

Human Capital Development Programmes and their Effect on the Job Satisfaction of Workers in Zimbabwe Urban Municipalities: The Case of Chinhoyi

Dr. Faitira Manuere

Department of Entrepreneurship and Business Management

DOI: 10.6007/IJARBS/v7-i12/3719 URL: <http://dx.doi.org/10.6007/IJARBS/v7-i12/3719>

Abstract

The aim of this study is to establish the impact of human capital development on the job satisfaction of Chinhoyi Municipality workers. The independent variables are training and development, performance appraisal, salary and employee recognition. Employee Job satisfaction is the dependent variable. This study adopted a quantitative approach. The population for the study consisted of 150 employees of Chinhoyi Municipality. The questionnaire approach was utilised to collect data from research participants. The hypotheses for the study were tested using T-test statistics at 0.05% level of significance. The results revealed that there is a positive relationship between human capital development and employee job satisfaction. Based on the findings the study recommends that human capital development practices should be adopted by organizations in order to increase employee job satisfaction.

Key words: Employee Job Satisfaction, Training and Development, Performance Appraisal, Salary, Employee Recognition and Firm Performance.

Introduction

Employee job satisfaction refers to the positive feelings and perceptions generated by the employee about their work, leadership, compensation and place of work (Togid et al, 2004). Bodur (2002) argues that there are many factors that are associated with employee job satisfaction and these factors include age, education, workplace environment, compensation levels, training and development and employee recognition. According to Locke (1976) employee job satisfaction is a good emotional experience felt by the employee after upraising their job environment. Smith et al, (1969) suggested that there are five areas of employee job satisfaction and these areas include, pay, promotion, co-workers, supervision, the work itself, recognition, working conditions, the company itself and management.

The literature on job satisfaction, divides job satisfaction into intrinsic and extrinsic job satisfaction (Hulin and Judge (2003)). Extrinsic factors of job satisfaction include pay and promotions whereas extrinsic factors include co-workers, supervision and work itself, (Hulin and Judge, 2003). Many scholars have argued that employee job satisfaction is highly correlated to both employee productivity and firm performance. Employee job satisfaction increases employee productivity, employee involvement and reduces the likelihood of staff-turnover.

Employee job satisfaction is an important technique used by organisations to motivate workers to work hard and to become more productive. Several studies have found a positive correlation between employee job satisfaction and company performance (Chan et al, 2000; Chandrasekar, 2011; Zohir, 2007). According to Ostroff (1992), companies that have a pool of more satisfied workers are effective in implementing strategy compared to companies with disgruntled employees. Harter et al (2002) argue that the relationship between employee job satisfaction and firm performance is measured by employee productivity, profit, employee turnover, employee accidents and customer loyalty. Several studies have shown that higher returns on assets (ROA) and higher earnings per share are positively correlated with higher job satisfaction (Schneider et al, 2003).

The Review of Related Literature

The concept of human capital is used to describe organizational activities, such as training, education, and any other professional initiatives that are meant to increase levels of knowledge, skills, abilities, values and social assets of an employee (Rostogi, 2000). According to Bontis et al (1999), human capital refers to the human element of the organisation, which has the ability to learn, change, innovate and provide the creative thrust for the sustenance and ultimate survival of the organisation. Davenport (1999) argues that the human factor in the organisation has innate abilities, behaviours and personal energies which are collectively described as human capital. On the other hand, human capital development is a process of increasing the human knowledge and enhancing the productivity and skills of employees through training and continuous education (Erluwina, 2007).

Training and Development

Armstrong (2001) defines training as a “Systematic development of the knowledge skills and attitudes required by ...” employees in order to be more relevant to the work environment. Mamoria (1995) defines employee training as the process of “increasing knowledge and skills.” According to Aswathappa (2000), employee training is concerned with increasing the aptitudes, skills and abilities of workers so that they become more effective and more efficient in their work environment. On the other hand, development entails the acquisition of skills and knowledge for future use (Eze, 2005). The literature on employee training describes the concept of development as “a long term education and theoretical knowledge for general purpose.” (Eze, 2005). Noe (2008) and Garner (2012) describe training as a process. Imran and Tanveer (2015:28) give various types of training:

