The Relationship between Employee Training and Development and Job Satisfaction in Uganda Management Institute: An Empirical Study

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Abstract

The purpose of the study was to investigate the relationship between employee training and development and job satisfaction in Uganda Management Institute – Uganda. A cross-sectional survey design was used with the sample size of 118. Purposive, stratified and systematic sampling techniques were used to select respondents. Data analysis involved frequencies and percentages, Spearman rank correlation, coefficient of determination, regression, and ANOVA. There was a weak positive correlation (*rho* = .343) between employee training and developments and job satisfaction. The coefficient of determination expressed into percentage revealed that employee training and developments accounted for 11.8% of variation in job satisfaction.

Key Words: Human Resource Management (HRM), employee training and development, job satisfaction, Uganda Management Institute.

Introduction

Job satisfaction viewed as a positive emotional state resulting from the pleasure a worker derives from the job, a state where one's needs and one's outcomes match well and conceptualized in terms of satisfaction with work, involvement in work and commitment to work. Job satisfaction is a highly studied phenomenon because many experts believe that it has some relationship with labour market behaviour and is likely to influence productivity, work effort and decisions of employees to leave a job (Gazioglu & Tasel, 2002). Organizations have significant effects on the people who work for them as evidenced by how people feel about their work (Spector, 1997).

Employees are expected to be happy with their work; this makes job satisfaction an issue of substantial importance for both employer and employees. Unfortunately, many organizations have failed to include job satisfaction on their priority lists (Gazioglu & Tasel, 2002), perhaps because they have failed to assess its actual impact or failed to measure it. Despite the emphasis on job satisfaction worldwide, one of the limitations in literature is that it is not yet clear as to how exactly employee training and development as a Human Resource practice affect job satisfaction. This study focused on employee training and development and established it effect on job satisfaction.

Ideas and innovations which had indirect or direct influence on people management dates back in the 1780s and through to the twentieth and twenty-first centuries. Chronologically, there has been development from Social Reformers' in the 1780s to Welfare or Caring from 1840s to 1902 and then to Employment Management from 1910s to 1920s; this was followed by Personnel Management from 1920s to 1940s; in the 1940s to 1960s was Specialist Personnel Management; in the 1960s to 1980s was Professional Personnel Management and finally late 1980s - 1990s and Beyond it became Human Resource Management.

There are two schools of thought about HRM in this respect; the first camp argues that HRM does not suggest anything new but it is simply a renaming of the orthodox personnel management function. They contend that HRM is a synonym of personnel management and that it is merely 're-titling' the personnel management function in organizations (Fowler, 1987; Blyton and Turnbull, 1992, Legge, 1995, Torrington and Hall, 1989).

Several expressions have been used to deliver this message. To some writers HRM is 'traditional personnel administration dressed up' (Sisson, 1990; Hendry, 1995); and it is regarded as either the 'old wine in new bottles' or the 'Emperor's new clothes' (Armstrong, 2007). To others it is 'personnel management re-christened' (Strauss,1999); a 'wolf in sheep's skin' and the 'epitome of good personnel' (Keenoy, 1990); as well as denoting the 're-labeling' or 'repackaging' of progressive personnel management (Torrington and Hall, 1989; Bratton and Gold, 1999). In this school of thought, the concept of HRM is fundamentally indistinguishable from personnel management on the grounds that there is little, if any, substantive difference between HRM and its predecessors, including Personnel management.

This camp opines that the term human resource management does not give a new meaning to what has traditionally been called 'personnel management', but instead, is used to accommodate or capture the prevailing mood and contemporary fashion (Redman and Wilkinson, 2001, Storey, 1992). This point is well echoed by Bratton and Gold who posit that the vocabulary of management, like language as a whole, is not immune to fashion, with a growing awareness among practitioners and management scholars of using gender-neutral language, human resource management has been adopted by some to avoid gender-biased phrases such as manpower planning and manpower administration (1999, p.14). In the developing countries such as African organizations, the terms 'manpower management', 'manpower administration' and 'personnel' have been used predominantly in the public sector, particularly in the public services for a long time. It is in the recent past that the term HRM was adopted to describe the employee management function.

