

**EFFECT OF CAREER DEVELOPMENT PRACTICE ON EMPLOYEES MOTIVATION:
A CASE OF HAWELA WOREDA SELECTED OFFICES**



**THE RESEARCH PAPER SUBMITTED TO HAWASSA UNIVERSITY SCHOOL OF
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RESOURCE MANAGEMENT**

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Examiners Approval Sheet

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This is to certify that the research thesis entitled “EFFECT OF CAREER DEVELOPMENT PRACTICE ON EMPLOYEES MOTIVATION A CASE OF HAWELA WOREDA SELECTED OFFICES submitted in partial fulfillment of the requirements for the degree of Masters of Business Administration with specialization in Human Resource Management, the Graduate Program of the School of Management and Accounting, and has been carried out by **Halchitu Hamiso**. ID. No GPHuRmR/0011/14, under our supervision. Therefore, we recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the school of management and Accounting.

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DECLARATION

I, hereby declare that the thesis entitled “EFFECT OF CAREER DEVELOPMENT PRACTICE ON EMPLOYEES MOTIVATION A CASE OF HAWELA WOREDA SELECTED OFFICES submitted by me for the award in Master of Business Administration in Human Resource Management at Hawassa University is my original work and it has not been presented for the award of any degree, diploma , fellowship or other similar titles of any other university or institution and that all sources of materials used for this thesis have been dully acknowledged.

By: Halchitu Hamiso

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ABSTRACT

The most perpetual challenge in most organizations today is lack of a well-structured career development and employee motivation. This has heightened the need for career development practices in order to motivate employee in most organizations. While extensive literature exists, career development, the focus has largely been on its influence on performance and productivity, leaving out the role of employee motivation. The study thus set out to investigate effects of Career development practice on employee's motivation in Haweela woreda selected office. A theoretical framework was used as a guideline to test the effect of the career development practices such as staff training, promotion, career planning and staff counseling on employee's motivation from the relevant literatures. The study used descriptive and explanatory research design. The population of this study was a total of 451. Sample of 211 employees was used to collect the data. Stratified sampling technique was employed. A structured questionnaire was used for purposes of data collection and data was analyzed using inferential statistics. However, only 196 employees responded to the questionnaires and hence, the response rate was 92.8 percent. Besides, descriptive statistical tools like percentage, mean and standard deviation are used to illustrate the demographic characteristics of the respondents and to assess the perception of employees from data collected through questionnaire and the study revealed that majority of the respondents inclined to disagreed on career development practices. Thus, inferential statistical methods like correlation analysis was used to assess the relationship between career development practices and employee's motivation, multiple linear regression analysis also was employed to examine the influence of career development practices on employee's motivation by using primary data collected through five scale likert questionnaire. Based on the findings of the study, all career development practice such as staff training($r=0.751$), promotion ($r=0.808$), staff counselling($r=0.799$) and career planning($r=0.70$) have a positive correlation with employee's motivation. The multiple linear regression analysis result revealed that all explanatory variables (staff training beta value= 0.143 , Promotion beta value= 0.382 , Career planning beta value= 0.082 and staff counselling beta value= 0.226) have a significant effect on employee's motivation. This indicated that career development practices determine the employee's motivation of Haweela woreda selected office. Therefore, Haweela woreda selected offices should implement career development practices approaches appropriately and continuously as an indispensable tool to build long lasting relationships with employee's so as to encourage and maintain sustainable employee's motivation.

Keywords: Career development practice, employees motivation, and Haweela Woreda

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Career development and staff motivation are key strategic considerations for all organizations regardless of size, sector, market or profile. The development of the capacity and capability of the organization's managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees in order to ensure they achieve optimum performance both in the present and the future. This is confirmed by Mwenebirinda (2001) who acknowledges that employee motivation can be enhanced by training that addresses identified weaknesses.

Developing employees' careers at all levels of organization is important both to the individual officers who serve in various departments and to those in the management hierarchy who must develop policies and institute practices that govern and guide such career development (McMullen, 2003 & Mankoe, 2017). It is the goal of all quality organizations to provide their employees superior opportunities to grow, both individually and as professionals, since there are manifest relationships between characteristics of career development and individual employee motivation, which arise from organizational, individual, or extraneous attributes (Akinade, & Osarenren, 2016). A great amount of worldwide wealth occurs in a form of human capital; therefore, managing human resources plays a crucial role in a process of increasing employees' motivation (Edwards & Fruehling, 2018).

Career development practices are systematic planning methods used to link employee career objectives with the corporate career needs of an organization. They entail activities undertaken by the employees themselves and the organization to achieve career objectives and job requirements. Organizations which aspire to be successful in today's extremely competitive markets need employees with the right competences to assist in achieving a competitive edge in the industries, (Dixon, 2017). Career development entails preparing individuals to assume different or higher

responsibilities within the organization (Firman, 2021). It is usually seen as the pattern of work related experience that spans the course of a person's life.

Development is usually associated with increasing the intellectual or emotional abilities needed to accomplish a better job. The aim of all career development programs is to match the needs and goals of employees with the career opportunities available in organisations today and in the future (Delbari, & Abedini, 2021). Career development programmes are beneficial to organisations because it helps to improve the skills, knowledge and experience of employees towards their work. It benefits not only the individual employee, but also the organization. Providing career development opportunities restrict employees from leaving the organization and increases their loyalty (Kibui, & Namusonge, 2014). Most organizations may use career development programmes to assist their employees to properly plan their careers because it is believed that, generally employees react positively to career development and advancement opportunities.

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as career development programmes the work they do and the organization context within which they carry out that work. Motivation contributes greatly to productivity in organizations. This is a point highlighted by Armstrong (2001) who asserts that issues regarding motivation should be closely monitored in organizations because they affect the sustenance of high levels of performance through people; from whom management expects results that are in accordance with organizational goals and objectives.

Motivation is concerned with the forces which investigate, give direction to and sustain behaviour. This is to mean, motivation is what arouses to action, determines the goals towards which these actions are channelled and influences the vigour and persistence with which such goals are pursued (Tsegaw, 2003). When theoreticians define motivation, three words are commonly repeated: Direction (what people choose to do); Effort; and Persistence (Arnold, 2008).

Modern organizations are increasingly paying close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees' career in order to ensure they maximize optimum motivation both in the present and the future (Mwanje, 2010).

Career development program is the basis of employee confidence and competence (Robbins, 2010). Career development aids organizations in bridging the gap between current employee's motivation and expected future motivation and performance. Organisations that give their employees opportunity for career development programs through career management in the organization helps them plan for their future and that of the enterprise to avoid turnover, which will raise motivation (Kakui & Gachunga, 2016).

This study is focusing on career development practices these employees should be promoted so that they advance their careers. This would also motivate them. Therefore, in this study the researcher was investigating the effect of career development process on employees motivation in case of hawela woreda selected offices

1.2. Statement of the Problem

According to Keiningham and Aksoy (2012), the long-term success of any company depends heavily upon the quality of its workers. The importance placed on how employees are valued and rewarded can make a considerable impact on the motivation and productivity of staff within the organization and consequently the performance of the organization. Career development practice plays a key role to employee motivation both intrinsically and extrinsically. Many organizations are suffering from high turnover rates and down falls because they do not apply career development practices that may only need little effort (Aktar, Sachu & Ali, 2012).

Despite organizations channelling resources to increase employees motivation and organizational performance, there is still unawareness on how employee motivation could increase when leaders together with the Human Resources Teams use career development, the link between these career development and employee motivation as well as how they can be utilized effectively in the organization (Ngatia, 2014). Employees are major assets to any organization. They play an active role towards the organization's success that cannot be underestimated. Equipping these unique assets with knowledge and skills through effective training, counselling, promotion and advancement becomes imperative in order to inspire employees job motivation Mark and Nzulwa, (2019) stated that career development practices aim at providing learning and development opportunities which in turn enhance employee engagement, motivation and job satisfaction.

However, some organizations are not adhering to the career development procedures that lead to demotivate and poor performance due to employees' lack of satisfaction. Hawela woreda public offices like other related woreda sector in Sidama regional state is a public service organization which recruits and provides career development to staff with an objective of long service.

Many employees have been assigned and trained following the organization reform hawela woreda commonly but they are remained unenthusiastic with little evidence of career development. There is a level from which employees (whether staff or management) find it difficult to move upwards or get promoted yet the sectors needs employees who perform their duties well. Hawela woreda selected public offices has been experiencing poor staff motivation in all offices such as industry and enterprise, agricultural offices, education offices, public service office and road and transport offices, among others, which was manifested through poor career development functions such as; lack of career advancement, Promotion, lack of staff counselling, career planning and training; these related with lack of motivation performing jobs, ineffective service delivery and inefficiency, (Hawela woreda Annual Report, (2022/2023)).

Despite the career development programmes support advanced to employees in Hawela woreda , they have persistently registered low motivation and poor performance. However, how limited career development affects the motivation of employees remains not well understood in Hawela woreda. If this problem continues and motivation gets seriously affected, the performance of the employees is likely to decline and this could seriously affect the achievement of the goals and objectives of hawela woreda selected offices. Therefore, the focus of this study is to assess the effect of career development practices on employee job motivation in case Hawela woreda selected public offices of Sidama regional state.

1.3. Objective of the study

1.3.1. General objective

The general aim of the study was investigated the effect of career development practice on employee's motivation in case of Hawela woreda selected public offices of Sidama regional state.

1.3.2. Specific Objectives:

- ✓ To analyze the effect of staff training on employee's motivation in case of hawela woreda selected offices.
- ✓ To analyze the effect of career promotion on employee's motivation in case of hawela woreda selected offices.
- ✓ To analyze the effect of career planning on employee's motivation in case of hawela woreda selected offices.
- ✓ To analyze the effect of staff counselling on employee's motivation in case of hawela woreda selected offices.

1.4. Hypothesis of the study

A research hypothesis is a predictive statement, capable of being tested by scientific methods, that relates independent variables to some dependent variable (Kothari, 2004). Traditionally, the null hypothesis is assumed to be correct, until research demonstrates that the null hypothesis is incorrect (Mathers, Fox, & Hunn, 2007). The proposed study was to prove or disprove the following research null or alternative hypothesis which have been prepared based on conceptual framework of the study mentioned in the literature review.

Ho1: staff training has no significant effect on employee's motivation

Ho2: career counselling has no significant effect on employee's motivation.

Ho3: career planning has no significant effect on employee's motivation

Ho4: Promotion has no significant effect on employee's motivation

1.5. Significance of the Study

The basic aim of this study was investigating the effect of career development program on employee's motivation in case hawela woreda selected public offices. The study was enrich the body of knowledge on career development, enabling academic researchers to develop research papers on career development practices. The study was provide suggestions for effective linking of career development practices which was aid senior management in organizations in developing human resource development policies. The study findings create more awareness to the researcher

and all people about the career development programme and employee motivation. Finally it was help as reference for individuals who want to conduct further study in related topic and also it may serve as a reference for policy makers regarding career development practice and employee's motivation.

1.6. Scope of the Study

The researcher needs to have delimitation due to the efficient and effective accomplishment of the research study. The scope of the study was investigated effect of assessed career development practice on employee's motivation

Geographical scope of this research was assessed career development practice on employee's motivation in case of Hawela woreda selected seven public offices like industry and enterprise, agricultural offices, municipality, health centre office, education offices, public service office and road and transport offices

Methodological scope: Methodologically scope of the study will be limited on descriptive and explanatory research type of research.

Conceptual scope: - The study was focused on career development program such as Promotion, career planning, staff training and career counselling on employee's motivation in case of Hawela Woreda selected offices

Time scope: - The study was covered a period of one years (2022-2024)

1.7. Operational definition of key terms

Career is series of work-related positions an individual occupies throughout his/her work life.

Career development is the process of improving the work skills of individuals achieved in order to achieve the desired career Viethzal & Ella Sagala (2009).

Career planning is a continuous process of self- assessment and goal setting designed by employee and employer in order to work in line with organizational objective.

Staff training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task.

Career planning is the intentional process where an organization or individual gets to know of personal competences and focuses on plans to achieve specific career goals.

staff counselling is a systematic approach to facilitating the career decision making and job search process.

promotion refers to a change from one job to another that is better in terms of status and responsibility

Motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work related behaviour, and to determine its form, direction, intensity and duration (Pinder (2008)).

1.8. Limitation of the study

It is obvious that every researcher is faced some degree of limitation. While, conducting this study the researcher faced following limitations; the study specifically focused on career development practice on employees motivation in Hawela Woreda selected office. As it focused on Hawela woreda selected seven offices it was difficult to conclude the results of the study in others Woreda sectors in hawela woreda of Sidama regional state and Ethiopia. This study was limited only to public sectors. Other business sectors were not covers due to time and budget constraint

1.9. Organization of the Paper

The study was organized in such a way that it contains five chapters. Chapter one: Introduction - this introductory chapter comprises the background of study, statement of problem, objectives, research questions, significance, scope of the study and organization of the study. Chapter Two: Literature review - The literature review emphasizes previous works of various researchers related to the study, in books, articles and journals. Chapter Three: Methodology – This chapter presents the research method adopted in the study towards achieving the research objectives. Additionally, this chapter examines the research process, research population, sampling technique, sample size, instrument for data collection and method of data analysis. Chapter Four: Analysis and Discussion - This chapter provides information from the elicited data, while also analysing the results obtained in the study, discussing the research findings, and further representing results in both graphical and tabular formats. Chapter Five: Conclusion and Recommendations – This chapter presents a summary of findings, overall conclusions drawn and final recommendations made for further study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Introduction

Career development is an important area that organizations must put into consideration in order to have employees who would assist in meeting today's changing business needs. This chapter entails the literature review on the career development practices and employee's motivation of the study which guides its understanding in academia and its practice in modern organizations.