Table 1: Types of Training

Types of Training	Description
1. On the job training	It involves training through practice on the work place.
2. Apprenticeship training	It involves providing training through both classroom lectures and on the job training.
3. Job instruction training	Training is given on each job task in a sequence.
4. Programmed learning	It involves providing training, taking test on what is taught and providing feedback on the spot.
5. Teamwork training	It is about telling how to work as a team or in a group.
6. Lifelong learning	It is meant to train throughout the work life using different aids.
7. Audio-Visual power-point.	Refers to video conferencing audio and video tapes related to the job skills.
8. Simulation	Training about certain procedures and costly equipment is given in an artificial environment.

Source: Imran and Tanveer (2015:28)

Table 2. Definitions and Key Components of Human Resource Development

Author	Definitions	Key Components	Basic Theories
Nadler (1970)	Human resource development means the process that enables the personnel to receive experiences and learning at a certain period of time in order to change the individual's behaviors.	Behavioral Change Adult learning	Psychological theory
McLagan (1989)	Human resource development means the integration of training and development, the professional development and the organizational development in order to increase productivity at the organizational and individual levels.	Training development professional development career organizational development	Theories in psychology System theory Economic Theories
Gilley and England (1989)	Human resource development means organizing activities or within organization learning for improving performance and growth of the workers with the purpose of improving work, personnel, and organization.	Learning activity The improvement of performance	Psychological theory System theory Economic Theories
Nadler and Nadler (1989)	Human resource development means the process of enabling the personnel to receive experiences and learning at a designated period of time in order to improve working	Learning Improvement of performance	Psychology performance

	ability and to promote personnel growth.		
Chalofsky (1992)	Human resource development means the study and practice for organizational Increasing individual, group and performance organizational learning via the development of various tools/ that shall assist learning with the purpose of increasing .efficiency of the workers and the organization	Ability to learn Improvement of Practice	Psychological system theory performance of the personnel
Marsick and Watkins (1994)	Human resource development means the integration of concepts such as training, professional development, and organizational development in order to create learning within the organization and the concepts shall be systematically Organization applied throughout the organization.	Training and development professional development Organizational development Learning	Results of performance of the personnel Organizational performance System Theory Economic and psychology Theories
Swanson (1995)	Human resource means the process of development and the process of providing expertise to the personnel via organizational development and training.The purpose of the development the working is to improve performance.	Training and development Organizational development Improving performance and the working process of the organization and individual	System Theory Economic Theory Psychology Theories
Swanson (2009)	Human resource development means the process of development and the release of expertise to the personnel with the purpose of improving performance and work process team work and performance at the individual level HRD tries to instill all these via training and development, organizational	Development of expertise Release of expertise Improving performance	System Theory Economic Theory psychology Theory

	development, the improvement of performance, organizational learning, professional management, leadership and development, etc.		
--	---	--	--

Source: (Swanson and Holton, 2009)

Table 2. has shown the definitions, components and basic theories of human resource development which are employed by each scholar which differ from each other. As for concepts, they are widely quoted. For this study, the researcher has chosen human resource development components such as training and development because it has been found that they are the concepts that are widely used in human resource development. As for education and learning, it is another factor that affects personnel development. Such factors are consistent with the concepts of human resource development, which require personnel development that will increase skills, knowledge and capability among employees. All these requirements will contribute to the advantage in achieving sustainability in the process of competition.

Employee Training and Job Satisfaction

Several studies have established that the training and development of staff leads to increased employee commitment and the strengthening of the organisation’s competitiveness in the long run (Karia, 1999; Karia and Ahmad, 2000; Action and Golden, 2002). There is a positive relationship between staff-training and employee productivity (Barret, 1988). Staff training and development correlates highly with employee, job satisfaction and profitability in large companies (Barret, 1988). Well trained employees increase their capacity to implement firm strategies and to achieve organizational objectives (Marquardt et al, 2000). Studies have shown that organisations that invest in staff training and development are able to reduce staff turnover and to increase the morale of their employees who develop positive attitudes towards their organisation (Bulut and Culha, 2010).