According to Guest (1987), from the foregoing HRM, arguably, does not offer anything new; it is simply "good personnel management described in a fashionable way". The supporters of this viewpoint contend that proactive and dynamic personnel practitioners have always applied concepts that are embodied in HRM (Cumming, 1993; Torrington,

et al, 2005). In the light of the first camp, HRM is more of an attitude of mind than a new approach (Armstrong, 2007). Moreover, supporters of this camp argue that it is used as a way of "re-conceptualizing and reorganizing personnel roles and describing the work of personnel departments (Guest, 1987; Storey, 1992). Others claim that the HRM model remains an elusive concept and contains contradictions and paradoxes.

Knockers opine HRM as rhetoric to disguise the consequences of de-regulation and down-sizing: a mask for the less acceptable face of organization culture. The impression one obtains from this perspective is that HRM is not a new distinctive model to managing the employment relationship. According to this outlook, the concept neither offers a completely new management philosophical outlook, nor discards elements of the previous approaches. It essentially builds on approaches that preceded its evolution such as the welfare, scientific management, human relations, industrial relations and manpower planning.

Statement of the Problem

UMI claims equity and fairness, as imperative principles that underlie her human resource management and development objectives, policies and programmes, and further professes an equal opportunity employer that believes in implementing a responsive performance-based reward system to attract and retain highly competent and motivated personnel. It therefore, should be seen to attract, retain, utilize, train and build capacities of human resources, and engage her employees who enjoy satisfaction at their job. However, job satisfaction has proven a menace in the institute as review of records on recruitment and resignation, from UMI Human Resource Department by the researcher reveals that between 2006 and 2012, a total of 21 teaching staff and 17 administrative staff, summing to 38 staff, out of 175 in 2012, have voluntarily left work; this indicates prevalence of crisis with satisfaction with work. This is an ugly situation for organizational performance and it explains why the researcher was interested in investigating the relationship between employee training and development and job satisfaction in Uganda Management Institute.

Conceptual Review

The development community has used the term 'capacity building' increasingly in recent years. Staff capacity can be defined as the ability of individuals to perform functions effectively, efficiently and sustainably. This definition has three important aspects: first, it indicates that capacity is not a passive state but is part of a continuing process. Secondly, it ensures that human resources and the way in which they are utilized are central to capacity development; and thirdly, it requires that the overall context within which organizations undertake their functions will also be a key consideration in strategies for capacity development.

Employee training and development is one form of employee capacity building. Training and development is considered to be the most common Human Resource practice. Training and development refers to any effort to improve current or future employees' skills, abilities, and knowledge (Aswathappa, 2008). Landy (1985) defined job training as "a set of planned activities on the part of an organization to increase the job knowledge and skills or to modify the attitudes and social behaviour of its members in ways consistent with the goals of the organization and the requirements of the job" (p. 306). Training is the systematic development of the knowledge, skills, and expertise required by a person to effectively perform a given task or job (Patrick, 2000).

In developing employees' capabilities, organizations provide support that includes the job itself and also other activities and programs for employees. This gives the opportunity to develop their knowledge, skills and abilities further. Training is also defined by Herry and Noon (2001), as "the process of changing the skills, attitudes, and knowledge of employees with the purpose of improving their level of competence". Aswathappa (2002), however, twinned training and development as two inseparable words with a hedge over the other definitions. According to him, training and development refer to the imparting of specific skills, abilities and knowledge to an employee. He further argues that a formal definition of training "… is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge". He asserts that the need for training and development is determined by the employee's performance deficiency. Training therefore refers to the process of imparting specific knowledge, skills and attitude for an improved performance.

The aim of training and development within an organization, furthermore, is to provide staff with the necessary skills and knowledge to fulfil the organization's corporate and business plan (Johnson, 2000). This however, is not simply related to specific training for a work practice, as training of any type is essential as it creates a learning ethos (Pfeffer, 1996). In many instances training and development is seen as a frill, rather than a necessity, even though it has been proven that training can provide a competitive advantage to those firms who have the wisdom to use it (Pfeffer, 1996). Within an organization that operates training and development as a best practice, this should occur at organizational, operational, and personal level (McGehee and Thayer, 1961). In this study the definition by Aswathappa (2002), thus, training and development being, imparting of specific skills, abilities and knowledge to an employee is adopted.