2.1. The concept of career development

The term 'career' in the context of the workplace can be seen most simply as the sequence of work experiences an employee may have over time. Work experiences may involve moving from one job to another, but also the changing nature of work within a single job and the experience of working on different projects (Navern & Anis, 2015). According to Navern, Quraisha and Anis (2015), career development is the lifelong process of managing progression in learning and work. The quality of this process significantly determines the nature and quality of individuals' lives: the kind of people they become, the sense of purpose they have, the income at their disposal. It also determines the social and economic contribution they make to the communities and societies of which they are part.

Career development holds out the possibility of growing critical skills within the organisation, which are often not available on the external labour market; of improved deployment of people in jobs where their talents are well used; of an improved ability to attract good people and possibly retain them; and of improved flexibility in the workforce and therefore the ability to respond to business change (Scott & Sims, 2017).

Ayogu (2015) saw career as a design, tailored for individuals to undertake and the end can be predicted. However, Mengistu (2016) saw career from a deeper perspective, he argued that career is a by-product of job and job is any activity individuals get into in order to get paid, and jobs do not lead individuals to anywhere. While career is seen as a continuous and progressive behaviour display by individuals moving through a journey or path that leads to a predicted or known ultimate

end. Kamau and Kamara (2017) defined career development as an organized planning method used to match employee goals with the business needs of an organization.

They further stated that it consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. According to Munjuri (2011), there are multiple advantages of career development to organization such as motivating employees, boosting engagement and productivity, strengthening the succession pipeline, generating knowledge transfer and retention, filling internal skill and role gaps and creating positive employer branding.

2.2. Theoretical Review Career Development

According to Armstrong (2001) career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employees' career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion.

According to Werther and Davis (1996), career development constitutes the increase in one's personality to achieve an intended career. According to Dubrin (2002), career development is employees' activity which help them plan their future career in a certain company so that both the employees and the company can develop maximally. Rivai (2004) points out that career development is a process in an organization to increase individual capability of attaining the expected career. A person who accepts an offer for a job for the first time will have different knowledge of the job, compared with a person who has worked for a long time. Those who have worked for long time will have wide and meaningful insight. Their perception on the job will change along with the passing time. The job is considered not only as the source of earnings but also something which makes someone satisfied with other demands such as appreciation from other people, competition with authority and higher position, (Ivancevich, 2001).

The concept was first advanced by Frank Parson in 1909s and later Ginsberg et al, (1951), this concept have transformed from the view of career development as a development process by which individuals make occupational choices up to their early adulthood, to being viewed as a lifelong

process of occupational decision making process that occurs at different sub-stages of one's life (Patton & McMahon,2006).The term career development had increasingly came at the end of twentieth century, to describe the psychological, sociological, educational, physical, economic and change factors that combine to shape individual career behaviour over the life span(Patton & McMahon 2006).

According to Blau (1998). It is the evolution or development of a career informed by experience within a specific field of interest, success at each development and educational attainment. Career development includes learning, developing and mentoring employees to ensure that they navigate their career path within an organization, which enhance productivity for an organization. Field & Thomas (1992) defines Career development as a series of activities or the on going process of developing one's career. It is a process that entails training new skills, moving to higher job responsibilities; make a career change with the same organization, or starting one's own business. Career development is an effective way to foster future leaders within organization with relevant skills and experience that will be required to implement organization strategies.

The concept of career development has evolved over time, with various authorities advancing varied theories on how individuals shape their careers. They also maintain that career development is a lifelong process of managing work leisure, and transition in order to move towards a personally determined and evolving preferred future. Positive career development program helps organization attract and retain the best people by recognizing and responding to the needs of individual employees, they will get the best of them. Effective career development program helps develop the economy and also benefits individuals, employers and society at large. Recognizing that everyone potentially has a career and that as a consequence, everyone has career development needs, means that attention must be paid to how career development is best supported (Field & Thomas, 1992).

In today's competitive market, successful businesses regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centered services is rightly ambitious. Armstrong (2001) agrees and points out, that today's dynamic environment requires continuous professional and managerial development.

2.3. Theoretical Perspectives

The study was based on reinforcement theory propounded by Smith and Ragan, (2005). In the reinforcement theory, learning occurs when learners display the desired reinforcement of an association between a particular response and stimulus.

They further state that there has to be reinforcement of learning so as to improve employee performance. This can be in form of feedback where trainees are provided with responses about their progress and achievements during training. Reinforcement theory suggests that for employees to acquire knowledge, skills and modification of attitudes, the trainer needs to identify what outcomes the learner finds positive or negative. A recent study by Nassazi (2013) found out that mentorship would lead to improved employee performance when the desired behaviour is reinforced through rewards. This is because the ability to reproduce the same behaviour and skills depends on the extent to which the learner can recall the behaviour. Hence, the mentor has to apply a motivational process because the desired behaviour is likely to be reproduced when there are positive outcomes. Nassazi (2013) argues that this would enable the employees to incorporate the new knowledge and skills in their daily duties. Subsequently, this would lead to improvement in their work performance.

In this research, Reinforcement Theory can be linked to mentorship as an on-the-job training technique. Senior staff mentor junior staff so as to grow in their careers. Reinforcement theory best explains how the mentee staff are expected to replicate the learned behaviour for desired outcomes. The mentee staff should show high levels of competences after the mentoring process in that subsequent work performance should improve (Arokiasamy, 2014). Further, mentorship entails the building of professional relationships which result into improved staff performance. Arokiasamy (2014) contends that mentorship results into a flow of information which when reinforced results into improved staff motivation.

When employees are able to perform a certain task with the required skills, managers should motivate them to ensure that performance keeps on improving from one level to another. Price (2015) asserts that even when skilled employees may be aware of the implications that are invisible to the managers, they should consider employees' views and opinions important for the sustainability of the organization. However, the theory of reinforcement does not clearly elaborate

factors which affect the performance of employees. In order to bridge this gap in the theory, the study was further underpinned by the Human Capital Theory by Schultz (2004) as indicated below.

The Human Capital Theory by Schultz (2004) postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in form of knowledge and skills which in turn increase the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff career development or investment in the existing human resource through appropriate on job training both within and outside the organisation for example seminars, workshops, conferences and by creating conducive environment through appropriate welfare, care and promotion. The theory helped to inform the study on how career development activities helped both members of staff and the organization to adjust skills and competences in order for employees to perform well.

2.4. Career development practice

London (1993) suggests that career development practices are series of activities designed to identify competencies required by employees to manage their career objective which should be linked with organization objective. London (1993) stated that career development programs aim at providing learning and development opportunities which in turn enhance employee engagement, motivation and job satisfaction. Huselid (1993) points out that career development programs build the skills of employees to match contemporary issues at the workplace.

2.4.1. Career Planning

Career planning is a continuous process of self-assessment and goal setting designed by employee and employer in order to work in line with organizational objective. Career planning focuses on plans to achieve specific career goals. It aims at discovering the goals for a person's career and undertaking manpower programmes to support that career.

The researcher argues that career planning leads to quality work, efficiency and quality service delivery. Career planning also focuses on the career needs of the organizations and establishes action plans to achieve them Career planning involves both employee and employer connecting together to identify goals, and also develop strategies required to fulfil identified goal. Leibowitz (1986) maintains that employees should identify their abilities through programs such as coaching ,

mentoring and counselling, so that management will decide on the what training needs that should be developed, and also determine the task that should be assigned to them. The process help an organization to gain competitive advantage and also ensures skills and abilities are matched with task, thus productivity is enhanced. Organizations that wish to effectively structure it positions with regards define roles and responsibilities, must undertake the process of career planning to ensure effectiveness in output, and also enhance productivity.

2.4.2. Career Advancement

Career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees get to know that each one of them has an equal chance of making it to the top, it becomes easy for them to put in their best. Graham and Bennet (1995) agree and note that the prospect of career advancement might in itself motivate employees to work hard. Baguma and Rwabwera, (2006) also confirm that employees aspire to progress steadily in organizations for which they work.

Under normal circumstances, career advancement would involve the existence of alternative career paths based on the individual employee's and organizational needs. As Capelli and Hamori (2005) point out lack of advancement, for any reason, damages a manager's chances of making it to the top. Their study involving 100 executives brought out an interesting fact – that the longer one stays in a job the less likely his/her chances of advancement.

Career advancement is the process of progressing of an individual's career (Chanin, 2015). The researcher asserted that career advancement is measured in terms of job accomplished through the efforts of the employee in pursuit of personal career goals. A Study by Weng (2014) found out that career advancement entails two main dimensions namely, career growth and job promotions. The study postulated that individual career advancement included the acquiring of new competences which are worthwhile to the organization and employees in meeting future career needs. Career advancement was also found to indicate an increase in job security for the employees. Further, the study found out that there existed a positive relationship between career advancement and employee performance. Okurame (2015) argues that employees occasionally hope to progress in

their jobs and to attain a notable career. That expectation for career advancement, for instance, promotion and enjoying of career growth results into an increase in individual effort and a passionate undertaking of organizational activities (Lieberman, 2013).

2.4.3. Staff training

Dessler (2006) defines training as an activity to improve current job performance and future job performance. Training is one form of education with the principles of learning. According to Noe et al. (2007), the development of human resources (HR) must be the process sustainable by management to improve employee competency and organizational job performance through training, education, and development programs. Training includes activities that serve to improve one's job performance on the job. In improving job performance from the provision of work motivation, in motivating employee work, there are several ways, including providing work training to employees. Lussier and Hendon (2017) define work motivation as a series of attitudes and values that influence individuals to achieve specific things by individual goals. That attitude and value are invisible, which gives strength to encourage individuals to behave in achieving their goals. The drive consists of two components, namely the direction of work behavior to achieve goals, and the strength of behavior that explains how strong the individual effort at work.

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, & Barsoux, 2016), and therefore prompting these organizations to train their employees is one of the ways of preparing them to adjust and thus enhancing their employees motivation. It is important not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology or a combination of factors of production but also increased efforts towards the development of organizational human resources. It is, therefore, every organization's responsibility to enhance job performance of employees and certainly the implementation of training and development as one of the major steps that most companies need to achieve.

As is evident that employees are a crucial resource, it is important to optimize their contribution to the company aims and goals as a means of sustaining effective performance. Therefore, this calls

for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, 2014)

2.4.4. Career Counselling

Career counselling is a systematic approach to facilitating the career decision making and job search process. It is a partnership between you and your career counsellor designed to assist you in making important decisions about career. Career counselling are similar in nature to other types counselling such as marriage or psychological counselling. What unites all types of professional counselling is the role of practitioner, who combine giving advice on their topic of expertise with counselling techniques that support clients in making complex decisions and facing difficult situations (McAuley, 1998). Professional career counsellors can support people with career related challenges. Through their expertise in career development, they can put a person's qualifications, experience, strengths and weakness in a broad perspective while also considering their desired salary, personal hobbies and interests, location, job market and educational possibilities (McAuley, 2011)

Career counselling promotes career preparation and understanding in organizations, workplaces, and the community through career counsellors. Counselling helps employees consider their cognitive patterns, their qualities, and how they can contribute to the strategic purpose of the company (Mc Auley, 2011). Morgan (2008) emphasized that career growth gives the best knowledge to employees,

improves their capacity to make choices and opportunities to experience work life. The Career Guidance Analysis (2013) describes career counseling as programs and activities designed to help people make choices about training, career choice, and career management.

2.4.5. Promotion

According to Mathis et al. (2013), promotion occurs when an employee is transferred from one position to another in a higher reward, responsibility and level in the organization. While Robbins and Judge (2013) state that job promotion will provide opportunities for personal growth, more responsibility, and increased social status. If job promotion is good, it provides satisfaction to employees. Job promotion is an increase in workforce or employees in better jobs, compared to

previously greater responsibilities, achievements, facilities, higher status, higher proficiency demands, and additional wages or salaries and other benefits (Neck et al., 2018). According to Kinicki and Fugate (2017), job promotion occurs when an employee moves from one job to another, which is higher in payment, responsibility and level. Job promotion is one way to motivate employees to work. Work motivation is generally as awards, prizes for past efforts and achievements. Work motivation includes unique feelings, thoughts and past experiences that are part of the company's internal and external relations. Work motivation can also be interpreted as individual encouragement to take action because they want to do it. If individuals are motivated to work, they will make positive choices to do something, because it can satisfy their desires. Scandura (2017) argues that work motivation consists of the need for achievement, the need for strength and the need for affiliation

2.5. Motivation

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and, importantly, the work they do and the organization context within which they carry out that work. Motivation can be described as goal-directed behaviour. The organization as a whole can provide the context within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work, and opportunities for learning and growth.

Motivation is a drive of will that causes a person to perform an action to achieve a certain goal. Motivation comes from the word motif which means "encouragement" or stimulation or "driving force" that exists within a person. According to Weiner (1990) cited Elliot et al.(2000), motivation is defined as an internal condition that awakens us to action, encourages us to achieve certain goals, and keeps us interested in certain activities. According to Uno (2007), motivation can be interpreted as an internal and external impulse in a person indicated by the existence; desires and interests; encouragement and need; hopes and aspirations; appreciation and respect. According to Weiner (1990) cited Elliot et al.(2000), motivation is defined as an internal condition that awakens us to action, encourages us to achieve certain goals, and keeps us interested in certain activities. Motivation is the impact of one's interaction with the situation it faces (Siagian,2004). Motivation

becomes a force, a force or a power, or a complex state and a willingness in the individual to move toward a certain goal, whether consciously or unconsciously (Makmun,2003).

2.5.1. Motivation strategies

Motivation is a strategy adopted by organizational managers to improve performance (Gyamfi, 2020). The overall philosophy of rewards (extrinsic motivation) and recognition (intrinsic motivation) is to motivate the employee and to let the employee stand out. Reward strategy sets out what the organization intends to do in the longer term to develop and implement reward policies, practices and processes that will further the achievement of its business goals (Loosemore,2003). Effective reward strategies have to have clearly defined goals and a well-defined link to business objectives.