Performance Appraisal

The concept of performance appraisal refers to the process in which organisations and individual employees assess the extent to which they are able to achieve organizational goals and the challenges they face in the process of implementing such goals (Oladimeji, 1999). Performance appraisal is an instrument used by organisations to evaluate the performance levels of employees and to identify areas in which employees need further training and development in order to become more relevant to the organisation (Atiomo, 2000; Fajana, 1997). The performance appraisal is a framework used by the management to measure the job related strength and weaknesses of employees with the sole purpose of making decisions about the individual employee (Ahman and Bujang, 2013). The existing literature on performance appraisal reveals that employee performance evaluation is highly correlated to employee job satisfaction when the employee gets promoted (Babin and Boles, 1996). The rewards associated with the performance appraisal system motivate employees to work harder (Lloyd

Kin, 2009). Yousef (2000) argues that the performance appraisal system may bring about job dissatisfaction when wrong issues are appraised and when wrong techniques are used. When performance appraisal systems are well designed and well implemented, employees are highly motivated to increase their productivity levels (Lloyd Kin, 2009). Several studies have claimed that employees who are not subjected to performance appraisal are likely to affect the performance of the organisation through absenteeism, higher turnover, lower productivity, recruitment and training costs (Baker et al, 2007). Employees whose performance is appraised from time to time are more likely to increase their loyalty for the organisation (Baker et al, 2004).

Employee Rewards

Research shows that there is a positive relationship between financial and non-financial rewards and employee job satisfaction (Decenzo and Robbins, 2010; Haile, 2009). A number of studies show that employees who feel appreciated through financial rewards are likely to increase their productivity, morale and job satisfaction (Nelson, 2005; Gostick and Elton, 2007; Darling et al, 1997). The literature on employee rewards have shown that financial rewards do not increase job satisfaction and this assertion is supported by Srivastava (2001) who argues that financial rewards have a de-motivating or negative effect on employees. According to Deprose (1994), the motivation and productivity of employees is enhanced by the provision of both financial and non-financial rewarding systems. Babakus et al (2003) argues that monetary rewards influence employees to have a positive attitude towards their employer and in the same way, a system of rewards influences managers to have a positive attitude towards both the organisation and the employees. Some studies have revealed that there is no correlation between employee rewards and job satisfaction (Baet et al, 2003; Guest, 2002). Employees get more satisfaction when their contributions to the wellbeing of the organisation are acknowledged by management (Baer et al, 2005.)

Job Security

James (2012) defines job security as a situation in which the employer assures the employees that they will not be retrenched even when the company is facing financial difficulties. According to Adebayo and Lucky (2012), the concept of job security refers to the positive relationship that prevails between the management and the employees. Job security may also mean the existence of a good working environment, good compensation systems and a highly motivated staff. Job security also means that companies are operating in a good economic environment in which they are able to increase their profits and create more new jobs (Lucky, 2012). Clark (2001) argues that job security is a critical ingredient of employee job satisfaction. Geishecker (2010) and Sousa-Poza (2000) agree that job security correlates highly with employee job satisfaction and situations of high unemployment and high income inequality are the major causes of employee job dissatisfaction (Alesina et al, 2004). However some studies have shown that there is no relationship between job security and job satisfaction (Sverke et al, 2002). On the other hand Bordia and Difonzo (2004) argue that job threats undermine employee job security and subsequently reduce employee job satisfaction. Employees who are

unable to control their own environment due to increased job threats are likely to develop negative attitudes towards the organization as a whole and this situation reduces job satisfaction significantly (Sverke et al, 2002).

Statement of the Problem

High labour turnover damages the organization through increased costs of recruitment and selection, delayed service delivery and low morale amongst employees. Kabungaidze et al. (2013) argues that such activities greatly affect organizational success to prosper in today's competitive economy due to their inability to retain the right quality of employees. There also seems to be a grey area between training and employee job satisfaction because most researches on the impact of training on employee job satisfaction have shown inconclusive results (Coetzee and Schreuder 2013; Terera and Ngirande 2014). Another factor is that although various researches were conducted on the impact of training in organizations, not enough research has been conducted in urban municipalities of Zimbabwe to provide empirical support for the impact of training and development on attitudinal factors such as organizational commitment and employee job satisfaction especially among the administrative staff. Therefore the research seeks to investigate the impact of training and development programmes on the job satisfaction of workers in Zimbabwe urban municipalities.