Methodology

The researcher used a cross-sectional survey design because the study intended to pick only some representative sample elements of the cross section of the population. The study was also cross-sectional because it was conducted across participants over a short period of time. It didn't necessitate the researcher to make follow up of the participants. The survey was also preferred because it allowed the researcher to get a detailed inspection of the relationship between Staff training and development as a Human Resource Practices and job satisfaction among the staff of Uganda Management Institute. Quantitative and qualitative approaches were adopted. The former enhanced the understanding of

the meaning of numbers, while the latter gave precise and testable expression to qualitative ideas. Engagement of both research approaches heightened the reliability and validity of study.

The study population was composed of 175 employees, both administrative and academic staff. They were the key players in the running of Uganda Management Institute, and therefore, were conversant with the affairs of the institute. The sample and sampling technique use are as demonstrated in table 1 below:

Table 1: Parent Population, Sample Population, Sampling Techniques and the Data Collection Methods

Categories of Respondents	Stratified Categories	Sampling Technique	Methods of Data Collection	Target Population	Sampled Population
Governing Council	Governing Council	Purposive sampling	Interviews	17	06
Administrative staff	Key administrative staff	Stratified sampling	Interviews	09	04
	Other administrative Staff	Purposive sampling	Questionnaires	68	41
Academic staff	Heads of Departments	Systematic sampling	Interviews	11	07
	Lectures/ Consultants	Purposive stratified sampling	Questionnaires	35	31
Staff who have voluntarily left	Staff who have voluntarily left	Convenience sampling	Interviews	35	29
Total				175	118

Purposive and stratified sampling techniques were used to select the members of the governing council and the administrative staff. Purposive sampling was used for members of the governing council because they were fewer and they were the policy makers in the institute, hence, they understood the policies in the institute and (Amin, 2005) recommends such knowledgeable people as good for interviews. In order to give equal opportunity for every category of respondents, stratified sampling was used to select administrative staff representative of various departments at the institute.

In order to select the representative sample for both the academic and support staff, systematic sampling technique was used; this helped to avoid bias during the selection and for reason of comparative analysis. Two separate lists of the administrative and academic staff, each according to their category were compiled and every n^{th} person on the list was selected from each list. To get the nth for the academic staff, the total number of academic staff was divided by the sample size of academic staff, thus a/b = c. Therefore, every n^{th} academic staff on the list was selected (e.g. the 4th, 8th, 12th and so forth) until a total of representative sample for academic staff was realized. The same was done for administrative staff. The staff that left the institute were conveniently sampled, since accessibility was uncertain.

Guided by the nature of the problem, the relationship between employee training and development and job satisfaction under investigation, the researcher used three types of data collection methods, which included questionnaires, interviews and documentary analysis that allowed methodological triangulation Amin (2005). Information was gathered by administering questionnaires to UMI staff who individually and personally got these filled as recommended by Amin (2005). Where required, the researcher offered necessary explanations with reference to the questions. It was more convenient and economical to collect information, using the questionnaire survey. It was a suitable method for collecting data from a large sample using this method. This method was impersonal and avoided bias, which could develop as a result of interaction between the researcher and the respondent. It ensured an excellent degree of anonymity to the respondents. The respondents felt free to express their views through this method than they would do personally to the researcher. It placed less pressure on the respondents for immediate response because they completed questionnaires at their own time and pace.

The strategic managers were interviewed to solicit information on the relationship between human resource management practices and job satisfaction among the staff of Uganda Management Institute. Interview was a face-to-face interface between the researcher and UMI management, which involved the researcher talking and listening to the UMI management. Interviews allowed pursuance of in-depth information around the topic and were useful as follow-ups to certain responses to questionnaires and to further investigate their response and served the purpose of triangulation (Amin, 2005), that heightened the reliability and the validity of the findings.

To provide the secondary source of the data, the researcher gathered available relevant institute record and reports to collect information on human resource management practices and job satisfaction. This helped to corroborate findings from questionnaires as well interviews and showed how the variables relate.

The researcher, for purposes of triangulation, used three types of instruments, which were developed with the guidance of the objectives of the study, conceptual framework and literature reviewed. These included: structured questionnaires, interviews guide, and documentary analysis guide (Kothari, 2004).

Structured questionnaires containing closed-questions were preferred because of the large number of subjects, cost, time and the nature of the topic. Thus, data collected using this method was quantitative (Kothari, 2004). One set of questionnaires was administered, to both the academic and administrative staff in order to determine the views of the two categories of staff on the relationship between the variables. The interview guide was a tool, which consisted of open-ended questions as recommended by Amin (2005). Documentary analysis checklist was drawn in order to guide the

researcher on the documentary information required by the study. The checklist was used to request for such documents from UMI (Kothari, 2004).