There have to be well-designed pay and reward programs, tailored to the needs of the organization and its people, and consistent and integrated with one another. Perhaps most important and most neglected, there needs to be effective and supportive HR and reward processes in place. Movement within an organization to a position in which responsibilities and presumably prestige is increased is ordinarily labelled as promotion. Promotion possibilities influence the behaviour of employees in the organization and stimulate employees to greater abilities to move ahead (Prasad, 2001)

Strategies such as creativity and innovation, learning, empowerment, monetary incentive, quality of life and rewards are considered as measures to increase productivity. (Aghayar,2003), opined that the advantages of empowerment could be increasing of profit and quality satisfaction of the customer, feeling of belonging and ownership of personnel to the organization, improvement of job's condition and reduction of expenses, wastages, nervous pressure, accidents and direct control of the supervisor. (Spreitzer,2008) empowerment offer workers the opportunity to make a decision and discretionary power over how they perform their work. Bonner et al. said, financial incentives influence workers to set targets when they have not thought of it, financial incentives may perhaps influence workers to set more demanding targets they have not thought of it; these targets, requires putting in much effort to attain the goals.

2.6. Relationship between career development and motivation

Lynton and Pareck (1990) emphasize that employers should always encourage staff to re-skill as a means of benefiting the organization. These scholars equate any reduction regarding learning and development to commercial suicide and they contend that organizations that actively encourage learning become more competitive (and profitable) to cope with today's increasingly demanding and selective customers. The opportunity for advancement, as any employee or manager knows, is a great way to motivate employees. Firms do not simply hand out promotions to any employees doing good, or even outstanding, work, however: they are constrained by their organizational structure, the makeup of their existing employees, and company policies limiting the number or timing of promotions.

2.7. Empirical Review

Career development programmes are inducements that promote employees' motivation and productivity (Musa, Ahmed & Bala, 2014).

In today's rapidly moving, uncertain and highly competitive global market, firms are facing major decisions and challenges. Over the past years, organizations have developed a keen interest in the field of talent management and employee motivation, with surveys to show that both practices are on top of organization's agenda. The ability to motivate highly talented employees is crucial for future survival. However there is also increase realization that this cannot be achieved unless organizations develop and implement career development programs that is geared towards ensuring that employees feel satisfied, engaged and motivated. Career development and employee motivation is now viewed as a tool to strengthen organizational capabilities (Walker, 2007).

The findings indicated that career development practice had positive relationship with employee retention and thus affect employees' decision to stay in Vodafone Ghana Limited. Lassiter Consulting (2014), conducted a descriptive survey in relation to the influence of career development program on employee retention, a sample of 50 employees was chosen from among Fortune 100 companies. Data was analysed using descriptive statistics, the results of the analysis showed that career development programs highly contributed to employee retention

Career development comprises resolute efforts bound for evaluating an employee's competences identifying possible career advancement for that worker, appropriate career counselling, developing and implementing different types of training programmes and experience to organize that individual for job enlargement and enrichment. In most businesses, it is gradually obvious that career development programmes are cost justified in the same conditions as initial programmes; meaning that each endorsement contributes to enhanced deployment of workers' overall organizational operation and development (Mapelu & Jumah, 2013).

In a study conducted by Mark and Nzulwa (2018), the effect of career development practice on staff motivation. it was observed that career development programs contributed to 34.9% of employee motivation. The study findings also revealed that there was a statistically significant positive relationship between employees training, career counselling, employee mentoring and career advancement on employee motivation. The study therefore concluded that career development programs influence employee motivation and thus recommends that should focus more on career development programs in enhancing their employee motivation.

Omieri (2016) doing a study that focused on the influence of in-service training on teachers' job motivation in public secondary schools in Manga Sub-County of Kisii County, Kenya observed that learning institutions should invest more in training their personnel to build human capital with suitable knowledge and skill in order to discharge their duties competently. The researcher suggested that training be embraced continuously so that people's skills are motivate for productivity performance of tasks.

Whereas the above authors focused on the influence of in-service training on teachers' job performance, this study was on staff training as one of the dimensions of career development and its effect on employee motivation in local governments in Kanungu District, Uganda. This implied that the situation was different, thus prompting the researcher to conduct this study. Ahmed (2015) study sought to establish the perceived relationship between career development and employee motivation at the Nairobi County Government. The study findings revealed that career development practices such as coaching and mentoring have a great impact on employee performance as well as commitment.

The study recommended that the County Government formulates appropriate and relevant career development policies to address the employees' training needs. It also examined the career development process and focus was on the techniques that can be successfully used by organizations to establish successful and concrete career development programs. Kemboi (2014) also examined the effect of career development practices on employee motivation at the Kenya Post Office Savings Bank. The study found out that the practices implemented and being practiced included career planning, guidance and counselling, training and coaching and mentorship which were geared towards employee motivation. The findings of the study were that providing staff with career related guidance and development of a healthy self-concept among individuals improve relationships and team work across different levels. However, there is need for proper planning before establishing career development practices to avoid uncertainties such as non-beneficial trainings and inflexibility of employees. Also, according to SHRM (2016), employees indicated that they want chances to demonstrate their talents. This trend was especially visible when job mobility and growth were static; however, even as employment opportunities expand, employees are noting the importance of fine-tuning their expertise. Manyas (2014) studied the effect of organizational support for career development on employee performance in Kenyan public universities. The study adopted a descriptive research design and investigated the effect of public universities' management support and public universities' incentives on lecturers' performance. The study found out that there exists a positive relationship between organizational support for career development and academic staff performance. The study adopted a descriptive research design and studied the effect of training and development and mentoring on employee motivation.

The study found out that training, career development and mentoring had positive effect on employee motivation. The study recommended more training and development activities for employees so as to improve their skills on pertinent issues in the organization.

As shown above most of the previous studies provide the evidence that there is a strong positive relationship between career development practice and employees motivation.

Therefore, from above all empirical research discussion researcher can observe that employees motivation can be affected by numerous factors. Among that factors which are included in this research such as staff training, career planning, career counselling and promotion have positive

and significant relationship with employees motivation. This helps us to conclude that a positive change in one of the above factors may offer positive significant effect on employees job motivation.

From the literature reviewed, career development is suggested to lead to motivation. The study will be expected to support this assertion. Most of the research has been done abroad. Not much has been done in Ethiopia. Furthermore, the literature has failed to identify to career development practice properly. It also fails to establish the relationship between career development and motivation in Ethiopia setting. This study intends to fill the existing research gap by conducting a study to determine the effect of career development practice on employee motivation in hawela woreda at Sidama regional state .

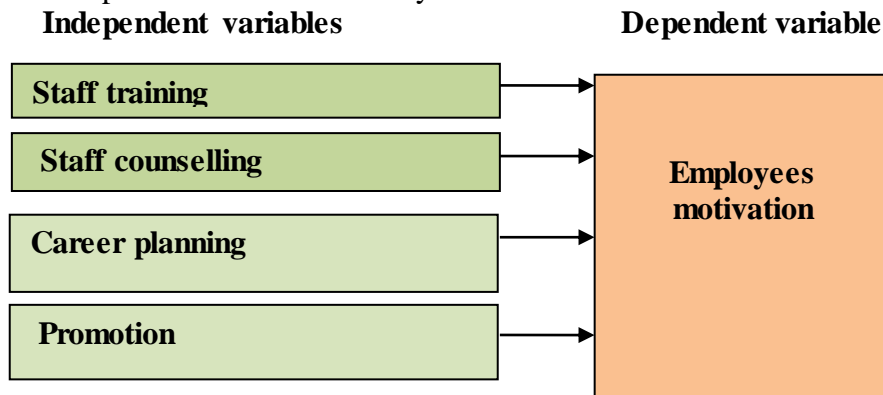
To clarify what distinguishes the current study from previous studies, some comparisons have been made, which are presented as follows: Career development practices and employees' motivation concepts: The current study expects that it will increase awareness about the effect of career development practices specially career training program, promotion, career counselling and career planning on the employees' job motivation.

Environment: most of studies have been mainly conducted in outside of Ethiopia, and some studies which conducted in Ethiopia were not focused on Sidama regional state. In contrast, the current study was carried in Sidama regional state, particularly in Hawela woreda selected public offices.

2.8. Conceptual Framework of the study

The conceptual framework of this study presents the relationship between the independent variable which is career development programs in terms of staff training, and career planning, Promotion and staff counseling and the dependent variable (Employee motivation). The relationships between the independent variables and dependent variables are shown in Figure 2.1 conceptual frame work of the study.

Figure 2.1 Conceptual framework of study



Source: Adopted from Mwanje Sarah (2010) and modified by the researcher 2024

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter describes the research methodology which was used in this study. It entails the description of study area, research design and approach, target study population, type of data sample size, sampling techniques, data collection instruments, data processing and analysis, specification of research model, reliability and validity assessment and ethical considerations.

3.1. Description of the Study Area

This study was conducted on investigating career development practices on employee motivation in case of hawela woreda selected seven public offices in Sidama regional state. These selected seven public offices are education office, agricultural office, municipality, road and transport offices, health center office, industry and enterprise office and public service offices. Hawela woreda is found in Sidama Region in the northern part which is 17 km far from Hawassa city. hawela is bordered on the north Oromiya region and south also Oromiya region, with west wondogenet and malga woreda. Hawela woreda is one of the thirty sixth Woreda in Sidama regional state.

3.2. Research Design and Approach

Research design is the plan for conducting the study that maximizes control over factors that could interfere with the validity of the findings. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results (burns & grove 2001).

The research design can be classified using a variety of ways, such as the methods of data collection, time dimension, researcher participation and the purpose of the study. The types of research use under this study are descriptive (concerned with determining the frequency with which an event occurs or relationship between variables) and explanatory (concerned with determining the cause and effect relationships) research. Descriptive type of research design, mean that it describes the perception, and career development program and employee motivation in the study area.

Second, type of this study is explanatory type of research design which attempts to show the relationship of career development practices with employee motivation. Identify the effect of career development practices on employee's motivation in Haweela woreda selected office.

3.3. Research approach

The study was employed quantitative approaches from which quantitative research is based on measurement of quantity or amount it is applicable to that was expressed in terms of quantity. The strength of quantitative research approach is that it follows scientific approach, bias from researcher influence is less, it employs large sample size and it can test the validity and the reliability of the instrument. Therefore, throughout this study, the researcher would use quantitative approaches to compute, analyze and interpret numerical information.

3.4. Types of data

In this research study researcher was used both primary and secondary data from both primary and secondary sources using appropriate data collection methods. Primary data collected using questionnaires to the respondent of the selected hawela woreda seven public office employees. The secondary data as information that gathered and recorded by somebody for certain purposes.

3.5. Target Study population and sampling

The population for the purpose of this study was focused on career development program and employee motivation at Hawela woreda selected seven public offices like industry and enterprise, agricultural offices, education offices, health center offices, municipality, public service office and road and transport office employees in sidama regional state. The target population of the study is focus of employees of Hawela woreda selected seven office total number population is 451. The target populations was categorized into seven selected public offices based on their numbers in the each staffs show the below.

No	Population category	Total Population in each office	Sample size
1	Agricultural office	63	29
2	Education office	89	42

3	Industry and enterprise office	72	34
4	Public service office	39	18
5	Road and transport office	61	28
6	Municipality office	53	25
7	Health center office	74	35
	Total	451	211

Table 3.1 Target population of the study

Source: Hawela woreda civil service offices 2016 E.C)

3.6. Sampling Design

A sample design is a definite plan for obtaining a sample from a given population. It refers to technique or procedure the researcher was adopted in selecting items for the sample (Kothari, 2004). It is difficult to study the entire population because of feasibility and cost constraints, and hence, it is a necessity to select a representative sample from the target population of interest for survey and analysis (Bhattacharjee, 2012)

3.6.1. Sample size determination

The need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. The sampling unit was selected employee's of seven public office of the Hawela woreda selected. Therefore, representative sample of these employees was calculated based on formula for sample size determination and for finite population. Accordingly, in this study to draw the sample size, the researcher was use a table developed by them. According to Kothari (2004) it is given by the formula

$$n = \frac{z^2 \cdot p \cdot q (1 - p) * N}{e^2 \cdot (N - 1) + z^2 \cdot p \cdot q}$$

$$n = \frac{1.96^2 \cdot 0.5 (1 - 0.5) \cdot 451}{(0.05)^2 \cdot (451 - 1) + 1.96^2 \cdot 0.5 * 0.5}$$

$$n = \frac{433}{2.0854} \quad n=211$$

Therefore, the sample size of the study is 211 employees'. Where, n = the desired sample size
 Z = standard normal distribution which is 1.96 (a confident interval of 95% sample estimates,
 P = sample proportion of successes (0.5)/proportion of target population estimated 50%) thus the
variance of $P^*(1-P)$.

e = Acceptable margin of error (precisions) for proportion being estimated which is 0.05 % (error
the researcher is willing to accept). N = total target population size.

3.6.2. Sampling technique

The researcher was used probability sampling method for determining a representative sample from hawela woreda selected seven office employee was participants of the study. Under this sampling method, every item of the universe has an equal chance of inclusion in the research. In order to determine the size of respondents from hawela woreda selected employee, the researcher was used stratified sampling technique. According to Kothari (2004), stratified sampling method is applied if a population from which a sample is to be drawn does not constitute a homogeneous group.

The researcher believes there might be deference in the population on the stated variables based on hawela woreda selected public office difference; because of this the base of stratification was the respondent's. Beside to this another reason to use stratification is for better administration of the respondent's response to the implement systematic simple random sampling method. Under this method the target population is first separated into hawela woreda selected public office employees proportionally, and then by using simple random sampling the respondent was selected from each segment though online random number generator.

3.6.3. Data collection method

A questionnaire was designed to collect the research's primary data. Questionnaire was employee's to collect the necessary quantitative data from the respondents. The use of questionnaire was adopted because it ensured that data collection was standardized such that each respondent get the same question and in the same format. It also enables collection of original data from the sample of the population. Closed-ended questionnaires was prepared on the basis of career development program and employee's motivation of hawela woreda selected public office

employees because it helps to avoid pressure up on the respondents in any direction and better to obtain the required data in the study area.