Objectives of the study

The study was guided by the following objectives:

1. To find out the extent to which training and development can translate into employee job satisfaction.
2. To establish whether performance appraisal systems can increase the job satisfaction of employees.
3. To assess the relevance of employee reward systems to the creation of employee job satisfaction.
4. To evaluate the relationship between job security and employee job satisfaction.

Hypothesis

- HO1** There is no positive relationship between training and development and job satisfaction.
- HO2** There is no positive relationship between the performance appraisal system and job satisfaction.
- HO3** There is no positive relationship between employee reward systems and job satisfaction.
- HO4** There is no positive relationship between job security and job satisfaction.

Methodology

The survey research design was used in this study. The survey research design enabled the researcher to find out the effect of human capital development on the job satisfaction of Chinhoyi Municipality workers in Zimbabwe. The population of the study consisted of all urban municipal workers in Zimbabwe. The target population consisted of all Chinhoyi Municipality workers. The sample size of the research participants was 30 and the purposive sampling technique was used. The sample consisted of both male and female workers drawn from various categories of job positions. The research participants were well experienced and had worked for the organization for more than five years. The questionnaire was the main instrument for data collection. The questionnaire was characterized by Likert scale items amenable for statistical analysis. The hypotheses for the study were tested using T-test statistics at 0.05% level of significance. The reliability of the questionnaire was established through the test-retest procedures.

Analysis and Results

Hypothesis 1

There is no positive relationship between training and development and job satisfaction.

Table 1:1 Correlation between training and development and job satisfaction

Hypotheses	Paired Differences			T.Cal	Df	Sig (2-Tailed)
	Mean	Std. Dev	Std Error Mean			
Training and development and employee job satisfaction	5.000	3.711	1.77	2.63	4	.043

Table 1 shows that the null hypothesis cannot be accepted. The significant value (.043) which is related to t-calculated value (2.63) is less than the critical value of 5%. This means that there is a positive relationship between training and development and employee job satisfaction.

Hypothesis 2 There is no relationship between the performance appraisal system and job satisfaction.

Table 2: Correlation between training and development and employee job satisfaction

Hypothesis	Paired differences			T.cal	Df	Sig (2-tailed)
	Mean	Std. dev	Std error mean			
The performance appraisal and the job satisfaction of Chinhoyi Municipality workers	4.566	4.67	1.745	3.66	4	0.033

Table 2 shows that the critical value of 5% is bigger than both the significant value (0.033) and the calculated T-value of 3.66. This means that the relationship between the performance appraisal and employee job satisfaction is positive.

Hypothesis 3 There is no positive relationship between employee rewards and employee job satisfaction.

Table 3: Correlation between employee rewards and job satisfaction

Hypothesis	Paired differences			T.cal	Df	Sig (2-tailed)
	Mean	Std. dev	Std error mean			
Employee rewards and the job satisfaction of Chinhoyi Municipality workers	3.77	4	1.764	3.21	4	0.041

Table 3 shows that the critical value of 5% is greater than the significant value of 0.041, which is related to the calculated t value of 3.21. This means that there is a positive relationship between employee rewards and the job satisfaction of Chinhoyi Municipality workers.

Hypothesis 4 There is no relationship between job security and employee job satisfaction.

Table 4: Correlation between job security and employee job satisfaction.

Hypothesis	Paired differences			T.cal	Df	Sig (2-tailed)
	Mean	Std. dev	Std error mean			
Job security and the job satisfaction of Chinhoyi Municipality workers.	4.06	4.46	1.698	3.57	4	0.034

Table 4, shows that the significant value is 0.34 and the related t-calculated value is 3.57 and the significant value is less than the 5% critical value. This means that there is a positive relationship between job security and the job satisfaction of Chinhoyi Municipality workers.

