with in the organization (22.8%, mean= 1.61) and managers encouragements to improve educational level of employees' (21.1%, mean= 1.59). In general, majority of the respondents are not satisfied with the guidance, practical advice and continuing support provided to increase individual developments. Specifically, respondents' dissatisfaction is high regarding the supports and encouragements provided to improve their educational level. Given the fact that most of the respondents are either first degree or diploma holders (see figure 4.1), employees' dissatisfaction can be reason-out with the decreasing support of the organization to enhance educational level of employees as their educational level increased.

4.2.5.3 Employees' Satisfaction with Performance Counseling

41.7% of respondents strongly disagree with the idea that the organization has good performance counseling and at the same time 33.3% of respondents disagree. However 22.7% respondents reply positively for the statement 'the organization has good performance counseling practice which helps me to improve my performance' and only 2.2% of them are neutral with the statement. Thus, it is possible to say majority of the respondents are dissatisfied with the existing performance counseling practices of the organization. So it is possible to conclude as there is no real performance counseling and guidance practice so far.

4.3.3 Employees' Satisfaction with overall HRD Climate

To know the level employees' satisfaction with the overall HRD climate of the organization, respondents were given three statements to indicate their degree of agreement and their response as summarized in figure 4.28 above.

The majorities (86.6%) of respondents reply either disagree or strongly disagree for the statement ‘My organization is the best place to develop myself’ and the mean value is 0.87 with standard deviation of 0.878. And only 7.8 % of employees respond neutral. From this we can conclude that most of the respondents feel as they are working in an environment/organization that deters their development. Furthermore, it is possible to assume most of the respondents have low commitment for the organization which could results most of respondents to be ready to leave the organization take other options. Regarding with the statements ‘Employees are leaving the organization since the organization is not good place to develop employees’ majority (60%) of the respondent reply positively and the mean value of their response is 2.55 with standard deviation of 1.183. Therefore, it is possible to say that more than half of the respondents believe that some employees are leaving the organization since the organization is not good place for most of employees to develop their career. Furthermore, majority, 65% and 27.2% of respondents reply as they strongly agree and agree, respectively, with the statement ‘My organization is unable to retain experienced and educated employees’. According to one of the principles of HRD, organizations should invest in people only to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. Therefore, an organization that invests in people but not able to retain is not increase its stock of knowledge and skills. With the same logic, SWKHC is not increasing its stock of knowledge and skills since it is not able to retain its experienced employees. In general, the organization is not in the right truck to achieve the primary objective of HRD i.e. building enough stock of knowledge and skills since it is not able to retain its employees.

5.1 Conclusions

The following are the major conclusions of the study:

- ❖ Respondents are not satisfied with the organization commitment neither in providing training to do their job effectively nor support to enhance their educational levels. Especially, respondents were very dissatisfied with the organization commitment in enhancing employees’ education level. As most respondents write in open ended questions, there is minimal support from the organization for continuing higher studies. When employees have negative perception towards the organization commitment for HRD, as one might expect it makes employees to believe that the organization not concerning for their development. Furthermore, it reduces employees’ satisfaction and moral. For this reason, some employees possibly think that the organization is not the best place to develop them.
- ❖ The study reviled that the respondents were unhappy with the appropriateness of the skill enhanced through the training programs since they recognize training programs as having little contribution to their promotion and personal development within the organization. According to interview data analysis, person analysis is no widely used during training need assessments. Moreover, the organization strategic training plans have not established a strong role in aligning individual goals with organization strategies since it is only based on the need to the organization.
- ❖ As far as employees’ level of satisfaction with promotional opportunities provided in the organization, respondents believe as they have limited internal job opportunities to realize their career goals inside the organization. Hence, it can reduce employees’ satisfaction as well as employees’ commitment to the organization. Analysis with open ended questions and interview also reviled that much of the organization promotion is through appointments. Therefore, promotion opportunities are poorly related with employees’ training record and performance.
- ❖ In relation to employees’ satisfaction with the management’s supervision and Guidance; respondents were dissatisfied with the amount of guidance provided by their. Based on correlation analysis made, it is found that poor dissemination of work relevant information in the organization is the reason for their discontent with the amount of guidance provided by their managers.
- ❖ Mentoring can help managers to ensure that employees have the appropriate resources and guidance to further their development adequately. However, respondents are not positively reply with the mentoring practices, specifically: assistance in identifying employees’ training needs, encouragements to improve their educational level and advices how they can develop their career within the organization.
- ❖ Relating to Performance Counseling, there are no formal performance counseling and guidance practices in the organization. As result, employees are left alone to assist themselves in understanding: their own performance, factors contributing to it, contribution of their own strength and weaknesses and the extent which they can influence the performance. Obviously, this would make very difficult to identify development needs of subordinates and to draw a systematic plan of action.
- ❖ Respondents are not satisfied with the opportunities of learning around their Work Place. Specifically: The respondents don’t think that there is much knowledge to gain from the work they do for the organization. From this it is possible to say that respondents are not satisfaction with the usefulness and contribution of their job for career development and growth. Similarly concerning their colleagues’ cooperativeness in providing help to address others work related difficulties; majority of the