The questionnaire was divided in to two sections. The first section was contained the demographic characteristics of the respondents was requested to provide detailed information about their gender, age, year of service or experience, educational back ground and office level. The second section of the questionnaire was designed to enable the researcher to gather information about effects of career development practices on employee's motivation which contains statements that are specifically designed to measure career development practices and employee's motivation.

For all questionnaire was included in section two, the respondents where requested to indicate their level of agreement on a five point Likert scale type to measure weighted as follows : 1=strongly disagree, i.e.; very much dissatisfied with the case described 2=disagree, i.e.; not satisfied with the case described 3=neutral, i.e.; uncertain the case described with the case described 4=agree feeling i.e.; alright with the case described and 5=strong agree i.e.; very much supporting the case described.

3.7. Method of Data Analysis and Interpretation

Primary data was collected using quantitative data analyses methods. Data was fed into SPSS 21 software to analyze by descriptive and inferential statistics, which was the quantitative data that was obtained through questionnaire from hawela woreda selected seven public office employees. To summarize demographic data of respondents, tables and percentages was used. To analyze the data and address the objectives of the present study, different kinds of statistical methods including descriptive statistics like mean and standard deviation of responses of the respondents, and correlation analysis was used to understand the relationship between each study variables. The study was used regression analysis to analyze the effect of career development practice on employees motivation.

3.7.1. Model specification

In this research study researcher was used multiple linear regression to analyze and estimate the effect of each career development practices on employee's motivation at hawela woreda selected public offices. The model was developed using four explanatory variables or predictors career

training, career promotion, staff counseling, and career planning with which have influences on employee motivation. The equation of multiple regression models is $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \text{standard error}$

Where Y =employee motivation, X1-X5=independent variables (career development practice) X1= staff training X2= career planning X3= promotion X4= staff counseling.

3.7.2. Multiple regression assumptions

Prior to running the analysis of multiple regression models, it is mandatory to assess whether the collected data violate some key assumptions of the standard linear regression models because an assumption violation can result in distorted and biased parameter estimates. The assumptions include normality, multi-co linearity, linearity, and independence of residuals crucial to confirm them.

3.8. Variables of the Study

In this study career development program is the independent variable; and employees motivation is the dependent variable. This means career development is an antecedent of employee motivation or employee motivation can be predicted by career development practice. Finally, employee motivation can be predicted by career development practices. The logic is the career development has influence employees positively and it makes them to be motivated.

3.9. Reliability and validity measurement

3.9.1. Reliability assessment

According to Kothari (2004), a measuring instrument is reliable if it provides consistent results. Cronbachs alpha is a coefficient of reliability. To carry out the reliability test of the instrument the researcher was use cronbach's Alpha test which is the most common measure of the internal consistency/ reliability of psychometric test scores for a sample of examinees and the closer the cronbach's alpha coefficient to 1 is the greater the internal consistency of the item in the scale. Acronbach's alpha coefficient of at least 0.60 is considered to be acceptable. Before starting the actual survey the researcher was conducted a pilot test to determine the reliability of those measurements in this specific environment.

Table: Measure of internal Consistency-Cronbach's alpha

Variables	No of items	Cronbach's alpha
Career Planning	6	0.873
Promotion	6	0.844
Career counseling	5	0.832
Staff training	6	0.922
Employee motivation (dependent variable)	8	0.961

Source: Pilot Survey data result, SPSS 2024

3.9.2. Validity

Content validity involves the degree to which the study is measuring what it is supposed to measure. More simply, it focuses on the accuracy of the measurement (John et.al, 2007). The validity of the study therefore, was properly checked through content validity method by taking an advice from the advisor and an experienced person on the topic under study and adopting questionnaires from previous researchers would increase its validity.

3.10. Ethical issues of the Study

Ethical codes have been playing a major role to prevent scientific abuse of human lives in the time of knowledge development process (Fouka & Mantzorou, 2011).

Beneficences: this ethical principle refers to that the professional mandate of the researcher to conduct effective and significant research as to better serve and promote the welfare of participant or beneficiaries

- ✓ **Confidentiality:** the issue of confidentiality is closely related with right of participants, and the researcher promised to keep the privacy.
- ✓ **Organizational approval:** before conducting the actual investigation the researcher try to address all of the necessary steps by a written letter that explains the research idea and the

purpose of the study will be provided to the study organization and by doing so the researcher will obtain approval before starting this paper.

- ✓ **Informed consent:** the researcher was tried to inform all appropriate information on Cover letter, like the purpose of the questionnaire and the right to accept or refuse to participate in the research activities will give to the participant of the study to get their right consent from them, by doing so, the researcher will be get full approval from the organization and full consent from the respondents

CHAPTER FOUR

4. DATA ANALYSIS AND RESULT DISCUSSIONS

The main objective of this study was assessing the effect of career development practices on employee motivation: in case of Hawela Woreda selected public offices . Besides this the researcher has developed four research objective concerning; to examine effect of career planning on employees motivation , to analyze effect staff training on employee motivation , and to examine effect of staff counselling on employees motivation. and analyze the effect of promotion on employees motivation

To be clear with the stated objectives of the study, the researcher has collected data from seven Hawela woreda selected offices staff employees. Lastly, in this section, the researcher has presented and analyzed and interpreted the findings of the study targeting the proposed research objective. Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and the summary of the quantitative data has been presented by the use of tables and various statistical tools like, descriptive and inferential statistics. To analyze the collected data in line with the overall objective of the research undertaking, statistical procedures were carried out using SPSS version 21 software.

4.1. Respondents Response rate

From the total 211 questionnaires distributed 196 were returned from which 15 were not correctly filled and rejected. Therefore, 196 were effectively used for analysis that shows response rate of 93 %.

4.2. Demographic Characteristics of the respondent

Demographic variables of the respondents were analyzed by asking questions on gender, age educational level and number of years worked with current organization. Table 4.1 summarizes the demographic information Hawela woreda selected offices employees. The overall results of the issue investigated as well as respondent's personal background or profiles are presented below.

Table 4. 1 Demographic characteristics of respondents

Employ gender	Frequency	Percent
Male	131	66.8
Female	65	33.2
Total	196	100
Employ age	Frequency	Percent
20-30 years	54	27.6
30-40years	70	35.7
40-50 years	51	26
Above 50 years	21	10.7
Total	196	100
Education level	Frequency	Percent
Frist Degree	153	78.1
Master's degree	43	21.9
Total	196	100
length of experience	Frequency	Percent
0-5 years	50	25.5
6-10 years	81	41.3
11-15 years	39	19.9
Above 15 years	26	13.3

Total	196	100
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Source: Researcher sample survey data result, 2024

Table 4.1 shows that the demographic information of the respondents' sex in correctly filled distributed questionnaires of the study area as data indicates that, out of 196 employees 131(66.8%) were male and 65(33.2%) were female. It shows that majority of staff employees in selected offices in Hawela woreda were male.

The sample respondents' age distribution was clearly depicted with table 4.1 above is dominated by respondents who are in the age of 30– 40 years old covering 70(35.7%). The next higher group was 54(27.6%) fall under age categories of 20-30. The remaining groups 51(26%) and 21(10.7%) were under the age categories of 40-50 and above 51 years respectively.

As the data indicates table 4.1 153 (78.1) is First degree and 43(21.9%) is masters degree holder in the above respectively, reveals, approximately majority of employees were first degree holder in Hawela woreda selected offices.

As the data indicates that table 4.1 81(41.3%), 50(25.5%), 39(19.9%) ,26(13.3%) of employee have the service of 0_5 years, 6-10 years, 11-15 years and 15&above years, respectively. These indicate majority of employee were above six years in Hawela Woreda selected offices.

4.3. Descriptive analysis

This part of the analysis is made based on survey questionnaire gathered from Haweela woreda selected office staffs employee using five point likert's scale. The study have four independent variables such as:- staff training, career planning, staff counselling, and promotion and the dependent variable employees motivation. In this section Statistical data analysis tools such as frequency, Mean and standard deviation were used to analyze the collected data.

The objective of this study is to assessing employee's perception regarding career development program and employee motivation of hawela woreda selected offices ; accordingly, participants of this study were asked their perception level agreement/disagreement for various questions related to each variable of the study and their responses are presented. But, while making interpretation of the results of mean and standard deviation the scales were reassigned as follows to make the interpretation easy and clear (Al-Sayaad, Rabea, &Samrah, (2006).

Table 4.2: Five Scaled Likert Criterion

No.	Mean range	Response Option
1	1-1.8	Strong disagree
2	1.9-2.6	Disagree
3	2.61 to 3.4	Neutral
4	3.5 to 4.2	Agree
5	4.3-5	Strong agree

Source: Al-Sayaad et al. (2006, as cited by Bassam, 2013).

Table: 4.3 Response to Staff training

Item	S. Disagree + Disagree		Neutral		S. Agree + Agree		Mean	St.D
	Fre	%	Fre	%	Fre	%		
The training organized by the organization improves functioning of your activity.	128	65.3	22	11.2	42	23.5	2.37	1.325
Training is effective in improving the organizational performance in service delivery	117	59.7	55	28.1	20	12.2	2.24	1.279
Training is effective in motivating employees.	123	62.7	23	11.7	50	25.6	2.22	1.271
Selection for training is based on a proper need assessment.	125	63.8	41	20.9	30	15.3	2.45	1.250
Offices requests feedback from trainees before and after training.	105	53.6	31	15.8	60	30.6	2.57	1.225
My organization does an excellent job of supporting employees to	91	46.6	32	16.3	73	37.1	2.52	1.309

improve their career level								
n=196 Overall mean value, SD, frequency	58.		17.		24.	2.395	1.27	
	6		3		1		6	

Source: Sample Survey, 2024

As it can be seen from the table 4.3 above, the scored mean value of the training program first questionnaire sub-construct i.e. training organized to improve employees functioning activity the average scored mean value of respondents' response was 2.37 with the standard deviation 1.325. This shows that the majority of the respondents were "Disagree". The scored mean value of this sub-construct conveys that the respondents were disagree with the case described i.e. training organized by the organization to improve employees functioning activity which is the crucial factor in facilitating career development program. Abdullah (2009), stated in his study once career training and development needs are clearly identified, the next process is to establish or setting motivation and performance objectives. Objectives are specific outcomes that the training program is intended to achieve. These objectives define the motivation that the trainee should be able to display after training. However, in the offices with regard to organizing training in office level due attention was not given as the determinant factor for career development program. This may reduce employees organizational motivation and effectiveness.

In the Table 4.3 above, the second and third sub-constructs i.e. an effectiveness of training in improving service delivery, an effectiveness of training in motivating employees accordingly most of the respondents were "disagree" response rate with the scored mean value 2.24 and 2.22 to both cases described and the standard deviation 1.279, 1.271 respectively. This implies that large number of the respondents were disagree towards the offices' action in relation to effectiveness of career training in improving employee organizational motivation in service delivery and training is effective in motivating employees which play a paramount role to capacitate the employees' potential. Glueck (1982) found that training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements. However, offices are not courageous in effectiveness of career training in improving the employees job motivation in service delivery and training is effective in motivating employees.

The implication is that unless the selected are designing effective training strategies that it would be impossible to make the organizations successful.

As showed table 4.3 training program fourth item sub-constructs i.e. proper need assessment based training selection accordingly most of the respondents were “neutral” response rate with the scored mean value 2.45 to case described and the standard deviation 1.250. This implies that large number of the respondents was disagree towards the offices’ action in Selection for training is based on a proper need assessment. Within the training context, needs assessment provides a picture of skills and knowledge of the people in an organization. Here, training needs assessment can determine level of optimal performance and standards for excellence, evidence of individuals’ actual motivation level, attitudes affecting performance and root causes of performance problems. By systematically, analyzing needs organizations can identify solutions to motivation problems that will provide the best return on training and development investment (Nancy, 2012). However, in the selected as the finding implies that the existence of problems with respect to training needs assessment which is a determining factor for human resource directories. This shows that much was not done from this perspective in order to realize employees motivation and organizational goals. From table sub-constructs i.e. offices requests feedback from trainees after training accordingly most of the respondents were “neutral” response rate with the scored mean value 2.57 to case described and the standard deviation 1.225. This implies that large numbers of the respondents was disagreeing towards the offices’ action in requests feedback from trainees before and after training. Therefore, the researcher concluded that selected office has no experience to request feedback from trainees after training.

According to table 4.3 training program sixth item sub-constructs i.e. supporting employees to improve their educational level accordingly most of the respondents were “disagree” response rate with the scored mean value 2.52 to the case described and the standard deviation 1.309. This implies that large number of the respondents was not agreeing towards the offices’ action in organization does an excellent job of supporting employees to improve their employment level. Which results informs us most of the respondents are agreed by the enhancement of career level in organizations. Meyer, P.J. and Smith, A.C., (2000), the main purpose of training and development is by improving the employee competencies so that organizations can maximize motivation,

efficiency and effectiveness of their human assets. This shows that much was not done from this perspective in order to improve employees' skill and knowledge.

According to the above table 4.3 24.1% of the respondents agreed that career training programs which is given by offices to improve their employee while a majority 58.6% are disagreed and the remaining 17.3% are undecided (neutral). Also from table 4.4, Hawela Woreda selected public office staffs perceptions of career training program overall mean was 2.395 and standard deviation was 1.276 which ranges in 1.9-2.6, this implies that all respondents were disagree level with a given career training program related questions respectively. This result showed that disagree with all career training program items. These indicate that the existing training program has no good practices in order to improving employee organizational motivation in the hawela woreda selected seven offices.