Discussion of Results

The results of the study reveal that there is a positive relationship between training and development and job satisfaction. These results are supported by other studies that explain that staff training and development correlate highly with job satisfaction (Barret, 1998; Ahmad, 2000; Acton an Golden, 2002). The literature on employee training established that there is a positive relationship between the performance appraisal system and employee job satisfaction. The existing literature has also confirmed that the performance appraisal systems correlate highly with employee job satisfaction (Babin an Boles, 1996; Lloyd Kin, 2009; Yousef, 2000). Several studies have claimed that employees who are not subjected to performance appraisal are likely to affect the overall performance of the organization through absenteeism, high staff turnover, lower productivity, recruitment and training costs (Bakker et al, 2007). The results of this study show that there is a positive relationship between employee rewards and employee job satisfaction. These results are also supported by Nelson (2005). Gostick and Elton (2007) and Darling et al (1997), who argue that financial rewards increase employee productivity and employee job satisfaction. The results of this study are refuted by Srivatava (2001) and Deeprise (1994) who argue that both financial and non-financial rewards have a demotivating

effect on employee job satisfaction. The results of this study have shown that there is a positive relationship between job security and employee job satisfaction. However, some studies have shown that there is no relationship between job security and employee job satisfaction (Sverke et al, 2002).

Conclusion

The results of the study reveal that there is a positive relationship between training and development and job satisfaction. These results are supported by other studies that explain that staff training and development correlate highly with job satisfaction (Barret, 1998; Ahmad, 2000; Acton an Golden, 2002). Achieving business objectives is a challenging and for any organization to achieve its objectives the effective utilization of available human resources, technology, finances, and physical resources is critical. Human resources play a very important role in the realization of the objectives of the business. If the human resources are not properly motivated and trained, the management will not able to accomplish the desired results. The organization should therefore adopt needs based training programmes and design such training programmes meticulously for the training programmes to be successful.

The goals of training and development must be clear to the staff. The goals of training and development must be communicated to both management and the staff. The performance appraisal system must be used to identify areas in which employees need further training and development in order to become relevant to the needs of the organisation. Employee rewards must be varied so that they have a positive effect on employee job satisfaction. Employee job security is synonymous with organisational health. Management should come up with effective strategies to improve the job security of employees in the organisation. Today many companies are focusing on promoting from within; therefore, training and development programmes provide a pool of employees who have the requisite skills needed by the organization. This study is important in that it provides employee opportunities to advance within the organization in order to increase loyalty and reduce involuntary turnover. The results show that performance is increased with skills improving by training and development programmes and also satisfaction level is high among employees if they are given proper training.

REFERENCES

- Acton, T., and Golden, W. (2000). Training: The Way to retain valuable IT Employees? *Conference Proceeding, Informing science*, 3(2), 1-12.
- Adebayo, I.O., and Lucky, I.O.E. (2012). Entrepreneurship development and job security Proceedings of the LASPOTTECH SM National Conference on National Job Security Main Auditorium, June 25-26, 2012, Isolo Campus, Lagos, Nigeria.
- Ahmad, R., and Bujang, S. (2013). Issues and Challenging in the practice of performance activities in the 21st century. *International Journal of Education and Research* , 1 (4),23-37.
- Alesina, A., Di Tella, R., and MacCulloch, R. (2004). Inequality and Happiness: Are Europeans and Americans Different? *Journal of Public Economics*, 88(5), 2009-42.
- Angle, H. L., and Perry, T. L. (1981). An Empirical Assessment of Organisational Commitment and Organisational effectiveness. *Administrative Science Quarterly*, 26(1), 1-14.
- Armstrong, M. (2001). A handbook of Human Resources Management Practice. Boston.MacGraw-Hill.
- Aswathappa, K. (2000). Human Resources and Personnel Management. New Delhi. Tata Mcgraw-Hill Publishing Company.
- Atiomo, A. C. (2000). Human Resources Management.Logos.Melthouse Management Science Books.
- Babin, B.J., and Boles, J.S. (1996). The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance and job satisfaction. *Journal of Retailing*, 72(3), 57-75.
- Bae, M., Oldham, G.R., and Cummings, A. (2003). Rewarding Creativity: When Does it Really Matter? *The Leadership Quarterly*, 14(2), 569-586.
- Bakker, A.B., Demerouti, E., and Verbeke, W. (2004). Using the Job Demand-Resources Model to Predict Burnout and Performance. *Human resources Management*, 43 (1), 83-104.
- Bakker, A.B., Hakamen, J.T., Demerouti, D. (2007). Job Resources Boost Work Engagement, particularly when Job Demands are high. *Journal of Educational Psychology*, 99 (2), 274-284.
- Barret, A., and O'Connell, P.J. (1998). Does Training Generally work? The Returns to in-company training. Research Paper No. 1879, Centre for Economic policy. London.