- respondents are not satisfied with the idea.
- ❖ The following major findings revealed respondents' negative perception towards the overall HRD climate:
 - The sharing of knowledge and information culture and team work spirit, majority of the respondents perceives the existing culture positively. However, most of respondents are indifference with the statement 'In my organization people show little interest in each other's work'.
 - The organization promotional practice is primarily based on experience and gives very little emphases for employees' performance. This creates an environment where no or little competition for performance among employees.
 - With regard to the organization practices in collecting information from employees for improvement and employees' participation in making suggestions; respondents replied negatively.
 - ❖ The majority of the respondents believe that the organization is not the best place to develop them. More importantly, respondents also believe that employees are leaving the organization since the organization is not good place to develop employees.

5.2 Recommendations

Based on the findings and conclusions of the study, the researcher forwards the following recommendations to the management of the organization.

- ❖ In order to improve the organization commitment for HRD; complete faith and support of top management is essential. Managers at all levels will support HRD efforts only when top management considers employees as the greatest assets of the organization. Therefore, first and for most, it is necessary to have awareness creation programs for top managers, line managers and employees regarding the need and importance of HRD for the organization. The organization can become dynamic and grow only when employees' capabilities are continuously acquired, sharpened and retained. Through comprehensive HRD practices the organization can achieve its goals and satisfy and retain employees.
- ❖ Beyond meeting the organization HR need, the HRD practices should also focus on individuals and satisfying their needs for career growth and development. At first place HRD is not all about providing training rather it should aimed at matching the organizational need for HR with the individual needs for career growth and development. Secondly, HRD practices must necessarily focus on individuals since all the strength of Teams and the organization must first embed into individual employees. For this purpose: Person Analysis during training need assessment is necessary, in view of the fact that it is very important tool for incorporating individual needs into HRD practices. Performance counseling is also very essential to support employees in improving their job performance. Furthermore, it helps to identify individual employees training needs. Most importantly, HRD should be based on career development which helps the organization achieve its objectives and the employees achieve maximum self-development.
- ❖ In order to make sure the organization Training Practices are designed to cut across all levels of staffs (new and experienced), it is important that: The organization training practices should incorporate not only induction, basic and counterpart trainings but also based on Training needs assessment, Training for special groups, and Leadership and Development programs. Particularly, leadership and development programs are necessary to enforce management development within the organization.
- ❖ While individuals should be expected to take a considerable degree of responsibility for managing their own development, they need the help and support of their line managers and the organization. So it is so advisable to have programs to support self-initiated development of employees. This could be done through sponsoring external training programs.
- ❖ Training programs and job performances should strongly connected with promotional opportunities of employees so that employees can clearly witness the contributions of training programs and their performance for personal development. Although promotion based on experience is way of acknowledging employees experience; training records and job performances of candidates should not be disregarded. This helps to enhance employees' value for training and creating competitive environment among employees.

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