Table: 4.4 Respondents response to Promotion

Item	S. Disagree + Disagree		Neutral/ Undecided		S. Agree + Agree		Mean	St.D
	Fre	%	Fre	%	Fre	%		
Well in working to improve career promotion	112	57.1	49	25	35	17.9	2.11	1.192
Working for upgrade employees potential	96	49	27	13.8	73	37.2	2.40	1.287
The organization integrates career development with organizational goal	99	50.5	32	16.2	65	33.3	2.34	1.222
Our offices support promotion through provision of scholarships to its staff	95	48.5	25	12.7	76	38.8	2.03	1.336
Promotion in the office is based on competencies of staff	97	49.5	22	11.2	77	39.3	2.26	1.328
Promotion Policy is implemented	103	52.	38	19.4	55	28.1	2.37	1.318

properly in my organization		5						
n=196 Average		51.		16.4		32.4		1.28
		2					2.25	

Source: Sample Survey, 2024

The Table 4.4above clearly shows that, the majority of the respondents were “disagree” with first sub-construct i.e. well in working to improve career promotion with the scored mean value 2.11. The scored mean value points out that the not satisfied of the respondents with the case described and the standard deviation was 1.192. From this fact one can deduce that the Haweela woreda selected offices were in a position to consider continuous employees professional development to fill the existing gaps. This implies that the offices have limitations in critically assess their effort to promote career promotion by any means to increase the motivation level of their employees.

The Table 4.4above clearly shows that, the majority of the respondents were “disagree” with sub-construct i.e. working for upgrade employees potential the respondents” response scored mean value were 2.4. This signifies that the respondents” agreement response rating scale was “disagree” response rating scale implying that the respondents do not agreed with the issues described and the standard deviation was 1.287. From this sub-construct one can clearly infer that the offices were not in a position to consider working for upgrade employees potential as utmost importance for the growth of employees in accordance with the education, training, job search and work experience. Employees should trace their career in light of their individual needs and capabilities. From this perspective the implication is unless the offices are aware of their potentiality and capabilities in working for upgrade employees’ potential that could help them to exploit the available opportunities they could not achieve their desired objectives. career development can transform the organization into a human system by developing their commitment and integrating the individual employees with the organization.

With regard to the third sub-construct i.e. the integration haweela woreda selected office with organizational objectives the scored mean value response of the respondents was 2.34 with a standard deviation 1.222. From this analysis it can be deduced that the respondents were “disagree” with integration of offices with organizational objectives indicating that they are not satisfied with

the case raised out. This result signifies that offices are covering behind in linking the two things for the betterment of their job motivation.

As it is vividly indicated in Table 4.4 above, the respondents were asked to scale the measurement i.e. the existence of provision of scholarships to its staff. They responded having a scored mean value of 2.03 this shows that the respondents were “disagree” with standard deviation 1.336. This depicts that the respondents were not satisfied with the case described.

As it is also illustrated in the Table 4.4 above, in the fifth sub-construct i.e. Promotion in the office is based on competencies of the respondents” response scored mean value were 2.26 This signifies that the respondents” agreement response rating scale was “disagree” response rating scale implying that the respondents do not satisfied with the issues described and the standard deviation was 1.328.

When we came to sixth sub-constructs i.e. proper implementation of promotion policy accordingly most of the respondents were “disagree” response rate with the scored mean value 2.37 to the case described and the standard deviation 1.318. This implies that large number of the respondents was not satisfied towards the offices” action in proper implementation of promotion policy. Which results informs us most of the respondents were disagree by the improvement of promotion policy in organizations.

W Hirs, C Jackson, IES Report 305, (1996), in their study successful promotion is therefore designed to give an organization competitive advantage in attracting, retaining, and developing the best people. However, in the offices as the finding implies that the existence of problems with respect to proper implementation of promotion policy which is a determining factor for human resource officers. This shows that much was not done from this perspective in order to improve promotion policy implementation this may increase employees’ turnover.

According to the above table 4.4 a majority 50.2 % of the respondents were disagreed that promotion which is implemented by selected offices to rise employees job motivation as well as to increase organizational performance while 33.1 % are agreed and the remaining 16.7 % are undecided (neutral) . Also from table 4.4, Haweela Woreda selected office staffs perceptions of promotion overall mean was 2.4 and standard deviation was 1.273 which ranges in 1.9-2.6, this implies that all respondents were disagree level with a given promotion related questions

respectively. This indicate that the existing promotion practice not a good opportunity in order to improving employee motivation.

Table: 4.5 Respondents response to Career planning

Item	S. Disagree + Disagree		Neutra		S. Agree + Agree		Mean	St.D
	Fre	%	Fre	%	Fre	%		
There is clear communication of information concerning career options and opportunities with the office	98	50	39	20	59	30	2.66	1.160
There is assistance from management to help match my personal goals and opportunities available	110	56.1	26	13.3	60	30.6	2.82	1.149
There are fellow employees in the offices to help when called upon or volunteer to help with career challenges	108	55.1	28	14.3	60	30.6	2.79	1.149
There are career positions that align around a common career theme	93	47.4	33	16.8	70	35.7	2.90	1.175
There is room for individual assessments of abilities, interests, career needs, and goals	90	45.9	29	14.8	77	39.3	2.81	1.219
There are organizational assessments of employee abilities and Potential	88	46.9	30	15.3	74	37.8	2.71	1.187
n=196 Average		50.25		15.75		34	2.74	1.192

Source: Sample Survey, 2024

As indicated in Table 4.5, a majority of respondents didn't agree that the Hawela woreda selected office concerning career options and opportunities with the office (2.66), also there is lack of

individuals forum to analyze their career paths and abilities(2.82), and clearly established goals are not set;(2.79); furthermore, employees are not willing to render help and support to one another (2.90); in addition there is lack of career positions that are aligned around a common career theme(2.81); respondents didn't accepted that information establishing career options and opportunities are clearly defined (2.71); and that there is lack of assistance from management to help match employee goals to what is available in the organization.

The analysis above 4.5 shows that assessments of employee abilities, interest, need and goals was not

seriously considered by the Hawela woreda selected offices. The analysis also clearly proves that employees at offices didn't set their goals clearly, and also there is lack of considerable support and help from experienced employees to deal with challenging tasks. The management of hawela woreda according to the analysis ensures that career positions are not aligned around a common career theme (marketing, management, software, etc), employees do not strongly agree that information about career option is been disseminated with much clarity, and that the management of the offices didn't help match employee goals and opportunities available. The analysis implies that employees are highly dissatisfied with career planning structure at Hawela woreda selected office, and is affecting their motivation not to exert their maximum extra effort in their day to day career and operational activities

Table: 4.6 Respondents response to Staff counseling

Item	S. Disagree + Disagree		Neutral/ Undecided		S. Agree + Agree		Mean	St.D
	Fre	%	Fre	%	Fre	%		
Good counseling center that benefits all employees	116	59.2	45	23	35	17.8	2.11	1.192
The offices has an established functioning career counselling unit	97	49.5	27	13.3	73	37.2	2.40	1.287
The offices has experienced and seasoned counselors that provide	106	54.1	32	16.3	58	29.6	2.34	1.222

counseling and support to employees facing challenging task								
Employees are frequented given counseling to give them sense of direction in their career path	101	51.5	28	14.3	67	34.2	2.03	1.336
Employees are given support and counseling before they are retired	99	50.5	22	11.2	77	38.3	2.26	1.328
Does the offices has an established functioning career counseling unit	122	62.2	38	19.4	36	18.4	2.37	1.318
n=196Average		54.5		16.25		29.25	2.26	1.28

Source: Sample Survey, 2024

As it is vividly indicated in Table 4.6 above, the respondents were asked to scale the measurement i.e. the existence of good counseling center that benefits all employees. They responded having a scored mean value of 2.11 this shows that the respondents were “disagree” about the career counseling with standard deviation 1.192. This depicts that the respondents were not satisfied with the case described. Kola chi (2012), in his comprehensive investigation found that employees counseling as the determinant factor to build good offices. As it is a process of dealing with the emotional problems and issues of the employees to make them feel light and relaxed at work. It can be expressed in terms of appraisal counseling, career counseling and disciplinary counseling. It is also being done to enable the employees to have positive attitude towards work and to improve their performance. However, the selected were unwilling in handling the psychology of the employees and making them happy at work so that they could feel gratified while working which ultimately leads to improved and enriched performance through counseling. Kilam and Neeraj (2012), in their depth assessment in public sector also found that career planning and development as the most important component of overall hawela woreda office system which helps in individual-organizational goal integration.

As indicated in Table 4.6, majority of respondents were found to disagree that the offices has experienced counsellors that provide support to employing facing challenging task (2.34) and employees are given support and counseling during transition period (2.26).Also the respondents further disagreed that the office has an established counselling unit/ department(2.37).

The overall result of the survey show that the career counselling mean score 2.26 were disagree. This implies that majority of the respondents were not satisfactory on the counselling service of their offices/organization.

Table: 4.7 Respondents response to Employees motivation

Item	S. disagree + disagree		Neutral		S. Agree + Agree		Mean	St.D
	Fre.	%	Fre.	%	Fre.	%		
Suitable work environment increase employees motivation	57	29.1	114	58.2	21	12.7	3.14	1.160
Organization considers the customer feedback and suggestions	76	38.8	100	51	16	10.2	3.19	1.147
Providing infrastructure increase employees' motivation in the organization	69	35.2	90	45.9	33	18.9	3.32	1.126
I feel a sense of personal satisfaction when I do this job well	70	35.7	80	40.8	46	23.5	3.208	1.25
I take pride in doing my job as well as I can	83	42.4	82	41.8	27	15.8	2.94	1.84
I like to look back on the day's work with a sense of a job well don	102	52	49	25	45	23	3.35	1.253
Strong sense of belonging with the organization	56	28.6	114	58.2	26	13.2	3.19	1.297
Feel energetic at work and inspiring	73	37.2	98	50	25	12.8	3.09	1.321
n=196 Average		37.		46.		16.	3.18	1.29

	4		4		2		5
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Source: Sample Survey, 2024

From the Table 4.7 above, it is possible to draw the following facts. As it is clearly illustrated in the Table, the scored mean value of the sub-constructs i.e. deal with Suitable work environment increase employees motivation, considering customer feedback and suggestions, to Providing infrastructure increase employees’ motivation in the organization they scored mean value response of the respondents fall between ranges of 2.94-3.32.

This shows that the majority of the respondents neutral with the statements given to them and the standard deviation were 1.126, 1.160, 1.147 and 1.125 respectively. This implies respondents “neither” satisfied nor dissatisfied in the cases described. From this we can deduce that the offices were very unwilling to deal with customers’ suggestions or complaints, provide deliver quality service as employees expectation, to keeps customer loyalty and lack of commitment to improve services quality. As information obtained from key informants in each selected doffices showed that they have discussion on customers’ suggestions or complaints and no commitment to improve services quality in line with customer expectation. This may affect employees organizational motivation.

As indicated in Table 4.7, most respondents moderately agreed that they think ways of doing their job effectively (3.208); Respondents do not entirely agree with the statement that they feel a sense of personal satisfaction when they do their job well and ; Respondents also do not entirely agree that employees took pride in doing their job as well as they can (2.94); A majority of respondents also moderately agree that employees are looking back on the day’s work with a sense of a job well done (3.35). The analysis above indicates that majority of the respondents scored below the mean (were not highly motivated).

As it can be described in the Table 4.7 above, the respondents “agreed” on the sub-constructs including: feel energetic at work, job is inspiring, sense of fulfillment after completing the work, and strong sense of belonging with the they scored mean value response of the respondents fall between ranges of 3.09, and ,3.19 scored respectively

This shows that the majority of the respondents neutral with the statements given to them implying that the respondents were satisfied with the cases described. From this fact it is possible to conclude that the organizations were well in doing feel energetic at work, job is inspiring, sense of

fulfillment after completing the work and strong sense of belonging with the of the organization. Moreover, the offices were better off in described issues which implies that the process of identifying job-related knowledge and skills that are needed to support the organizations' short-range and long-range goals. It is quite clear that, unless employee engagement is carefully examined in line with the offices' strategic goals and job plans the required target could not be achieved.

According to the above table 4.7 relatively a majority 46.4% of the respondents undecided/neutral that inspiring employee's motivation while 16.2% are agreed and the remaining 37.4% are disagree. These indicate that the existing employee motivation is relatively good opportunity in order to improving employee's motivation so; but we can recognize there is still limitation in implementing of career development program to achieve desired organizational objectives.

4.4. Correlation Analysis of the study

The hypotheses discussed in the first chapter aimed to investigate the relationship between independent variables (staff training, promotion, staff counselling and career planning) and dependent variable (employee motivation) in Haweela Woreda selected offices. Correlation means relationship between two variables. Correlation Analysis is to show the strength of the association between the variables involved. Inter-correlations coefficients (r) were calculated by using the Pearson's Product Moment Alwadaei (2010). Field (2006) also state that the output of correlation matrix can be the correlation coefficient that lies between -1 and +1 within this framework, a correlation coefficient of +1 indicates a perfect positive relationship, and a correlation coefficient of -1 indicates a perfect negative relationship; whereas a coefficient of 0 indicates no liner relationship.

Table 4.8 below clearly shows that the relationship between two variables

Table 4.8 Correlation Coefficient

Correlation coefficient(r)	Strength of the correlation
From 0.01 up to 0.09	Negligible association
From 0.10 up to 0.29	Low association
From 0.30 up to 0.49	Moderate association

From 0.50 upto 0.69	Substantial association
From 0.70 and above	Very strong association

Source: Kotrlík, J. C. Atherton, A. Williams and M. Khatajabor. (2011)

Determining the degree of association between the selected internal factors (staff training, promotion, career planning and staff counselling) and employee's motivation is the main purpose of conducting an analysis using Pearson correlation. So, in this section the four hypotheses were tested based on the correlation result summarized in table 4.9 below.