Boder, S. (2002). Job satisfaction of Health Care Staff employed at Heath Centres in Turkey. *Occupational Medline*, 52(6), 353-5.

Bontis, N., Dragion, N.C., Jacobsen, K., and Roos, G. (1999). The knowledge Textbook: A review of Tools Available to measure and Manage Intangible resources. *European Management Journal*, 17(4), 391-402.

Bordia, P., Hunt, E., Paulsen, N., Tourish, D., and Difonzo, N. (2004). Uncertainty during organisational change. It is all about control? *European Journal of work and organisational Psychology*, 13(2), 345-365.

Bulu, C., and Culha, O. (2010). The effect of Organisational Training on Organisational Commitment. *International journal of Training and development*, 14 (4), 309-322.

Chan, K.C., Gee, M.V., and Steiner, T.L. (2000). Employee Happiness and corporate Financial Performance. *Finance Practice and Education*, 10(2), 47-52.

Chandrasekar, K. (2011). Workplace Environment and its impact on organisational performance in Public Sector organisations. *International Journal of Enterprise Computing and Business Systems*, 1(2), 1-16.

Clark, A.E. (2001). What really matters in a job? Hedonic measurement using quite data. *Labour Economics*, 8(2), 223-42.

Costen, W.M., and Salazar, J. (2011). The Impact of Training and Development on Employee Job Satisfaction, Loyalty and intent to stay in lodging Industry. *Journal of human resources in Hospitality and Tourism*, 10 (3), 273-286.

Darling, K., Arm, J., and Gatlin, R. (1997). How to effectively reward employees. *Industrial Management*, 39(4), 1-4.

Davenport, T.H., Prusak, L. (1999). Working Knowledge. Cambridge. HBS Press.

Deconzo, D.A., and Robbins, S. P. (2010). Fundamentals of Human Resources Management. Hoboken. John Willey and sons, Inc.

Erluwua, H.E.O (2007). Skills acquisition: A tool for Youth empowerment for economic growth and development. *Journal of Business and Management Studies*, 1 (2), 116-125.

Eze, F.C. (2005). Human Resources Management notes, M.Sc/Phd, Department of Business Management, 2005/2006 Session, EBSU, Abakaliki, Nigeria.

Fajana S. (1997). Human Resources Management. Lagos. Labofin and Company.

Fisher, C.D. (2003). Why do lay People believe that satisfaction and performance are correlated? Possible sources of a commonsense theory. *Journal of Organisational Behaviour*. 24(6), 753-777.

Garner, E. (2012). Training Skills: How to Improve the Skills and Performance of your Employees. Ventus: Eric garner and Ventus Publishing Aps.

Geishecker, I. (2010). Perceived Job Security and Well-Being Revisited: Towards Conceptual Clarity, SOEP Papers on Multidisciplinary Panel Data Research 282, The German Socio-Economic Panel (SOEP), DIW Berlin: Berlin.

Gostick, A., and Elton, C. (2007). The Daily Carrot Principle: 365 Ways to Enhance Your Career and Life. New York. Simon and Schuster.

Guest, D.E. (2002). Occupational Psychology. *International Encyclopaedia of Business and Management*, 7(3)4803-4820.

Haile, G. (2009). Workplace Job Satisfaction in Britain: Evidence from Linked Employer-Employee Data, Discussion Paper Series, Institute for the Study of Labour.

Harter, J. K., Schmidt, F. L., and Hayes, T.L. (2002). Business Level relationship between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-Analysis. *Journal of Applied Psychology*, 87, 268-279.

Hulin, C.L., and Judge, T.A. (2003). Job attitudes in W.C. Borman, D.R. Ilgen, and R.J. Klimoski (Eds). *Handbook of Psychology: Industrial and Organisational Psychology*, (pp 255-276). Hoboken, N.J :Wiley.