Table 4.9 Correlation Analysis between Independent variables and Dependent Variable

		Prm	Cartr	Carp	caco	Emp.mot
Promotion	Pearson Correlation	1	.418**	.508	.428*	.908**
	Sig. (2-tailed)		.000	.000	.000	.000
Staff training	Pearson Correlation	.418*	1	.47*	.380*	.751**
	Sig. (2-tailed)	.000		.000	.000	.000
Staff counselling	Pearson Correlation	.428*	.380**	.562	1	.899**
	Sig. (2-tailed)	.000	.000	.000		.000
Career planning	Pearson correlation	.508	.474*	1	.562	0.7.00
	Sig. (2-tailed)	.000	.000		0.000	.000
Employee motivation	Pearson Correlation	.808*	.751*	.700	.799*	1
	Sig. (2-tailed)	.000	.000	0.00	.000	
N		196	196	196	196	196

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

*Correlation is significant at the 0.05 level (2-tailed)

Source: SPSS result, 2024

4.4.1. Correlation Analysis between Promotion and employees motivation

According to the table 4.9, there is a significant and positive relationship of the promotion and employee motivation in the study ($r = .808^{**}$, $sig = 0.000$). The magnitude of relationship between the two variables is strong positive relation and statistical significantly. According to Kinicki and

Fugate (2017), Promotion occurs when an employee moves from one job to another, which is higher in payment, responsibility and level.

Promotion is one way to motivate employees to work. employee motivation includes unique feelings, thoughts and past experiences that are part of the company's internal and external relations. employee's motivation can also be interpreted as individual encouragement to take action because they want to do it. If individuals are motivated to work, they will make positive choices to do something, because it can satisfy their desires. Scandura (2017) argues that work motivation consists of the need for achievement, the need for strength and the need for affiliation. Empirically The research results of Gathungu et al. (2015) show that job promotion affects significantly on work motivation. The positive correlation means promotion results in increasingly positive employee's organizational motivation. This showed that, the result of the present study was consistent with this empirical evidence cited.

4.4.2. Correlation Analysis between staff training and Employees motivation

According to table 4.9, represents the table of correlation where two variables staff training program and employee's motivation are positively correlated ($r=.751$, $sig= 0.000$). The positive correlation means training program results in increasingly positive employees motivation. The magnitude of relationship between the two variables is strong positive relation and statistical significantly.

Empirically previous research conducted by Güllü (2016) show that the training and development program had a positive impact on the work motivation of employees in the banking sector. The results of the study concluded that banks that have proper training and development programs for employees could improve employee motivation. However, the results are very based on a literature review. Thus, Khan et al. (2014) showed a strong relationship between internal training in the companies surveyed and employee motivation to work. This showed that, the result of the present study was consistent with this empirical evidence cited.

4.4.3. Correlation Analysis between Staff counseling and employees motivation

Regarding the correlation between staff counselling and employee's motivation the study results also showed table 4.9 they have strong, positive and significant relationship ($r=0.799$,

sig=0.000). This implies staff counseling have strong positive relation and positive level of correlation with employees motivation.

An empirical study conducted by Chan (2011) on the effectiveness of workplace counseling in improving the wellbeing and motivation of employees found that the intervention helps employees to manage workplace stress, depression, and burnout. The study indicated that counseling leads to reduced absenteeism and improved performance. Employees were satisfied with the counseling sessions offered both personally and professionally. This study agrees with the research work of McLeod (2010) which found out that workplace counseling reduces sickness absences by 50% which then demonstrates the cost-effective nature of counseling and its impact on overall employee's job motivation. This showed that, the result of the present study was consistent with this empirical evidence cited.

4.4.4. Correlation Analysis between Career Planning and motivation

As shown in table 4.9, results of the correlation shows that there is a significant positive relationship between the career planning and employees motivation ($r=0.700$, sig=0.000). This implies career planning have strong positive relation and positive level of correlation with employee's job motivation.

Empirically, (Leibowitz, 1986) . Career planning is the process by which one selects career goals and the path to these goals. The major focus of career planning is on assisting the employees achieve a better match between personal goals and the opportunities that are realistically available in the organization. Therefore, as mentioned above, the result was consistent with empirical studies. Therefore, (all research specific objective) Career development practice (staff training program, promotion, staff counselling, and career planning) in this study have a positive and significant correlation with employees job motivation.

4.5. Regression analysis of the study

Regression model was applied to test how far the career development practice has effect on the employees' motivation. Coefficient of determination R is the measure of proportion of the variance of dependent variables about its mean that is explained by the independent or predictor variables. It is conducted to investigate the effect of independent variable on the dependent variable and identify the relative significant influence; i.e. Independent variable (staff training program, staff

counselling, promotion and career planning) to the dependent variable; i.e. employees' job motivation in the organization. Higher value of R represents greater explanatory power of the regression equation.

4.5.1. Multiple Linear Regression Assumption

Prior to running the analysis of multiple regression models, it is mandatory to assess whether the collected data violate some key assumptions of the standard linear regression models because an assumption violation can result in distorted and biased parameter estimates. The assumptions include normality, multi-co linearity, linearity, Homoscedasticity and independence of residuals crucial to confirm them.

Assumption 1 – Multi co linearity of the variables

Table 4.10 Multi co linearity

Multi Co-linearity Statistics		
	Tolerance	VIF
Promotion	.463	2.160
Career training	.532	1.880
Career counselling	.486	2.552
Career planning	.447	2.237
a. Dependent Variable: Employees motivation		

Source: SPSS result 2024

In table 4.12 above, the column “Co linearity Statistics” is used to identify the multi co linearity problem of the independent variables (staff training, career planning, Promotion and career counselling). Multi co linearity is usually regarded as a problem because it means that the regression coefficients may be unstable. This implies that they are likely to be subject to considerable variability from sample to sample. In any case, when two variables are very highly correlated, there seems little point in treating them as separate entities (Savatsomboon, 2010).

According to Garson (2012), multi co linearity is an unacceptably high level of inter correlation among the independent variables, such that the effects of the independents cannot be separated.

Beta weights and R-squares cannot be interpreted reliably even though predicted values are still the best estimate using the given independents (staff training, career planning, Promotion and staff counselling). As a rule of thumb, inter correlation among the independent variables above 0.80 signals a possible problem. Likewise, high multi co linearity is signaled when high R-squared and significant F tests of the model occur in combination with non-significant t-tests of coefficients.

Tolerance and Variance Inflation Factor (VIF) of table 4.10 above are the means to identify the existence of multi co linearity problem. If the tolerance value is less than some cutoff value, usually 0.20, the independent variable should be dropped from the analysis due to multi co linearity. VIF may be used in lieu of tolerance as VIF is simply the reciprocal of tolerance. The rule of thumb is that $VIF > 4.0$ when multi co linearity is a problem (Garson, 2012).

Therefore, according to Garson (2012), table 4.10 has tolerance values for all five of independent variables (staff training, career planning, Promotion and career counselling) more than 0.20

Assumption 2- Independence of Residuals:

The independence of the residuals can be measured by Durbin-Watson statistics. The value of the Durbin-Watson statistic ranges from 0 to 4. As a general rule, the residuals are independent (not correlated from one observation to the other one) if the Durbin-Watson statistic is approximately 2, and an acceptable range is 1.50 - 2.50 (Muluadam, 2015).

For this study table- 4.11, the output value of Durbin-Watson is 1.704; indicating that there is no correlation among the residuals.

Table 4.11: Durbin-Watson Statistics for Independence of Residuals

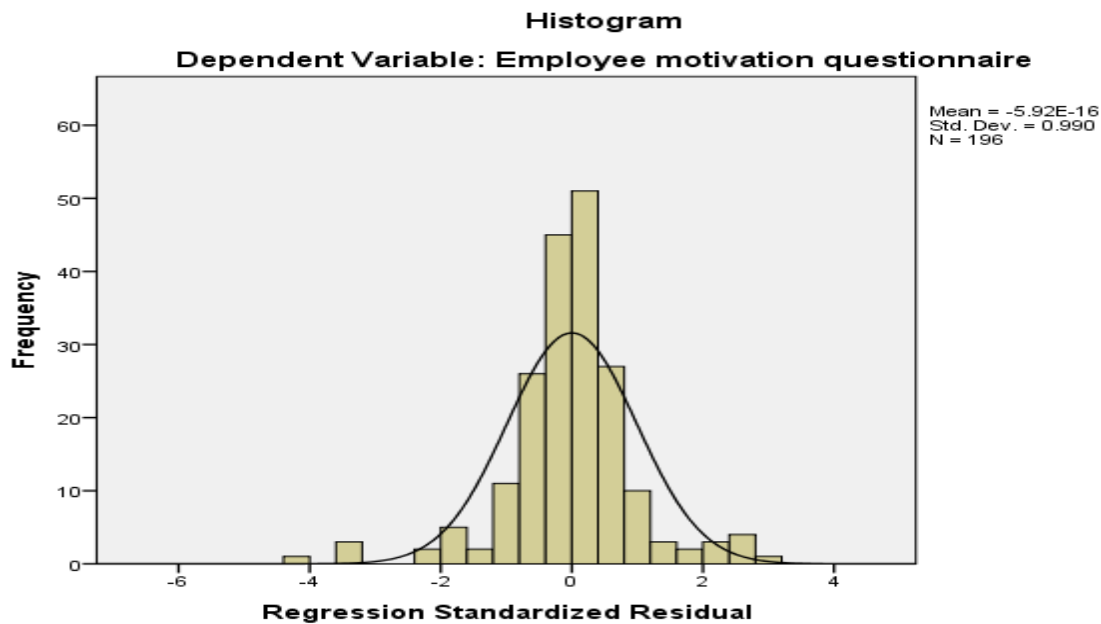
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.780 ^a	.618	.608	8.132	1.704

Source: SPSS result 2024

Assumption 3 – Normality Test:

Normality test states that the normality can be seen on the data distribution when the curve does not pass through either the left or the right (Ghozali, 2006). To check whether the residuals have a normal distribution, scatter plots of residuals against each independent variable and predicted dependent variable were analyzed (i.e. the normal probability plot or normal P-P of regression standard residual and histogram were used). As depicted follows, it shows that the data output is normally distributed.

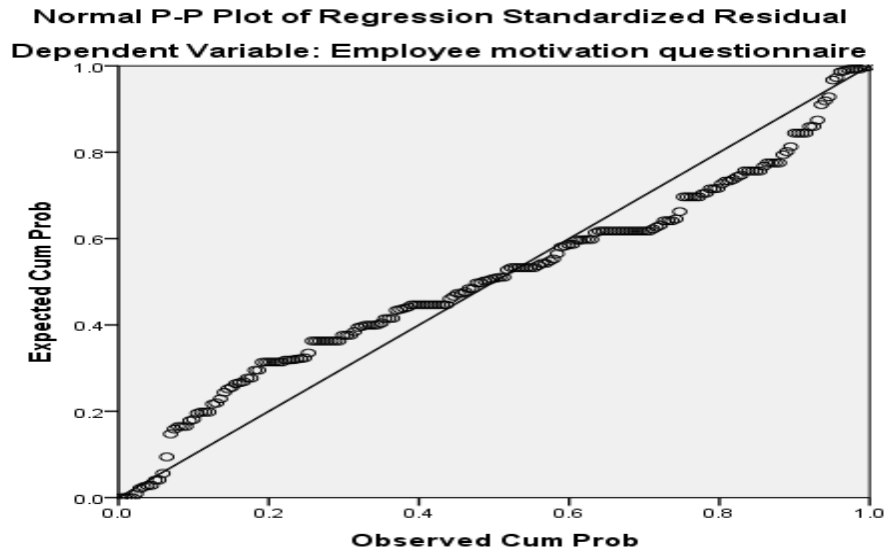
Figure 4.1 Histogram



Assumption 4 - Linearity Relationship:

The fourth assumption for computing multiple regressions is testing of the linear relationships between dependent and the independent variables. As depicted in following figure, the visual inspections of the scatter plot show there exists a linear relationship between the predictors (independent variables) and the predicted variable (employee's motivation). This means that, a unit increase of the one or all predictors causes respective increments for the employee's motivation of the offices.

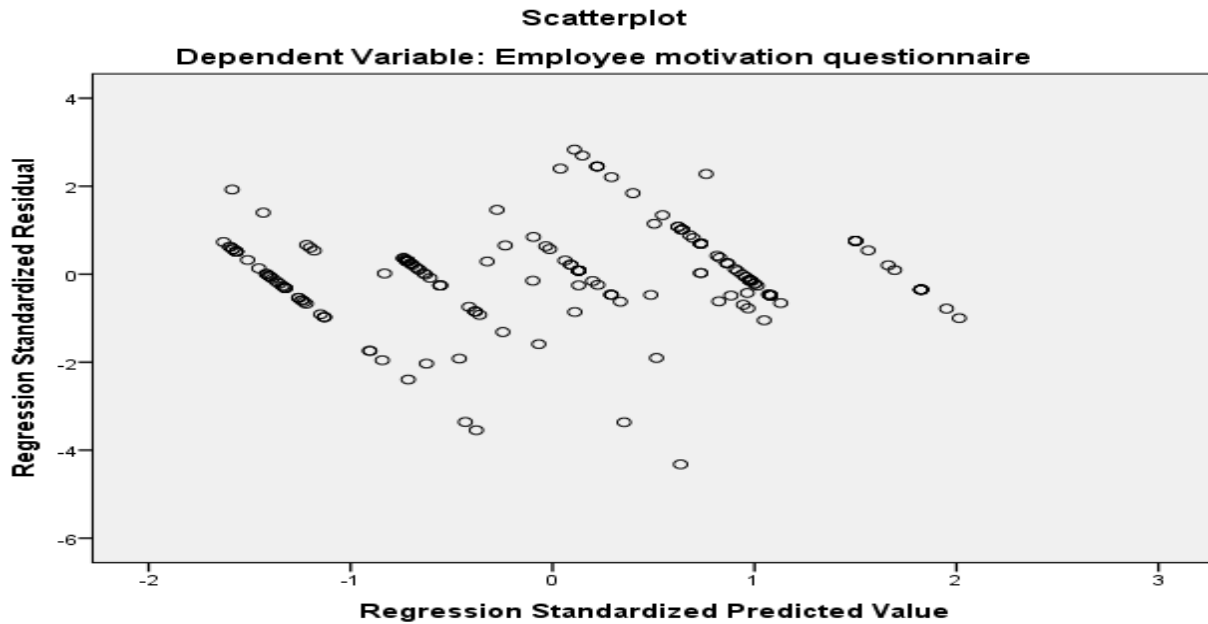
Figure 4.2 Normal P-P Plots



Assumption 5- Homoscedasticity

Homoscedasticity test was conducted to see a situation in which the error term is the same across all the values of the independent variables. Accordingly the assumption of homoscedastic is not violated as seen in figure 4.3 Homoscedasticity below.

Figure 4.3 Scatterplot



Generally, as it is clearly stated in the above section, the five assumption of pre-model fitting assumption tests were found to be satisfactory.

4.6. Analysis of Variance (ANOVA)

Table: 4.12 Results showing analysis of Variance (ANOVA) of Regressions Analysis

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	317.051	4	79.263	568.950	.000 ^b
Residual	26.609	191	.139		
Total	343.660	195			

a. Dependent Variable: Employee motivation

b. Predictors: (Constant), Compute (staff training, career planning ,promotion and staff counseling)

Source: SPSS result, 2024

According to table 4.12 shows analysis of variance (ANOVA) of regression analysis between independent variables considered and a dependent variable employee’s motivation were examined. The ANOVA tells us whether the model, overall, results in a significantly good degree of prediction of the outcome variable (Field, 2009). The table depicts that in regression, the value of sum of squares is 343.660, the value of degree of freedom (df) is 4, and the value of mean square is 79.263. The most important part of the table is the *F*-ratio, which is calculated using the below equation, and the associated significance value of that *F*-ratio. *F*-ratio is a measure of how much the model has improved the prediction of the dependent variable (employee’s motivation) compared to the level of inaccuracy of the model (Field, 2009).

Here, each sum of squares (i.e., Regression, residual, and total under the source of column) has corresponding degrees of freedom (DF) associated with it. Total degree of freedom is $n-1(196-1=191)$ one less than the number of observation.

The regression degree of freedom for the above table 4.14 is 4, which is the number of independent variables (staff training, career planning, promotion and staff counseling) in the model of this study. The residual sum of squares (Residual for left over) is sometimes known as error. Sum of

squares is that part is cannot be accounted for after regression model is fitted. It has 191degrees of freedom (195-4) for this research study

The value of F-statistics is 568.950 which is significant at $p < 0.001$ (because the value in the column labeled *Sig.* is less than .001). This result tells us that there is less than a 0.1% chance that an *F*-ratio this large would happen if the null hypothesis true. The significant level in ANOVA table shows that the combination of the variables significantly predicts the dependent variable. On the other hand, in residual, the value of sum of squares is 9512.928, the value of df is 191 and the value of mean square is 568.95 were.

4.7. Effects of Career development practices on Employees motivation

To test the hypothesis, it was deemed appropriate to use multiple linear regression estimations for testing the proposed hypothesis since multiple linear regression refers to an analysis concerned with the study of the dependence of one variable, the dependent variable on more other variables, the independent variables, with a view to estimating and/or predicting the (population) mean or average value of the former in terms of the values of the latter (Gujarati, 2006).

Due to the existence of significant correlations between staff training, career planning , promotion and staff counseling) with employees job motivation, it was necessary to establish the strength of the predictive relationships between the variables. In line with the existence of significant associations amongst the constructs, regression analysis was conducted in order to examine the correlation more closely and to examine the effects of the independent variables on the dependent variable. To test the predictive relationships staff training, career planning, promotion and Career counseling) were used as independent variables and employee’s motivation was used as dependent variable.

Table 4.13 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780 ^a	.618	.608	8.132
a. Predictors: (Constant), career training, career planning, promotion and Career counseling)				

b. Dependent Variable: Employees motivation

Source: (field survey, 2022)

From the model summary in table 4.13, the value of ($R=.820^a$) is representing the multiple correlation coefficient which are correlation between the predicted values of the dependent variable employees motivation the values of R ranges from 0 to 1 . Larger values of R show stronger relation between variables. This results show that there is a significant relationship between independent variables (staff training, career planning, promotion and Career counseling) and a dependent variable namely employees motivation, because the value of R is 0.78 or (78%).

The value of R square is the proportion of variation in dependent variable explained by the five independent variables (staff training, career planning, promotion and staff counseling)). Like R, the value of R square also ranges from 0 to 1. The value of R square is 0.618 (61.8%). It measures that how much variability in the outcome is accounted for by the independent variables. The result shows that 61.8% variation was explained or caused by the considered independent variables. In other words, 38.2% of the variation in employee’s motivation cannot be explained by these four independent variables. Positivity and significance of all values show that the model summary is also significant and therefore gives logical support to the study model.

Positivity and significance of all values shows that model summary is also significant and therefore gives logical support to the present study model. The model is statistically significant or the p-value for the model is less than (0.01). This means the fitness of the model in explaining employees motivation is influenced by the independent variables considered.

Table 4.14 Multiple Regression Coefficient

Multiple Regression Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	-.273	.072		5.766	.000
	Promotion	.382	.036	.284	4.841	.000
	Staff training	.143	.029	.142	2.937	.000

	Staff counseling	.226	.108	.214	3.332	0.000
	Career planning	.082	.044	.091	2.084	.000
a. Dependent Variable: Employees motivation						

Source: Sample Survey, SPSS result, 2024

The beta values tell what degree each independent variable affects the outcome if the effects of all other predictors are held constant.

Each of the beta values has an associated standard error indicating to what extent these values would vary across different samples, and these standard errors are used to determine whether or not beta value differ significantly from zero. The t-test associated with b-value is significant (if the value in the column labeled Sig. is less 0.05) then the predictor is making significant contribution to the model.

From table 4.14 the standard deviation of this distribution (known as the standard error) as a measure of the similarity of beta-values across the sampled practices members. If the standard error is very small, then it means that most samples are likely to have a beta-value similar to the one in our sample (because there is little variation across sampled practices members). When the standard error is small even a small deviation from zero can reflect a meaningful difference because beta is representative of the majority of possible samples. The following hypotheses were tested using multiple regression analysis to know if there is an effect of independent variables on the dependent variable. According to the decision rule: accept the null hypothesis (H_0) if the significance level (α) of the variable is greater than the (0.05) significance level, reject (H_a) if the significance level (α) of the variable is equal or less than (0.05) (Sekaran, 2004). According to the previous decision rule, the researcher has tested the proposed hypotheses and found the following results:

Results showed that there was a statistically significant effect for all independent variables (staff training, career promotion, career counselling, and career planning) on the dependent variable (employees motivation).

Beta values were calculated to examine the individual contributions of the independent variable towards dependent variable. It was calculated by relating variable jointly with independent variable, and also t-value was calculated to know the significance of the level of the independent variables to be explained individually. T-value in this model was calculated by taking each

independent variable separately with dependent variable. As the model clearly shows, t-values all independent variables support the hypothesis of the study according to statistical rule which says, if t-value is greater than two (2), then hypothesis can be accepted (Bryman & Bell, 2003).

Beta coefficient

To compare the different variables, it is important that you look at the standardized coefficients, not the unstandardized ones. 'Standardized' means that these values for each of the different variables have been converted to the same scale so that you can compare them. If you were interested in constructing a regression equation, you would use the unstandardized coefficient values listed as **B** (Pallant, 2016).

Unstandardized Beta Coefficient

By recalling the model specifications of the variables from the chapter three of methodology part, it was said that, the unstandardized coefficients (β_1 up to β_5) are the coefficients of the estimated regression model. Hence, the model of employee's motivation can be written by including error term (ϵ), in the below form.

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

Where, Y = Dependent Variable

β_1 = unstandardized regression coefficient of Promotion

β_2 = unstandardized regression coefficient of staff training

β_3 = unstandardized regression coefficient of career counseling

β_4 = unstandardized regression coefficient of career planning

ϵ = error term

Taking in to consideration the results from table 4.16, the regression equation for the study was as follows:

$$Y = -0.273 + .382X_1 + .143X_2 + .226X_3 + .082 X_4 + 0.72$$

Interpretation:

Keeping all other variables Constant;

The regression coefficient result table 4.14 shows that, there was a significant positive relationship between staff training and employees motivation with Beta value of $b=0.143$, $p<0.05$). This can be interpreted as, for a unit change in staff training program there will be a 14.3% percent change on employee's motivation. Therefore, from this researcher can inferred that staff training program has

a strong and a significant impact on the employees motivation. This result supports the findings of Janes (2018) conducted a study impact of employee training on employees motivation, a case study of drilling companies in Geita the study results found that employee training has a significant effect on the motivation of drilling companies.

The regression coefficient result shows that, there was a significant positive relationship between staff counseling and employees motivation with Beta value of $b=0.226$, $p<0.05$ there will be significant change in employees motivation as a unit change on career counseling. For every one-unit increment on career counseling of career development practices, the percentage of employee's job motivation increases by 22.6%.

According to table 4.14 Promotion variables beta results 0.382 is the expected change in motivation of employee per unit change in the promotion when the rest variables hold constant. That means, if the promotion increase, the motivation of employee be increase. Promotion has significant influence on the increase in employee job motivation because promotion which is managed well by an organization will provide good spirit for its employees to achieve their expected careers by increasing their motivation. In other words, the better the promotion in a certain organization, the better the employee job motivation in the organization. According to the Herzberg two factor theory, personal growth and development are known to be intrinsic factor, which make employee satisfied when these are met, and they, thereafter, become motivated. However, criteria must be set correctly for the purpose of promotion and growth, so that employees become motivated by fulfilling those, (Brewster et al, 2003).

From table 4.14 beta value result similarly, the expected change in motivation of employee per unit change in career planning item is 0.082, when the rest variables hold constant. This indicates that having a favorable planning has a positive significant relationship with motivation of employee. Therefore, for every one-unit increment on career planning of career development practices, the percentage of employee's motivation increases by 8.2%.

From the regression equation, the constant value $\beta_1 = -0.273$ implies that, if the independent variables are mentioned in this study are kept constant as they exist or If there are no independent variables (career development practice), the value of dependent variable (employee's motivation) will decrease by 0.273. This shows that the career development program components are vital for

the increment and improvements of the employee's motivation. Therefore, the availability of independent variables career development practices (Career promotion, career counselling, staff training program and career planning) help the dependent value (employee's motivation) to increase proportionally.

4.8. Hypothesis Discussion

Hypothesis testing is the method of testing whether claims or hypothesis regarding a population are likely to be true. The goal of hypothesis testing is to determine the likelihood that a population parameter. Here there are two hypotheses: null (H_0), and alternative (H_a). The significance (sig.) value expresses a value to accept or reject the (null) hypothesis. It is also called the P-value. The P-value is the probability that the correlation is one just by chance. Therefore, the smaller the P-value, the better will be.

In this part of the study, proof of the null hypothesis is made based on table 4.4 for the independent variables. Because, to test the research hypothesis already set in chapter one, it is possible to find out if the independent variables are significant predictors of the dependent variable.

The research is being done at **95%** confidence interval. Hence, each hypothesis should be either accepted or rejected with reference to **5%** level of significance; i.e. the hypothesis must be rejected if P- value is less than 0.05 other wise accept it.

4.8.1. Developed Hypothesis Test Result

Ho1: Staff training has no statistically significant effect on employee's motivation.

According to table 4.14, the significant value for staff training program is 0.000 which is less than p value of 0.05. Therefore, Ho1 is rejected, which indicates that career training program has a statistically significant effect on the employee's motivation of Haweela Woreda selected offices.

Hence, the above proposed hypothesis is rejected and the alternative hypothesis is accepted; which indicates that training program has a statistically significant effect on the employee's motivation of study area. Thus the above result is supported by Mutiso M. Christine (2010) in which career training program has a significant influence on employee's motivation.

Ho2: Staff counseling has no statistically significant effect on employee's motivation.

According to table 4.14, the significant value for staff counseling is 0.000 which is less than p value of 0.05. Therefore, Ho2 is rejected, which indicates that career counseling has a statistically

positive and significant effect on the employees motivation of Haweela Woreda selected offices. Thus, the study result supports the study of Cunha (2002) showed that career counselling has a positive and significant impact on employees motivation.

Ho3: Career planning has no statistically significant effect on employees motivation.

According to table 4.14, the significant value for career planning is 0.000 which is less than p value of 0.05. Therefore, Ho3 is rejected, which indicates that career planning has a statistically significant effect on the employee's motivation of Haweela Woreda selected offices.

Hence, the above proposed hypothesis is rejected and the alternative hypothesis is accepted; which indicates that career planning has a statistically significant effect on the employees motivation of Haweela Woreda selected public offices.

Ho4: Promotion has no statistically significant effect on employee's motivation.

The result of multiple linear regression analysis of the table 4.14, above clearly indicates that promotion has significant influence on employee's motivation ($p < 0.05$). Thus, the above proposed hypothesis (Ho4) is rejected and the alternative hypothesis (Ha4) is accepted. The above result is supported by Simachew Amare (2014) study.

CHAPTER FIVE

5. SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATION

INTRODUCTION

This research had an aim of investigating the effect of Career development practice which is staff training program, Promotion, Career counselling and career planning on employees motivation. The research study examine how well the career development practices are being exercised how employees motivating perform their job in the office by looking at their mean scores of the response of the participant's descriptive statistical analysis, investigating the relationship between each determinant factors and employee's motivation using, correlation analysis and regression analysis to determine the extent of change in employee's motivations. In this section, summary of major findings, conclusions conditional from the data analysis in chapter four, and suggested recommendations are illustrated in detail.

5.1. Summary of major findings

The data analyzed using descriptive statistics, correlation and regression major findings were presented below in a summarized as follows:

Staff training program is vital for the motivating and improving individual's and organizational goal attainment. As the finding in Table 4.3 correspondingly depict, the training conducted by the organization was not sufficient and satisfactory.