Imran, M., and Tanover, A. (2015). Impact of Training and development on Employees performance in Banks of Pakistan. *European Journal of Training and Development studies*, 3(1), 22-44.

James, G. (2012). How to achieve true job security.
http://www.inc.com/geoffrey_james/how_to_achieve_true_job_security.html.

Karia, N. (1999). The Impact of TQM Practice on Employees' work related attitude, MBA Unpublished Research Report, University Science Malasia, and Penang.

Karia, N., and Ahmad, Z.A. (2000). Quality practices that pay: Empowerment and Teamwork. *Malaysian Management review*, 35 (2), pp 66-76.

Levy, P.L. (2003). *Industrial/Organisational Psychology: Understanding the Workplace*. Boston. Houghton Mifflin Company.

Lloyd, K. (2009). *Performance Appraisal and Phrases for Dummies*. USA. A Willey Brand.

Locke, E.A. (1976). The nature and causes of Job Satisfaction. In M.D. Dunnette (ED), *Hand Book of Industrial and Organisational Psychology*. Chicago. Ran McNally.

Lucky, I.O.E. (2012). The misconception on small business survival during economic downturn. *Adv Asian Social Science*. 1(1),1-3.

Mamoria, C.B. (1995). *Personnel management (Management of Human Resources)*. Bombay. Himalaya publishing House.

Marquardt, M.J., Nissley, N., Ozag, R., Taylor, T.L. (2000). Training and development in the United States. *International Journal of Training and Development*, 4(2), 138-149.

Nelson, B. (2005). *1001 Ways to Reward Employees (2nd Ed)*. New York. Workman Publishing.

Noe, R.A. (2008). *Employee training and development*. New York. MacGraw-Hill, Inc.

Oladimeji, A. (1999). *Human Resources Management in Nigeria*. Business and Institutional Support Associates Limited, Lagos.

Ostroff, C. (1992). The relationship between satisfaction, attitudes and performance: An Organisation Level Analysis. *Journal of applied Psychology*, 77, 963-974.

Rastogi, P.N. (2002). Sustainable enterprise Competitiveness- is human capital the answer? *Human system Management*, 19 (3), 193-203.

Riketta, M. (2002). Attitudinal Organisation Commitment and Job Performance: A Meta-analysis. *Journal of Organisational Behaviour*, 23. (3), pp 257-266.

Saari, L.M. and Judge, T.A (2004). Employee attitude and Job satisfaction. *Human Resource Management*, (43) 4, 395-407.

Schneider, B., Hanges, P. J., and Salvaggio, A.N. (2003). Which comes first: Employee attitudes or Organisational financial and marketing programme? *Journal of applied Psychology*, 88(2), 836-851.

Sousa-Poza, A., and Sousa-Poza, A.A. (2000). Well-being at work. A cross-national analysis of the levels and determinants of Job-Satisfaction. *The Journal of Socio-Economics*, 29(2), 517-38.

Srivastava, A., Locke, E.A., and Bartol, K.M. (2001). Money and Subjective Well-Being it's not the Money, it's the Motives. *Journal of Personality and Social Psychology*, 80(3), 959-917.

Sverke, M., Hellgren, J., and Naswall, K. (2002). No Security: A meta-analysis and review of job insecurity and its consequences. *Journal of Occupational Health Psychology*, 7(3), 242-264.

Togia, A., Koustelios, A., and Tsigilis, N. (2004). Job satisfaction among Greek Academic Librarians. *Library and Information Science Research*, 26(3), 373-83.

Zohir, S.C. (2007). Role of Dhaka export Processing Zone: Employment and Empowerment. Research Report, Bangladesh Institute of Development, Dhaka, People's Republic of Bangladesh.

Terera S.R., & Ngirande, H. (2014). The impact of Training on Employee Job Satisfaction and retention among administrative staff Members: A case of a selected tertiary institution. *Journal of social sciences*, 39 (1), 43-50

Coetzee, M., & Schreuder, S. (2013), *Personnel Psychology and Applied Perspective*. Pretoria. Oxford University Press.

Kabungaidze, T., Mahlatshana, N., Ngirande, H. (2013). The impact of job satisfaction and some demographic variables on employee turnover intentions. *International Journal of Business Administration*, 4 (1), 53-65.