From the arithmetic mean values generated by the descriptive statistics, 4.3 it shows that career training program (mean=2.395) are below average mean (ranging disagree). From this researcher can understand that employees of selected office of hawela woreda were dissatisfied with staff training Thus staff training need motivation so that employees will bring the better result that as the selected offices expects from its employees. Staff training has Pearson correlation coefficient ($r= 0.751$, $p<0.01$) which show positive and significant relation with employees job motivation as hypothesized. And, when we see the regression result ($Beta=0.1430$) with ($Sig. = 0.01$) which can infer that career training program has positive and significant effect on employee's job motivation as stated in the hypothesis. Thus, the null hypothesis (H_0) is rejected.

From descriptive statistical analysis result table 4.6 shows that staff counselling perceived by the majority of the respondents as a bad practice on the organization. Average mean values generated by the descriptive statistics, 4.6 it shows that career counseling (mean=2.26) which are ranging disagree). From this we can know that employees of selected offices were dissatisfied with system of counselling.

The respondents described that the counseling services availed were favorable and met their needs. However, the workers also reported that they were not pleased with the career coaching availed and there was no adequate information on career guidance.

From chapter four table 4.9 staff counselling has Pearson correlation coefficient ($r = 0.799$, $sig = 0.001$) which show positive and significant relation with employees motivation as hypothesized. And, when we see the regression result ($Beta = 0.226$) with ($Sig. = 0.001$) which can conclude that career counselling has positive and significant effect on employees motivation as stated in the hypothesis. Thus, the null hypothesis (H_01) is rejected

From the overall mean values generated by the descriptive statistics, it shows that career planning (mean=2.74) which are ranging disagree). From this we can understand that employees of selected offices were dissatisfied with career planning procedure in the offices. According to chapter four table 4.11 career planning has Pearson correlation coefficient ($r = 0.700$, $sig = 0.000$) which show positive and significant relation with employees motivation as hypothesized. And, when we see the regression result ($Beta = 0.082$) with ($Sig. = 0.000$) which can conclude that career planning has positive and significant effect on employees motivation as stated in the hypothesis. Thus, the null hypothesis (H_03) is rejected

From descriptive analysis section of the chapter four table 4.2 Promotion were one of the independent variable which also the majority of the respondents perceived that there is no good promotion system in the selected of Hawela woreda.

Promotion deals with the fundamental nature of the relationship of individuals to their work and employees to their organizations. As the finding in table 4.2 also represent, not proper implementation of promotion policy not existence of an adequate promotion policy. Hence, there is no well working for upgrade employee's potential. Further, well in working to improve promotion as majority of them indicated. Nevertheless, existence of good career planning and promotion and the integration of promotion with organizational objectives need attention. The reason for this

might be consulting irrelevant organization and lack of skilled Human resource specialist to manage career planning.

From the arithmetic mean values generated by the descriptive statistics, it shows that promotion (mean=2.25) are below the average cut-off point of 2.6. This shows the lowest mean values, are in need of greater and especial attention.

On the same line career promotion has a correlation result ($r=0.808$, $p<0.01$) and regression result ($\text{Beta}=0.382$) with ($\text{Sig.} = 0.000$) in which we can conclude that promotion has positive and significant relationship and high contribution to explaining the dependent variable of employees motivation which is the same result with Bowra (2012) study the promotions practices have a positive and significant contribution of 0.1142 in explaining the employee perceived motivation and significant at 5% level of significance. Therefore, the null hypothesis (H_0) is rejected

Finally, overall bundles Career development practice component which includes career training, career planning, Promotion and career counselling have 61.8 % of the variation on employees job motivation is contributed in Haweela Woreda selected offices.

5.2. Conclusion

The study, after doing different analyses that the research objectives need, arrived and based on the major findings, the following conclusions were made:

Career development practices examined in this study, especially staff training, career planning, Promotion and staff counselling in Haweela Woreda selected offices are not being implemented properly as they have to be put into effect. That means there are still limitations in implementing these practice, because of resource shortage, lack of capacity and awareness, and loose linkage between employee job motivation and career development.

According to correlation and regression analysis results career training program has pearson correlation positive significant relation and unstandardized coefficient beta value has positive significant effect on employees motivation of Haweela Woreda selected offices and alternative hypothesis validated and acceptable($\text{sig}=0.001$)

According to correlation and regression results career planning has significant positive relation and positive significant effect on employees motivation of Haweela Woreda selected offices.

As depicted correlation and regression results Promotion has significant positive relation and positive significant effect on employee's motivation of Haweela Woreda selected offices.

From the statistical analysis the researcher found that career counselling has a significant positive relationship with and as well as significant positive effect on employee's motivation in the offices.

Therefore, through the data analyzed as shown in Table 4.9, and Table 4.14, it can explain that effects of career development practices such as staff training, career planning, Promotion and career counselling have relation with employee's motivation.

From the analysis it was established that majority of the workers were in agreement that career counseling has significant impact on their job motivation. This was supported by a positive and significant relationship between career counseling and employee job motivation. This study therefore concluded that the organization had failed to effectively implement career counseling hence the job motivation and performance gap.

Thus, researcher can conclude that based on correlation and regression analysis result the positive change in all career development practice (staff training, career planning, Promotion and staff counselling) in the study can bring positive encouragement and improvement on employees' job motivations.

The findings rejected the entire null hypothesis all career development practice of the study. Therefore, through literature review, hypothesis, finding and analysis of the study, it concluded that the employee's motivation at any organization facilitated by the effective implementation of career development which harmonize the working environment thus increasing working motivation of employees.

Moreover, the overall bundles of determinant factors (career development practices) incorporated in this study have positive effect on employee's job motivation. For that reason, some extent of the employee's job motivation is explained by career training, career planning, Promotion and career counselling in the study Haweela Woreda selected public offices.

5.3. Recommendations

As per the descriptive analysis results of this study, Haweela woreda selected office's staffs exhibition of all career development practice and employees motivation perception were low (disagree), and as it indicate in the analysis section this low perception of career development

practice hinder those Hawela Woreda selected public offices to achieve the maximum goal of employees job motivation as well as organizational performance; which was possible through maintaining career development practice.

The study investigated that the Haweela Woreda selected offices has limitations in properly implementing of the career development practices assessed in this research which are staff training, career planning, Promotion and staff counselling. Based on this the work has made some recommendations in order to bring light of the study of results (findings). These recommendations could be applicable to any organization. With reference to the results of the study, the following recommendations have been drawn up.

The first recommendation is that Staff training program was found to be a positive predictor of employees job motivation, the Hawela Woreda public office should engage in increasing the qualities and quantities of the staff training program so as to increase employees job motivation which helps public offices to make best use of its employees in favor of gaining competitive advantage, to enhance employees' ability to adapt to the changing and challenging world environment and technology for better job motivation and job performance, increase their knowledge to develop creative and problem solving skills.

Therefore, once Human resource directories decided the staff training program needs have been identified using the various analyses through gathering data to compile all skill gaps which must be identifies the distance between the current job motivation and the standard desired performance, they should be set the training program objectives that are close to the gaps and then priorities must be established. After that, decision should be made to use among different career training program methods based on the objectives of the training program, the trainees selected, and the type of training intended. Lastly, they should be measure pre and post training feedback and the success of training program in terms of the objectives which are already stated in advance.

As per the finding of the study, there was a positive correlation between the employee's perceptions on Promotion with employee's motivation exhibition.

It is important to design the promotion system which is a reasonable system for the organizational goal. This promotion system which are made transparent and known by all employees. It is one way of employees is to attract the employees towards the tasks and motivated to do their tasks and

duty well for acquiring promotion based on their performance. Promotion policy might be developing clear criteria to make the rewarding packages paid fairly.

A positive promotion practice can be achieved through that: Haweela Woreda selected office should increase and administered different promotion like education opportunities, reward and recognition and other non-financial benefit based on employees performance evaluation score in a fair and transparent way in which considers all employees equally without any discrimination and in accordance with work experience and in equitable manner within the publics and equitable when compare to others which are in the same sectors on the basis assessments of the job relative internal value.

According to finding Staff counselling has positive relationship and significant effect on employee motivation as researcher have seen from inferential analysis.

Therefore, From the above analysis, the researcher recommends that the organization under study should formulate a clear policy on career counselling and coaching to help workers define their personal goals, prepare their career plans and address their needs. The study also suggests provision of adequate information on career counselling and a career guidance policy directed at enhancing the competencies of workers

The counselling policy should also put into consideration the personal values, inhibitions and preferences of the employees in the organization.

As researcher infer the result shows in the finding that career planning has significant relationship with employee's motivation thus, Hawela woreda selected offices should provide a better and appropriate career planning manner to its employees, which is adequate in terms of offering adequate facilities and resources to do their job effectively.

Every organization should have proper career planning procedure which will be known to all employees. This structure should be setting effective career planning define roles and responsibilities, must undertake the process of career planning to ensure motivation in job, and also enhance employee performance. Public service office and Human resource directories of Hawela woreda selected office should set career planning and managements having mutual awareness, common understanding and relationship about career planning against to agreeing critical targets in the organization.

Finally, the management of the Hawela Woreda should review their Career development practices implementations. In doing so ensuring the participation of employees from every level in the organization is necessary. Because, it is essential to get enough direct input concerning the career development related factors that affect employee's motivation as well as organizational performance. This is basically helpful in developing smart career development policies that could motivate employees for enhanced job performance and organizational citizenship.

5.4. Suggestion for Further Research and limitation

It is clear that the current study incorporated only seven selected offices and effects four career development practices on employee's job motivation at Hawela woreda in Sidama regional state. Hence, other researchers or /organization itself should consider conducting elaborated research in the area by increasing the study areas, the study population and the sample sizes. In addition, the study is emphasized on economic and social sector, other researchers can study on other public organizations or private firms and confirm whether or not career development practices have an effect on employee's motivation.

Finally, as the results of the regression analysis indicated, the career development practices components determine 61.8% of the employee's job motivation of the Haweela Woreda selected public offices which indicates there are other factors which can explain the variability of the employee motivation of the offices. Hence, other researchers should consider such factors and the public offices should enhance other researchers to find out such factors for better implementation of career development practices.

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APPENDICES
HAWASSA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF POST GRADUATE STUDIES
DEPARTMENT OF MANAGEMENT
MBA PROGRAM IN HUMAN RESOURCE MANAGEMENT
QUESTIONNAIRES

I am a post graduate student at Hawassa University College of Business and Economics, Department of Management. I am attending master's degree in business administration specialization human resource management. Currently, I am conducting a master's thesis on the title of **“Assessment the effect of Career development practice on employees motivation (a case study of Haweela Woreda selected public offices)”**. As part of my research, I need to collect information from you as a member of Haweela Woreda selected public offices, since the successful completion of my research work needs your cooperation please assist me by giving correct and complete information. Finally, I confirm you that the information that you provide will kept confidential and only used for the academic purpose. I trust that the completion of my studies will offers me the opportunity to contribute towards creating a better work environment for all.

INSTRUCTIONS

Please gently respond to all items in the questionnaires

Put a tick (✓) alongside the option that is most applicable to you

You do not need to write your name in this questionnaire

Thanks in advance for your generous time and frank and prompt responses!!

Section one: Demographic characteristics of the respondents

Please complete the following biographical information.

In which age group are you? 20-30 30-40

40-50 above 50

2. What is your gender? Male Female

3. What is your Education level?

Diploma BA/BSC MA/MSc

4. How many years of experience do you have in this University? 0-5 Years

6-10 Years 11 -15 16& Above Years

Section two: Career development practices and employee's motivation related issues

The below Listed statements are represent possible opinions that you may have about working at your Haweela woreda public office.

Please state your level of opinion/agreement/disagreement for each given statement using the following statement by make a tick mark (✓) in the appropriate box on the five point Likert scale.

Where: 1= strongly disagree (SD) 2= Disagree (D)

3= Neutral (N) 4= Agree (A) 5= strongly agree (SA)

A. Staff training

No	Items	SD=1	D=2	N=3	A=4	SA
1	The training organized by the organization improves functioning of your activity.					
2	Training is effective in improving the organizational performance in service delivery					
3	Training is effective in motivating employees.					
4	Selection for training is based on a proper need assessment.					
5	Offices requests feedback from trainees before and after training.					
6	My organization does an excellent job of supporting employees to improve their career level					

B. Career Planning

	Items	1	2	3	4	5
1	There is clear communication of information concerning career options and opportunities with the office					
2	There is assistance from management to help match my personal goals and opportunities available					
3	There are fellow employees in the firm to help when called upon or volunteer to help with career challenges					
4	There are career positions that align around a common career theme					
5	There is room for individual assessments of abilities, interests, career needs, and goals					
6	There are organizational assessments of employee abilities and Potential					

C. Promotion

	Items	1	2	3	4	5
1	Well in working to improve career promotion					
2	Working for upgrade employees potential					
3	The organization integrates HRM with organizational					
4	Our offices support promotion through provision of scholarships to its staff					
5	Promotion in the office is based on competencies of staff					
6	Promotion Policy is implemented properly in my organization					

D. Staff counselling

	Items	1	2	3	4	5
1	Good counselling center that benefits all employees					
2	The offices has an established functioning career counselling unit					
3	The offices has experienced and seasoned counsellors that provide counselling and support to employees facing challenging					
4	Employees are frequented given counselling to give them sense of direction in their career path					
5	Employees are given support and counselling before they are					
6	Does the offices has an established functioning career counselling unit					

E. Employees motivation

	Items	1	2	3	4	5
1	Suitable work environment increase employees motivation					
2	Organization considers the customer feedback and suggestions					
3	Providing infrastructure increase employees' motivation in the organization					
4	I feel a sense of personal satisfaction when I do this job well					
5	I take pride in doing my job as well as I can					
6	I like to look back on the day's work with a sense of a job well done					
7	Strong sense of belonging with the organization					
8	Feel energetic at work and inspiring					