Considering that data are only useful if they are *valid* (i.e., measure what they purport to measure) and *reliable* (i.e., collected data in the same way by different people, at different times and in different locations), to obtain valid and reliable data, the researcher had to ensure that the two met statistical requirements. Accuracy of information was ensured by the use of relevant instruments. The questionnaires adapted from previous studies were subjected to the scrutiny of the supervisors who are experts in the field of research and their recommendations were used to finally formulate instruments that had the ability to solicit the expected relevant data. Strategic managers were the relevant subjects that were interviewed to obtain crucial data. The administrative and academic staff members were administered questionnaires, which after designing, were, subjected to rating and the Content Validity Index (CVI) computed using the following formula:

CVI = No. of items rated as relevant

All items in the questionnaire

Table 2: Validity

Raters	Relevant Items	Not Relevant Items	Total
Rater 1	35	14	49
Rater 2	37	12	49
Total	72	26	98

Thus, the CVI = $\frac{72}{98}$ = 0.735

The CVI for the questionnaire for both the academic and support staff was 0.735. The recommended validity measure by Amin (2005) is 0.7. Hence, the questionnaires were considered valid for data collection.

The questionnaires were piloted in three similar institutions to ensure reliability, namely Uganda College of Commerce - Pakwach, National Teachers' College - Muni and Nile Institute of Management Studies – Arua (NIMSA); it helped to ensure consistency and dependability of the research instruments and their ability to tap data that answer to the objective of the study. Raw data from the instruments were subjected to a reliability factor analysis and reliability test from which a CVI was computed as recommended by Amin (2005), and the findings are as tabulated in Table 3:

Table 3: Reliability

Variables	No. of items	Crombach Alpha
Employee Training and Development	12	0.925
Job Satisfaction	3	0.759

Given that the Crombach alphas were greater than 0.7, as recommended by (Amin, 2005), the items measuring the variables were considered dependable for the data collection.

Data collected using structured closed ended items in the questionnaires were subjected to frequencies and percentages, which helped to show the distribution of respondents on the independent variable and the dependent variable. Spearman rank correlation was used to determine relationships between the variables because the variables were accompanied with an ordinal scale. The coefficient of determination was used to determine effect of the employee training and development on job satisfaction. Content analysis was used to analyze qualitative data where all the qualitative data collected through interviews and documentary records were categorized, interpreted and analysed under the theme. These were used to corroborate and triangulate findings obtained through quantitative data analysis.

Findings and Discussions

Using a questionnaire, twelve items about employee training and development were presented to respondents at UMI. They were requested to respond to the items using a five response Likert scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neither Disagree not Agree (NDA), 4 = Agree (A) and 5 = Strongly Agree (SA). Findings are presented in Table 4. Following the table is the analysis and interpretation of the findings.

Table 4: Findings about employee training and development

Items about employee training and development	SD	D	NDA	A	SA	Total
I have been able to gainfully use the skills gained through training	5 (7%)	5 (7%)	3 (4%)	36 (48%)	25 (34%)	74 (100%)
I have been able to express what I think in a	4	2	7	46	15	74

clear and coherent manner after training	(5%)	(3%)	(9%)	(63%)	(20%)	(100%)
The training programme I attended gave me ideas about how to handle my job	4 (5%)	1 (1%)	2 (3%)	41 (56%)	26 (35%)	74 (100%)
My understanding of the job improved as a result of the training programme	1 (1%)	6 (8%)	5 (7%)	38 (52%)	24 (32%)	74 (100%)
I always have a better understanding of work after the training	1 (1%)	2 (3%)	6 (8%)	39 (53%)	26 (35%)	74 (100%)
My skills improved as a result of training	2 (3%)	3 (4%)	9 (12%)	35 (47%)	25 (34%)	74 (100%)
I have been able to convince people, on seeing what I do after training	2 (3%)	4 (5%)	11 (15%)	44 (59%)	13 (18%)	74 (100%)
I have been able to respond quickly without panicking in unforeseen situations after training	1 (1%)	5 (7%)	7 (9%)	40 (55%)	21 (28%)	74 (100%)
My attitude has changed after training	2 (3%)	2 (3%)	15 (20%)	39 (52%)	16 (22%)	74 (100%)
The training covered the topic I needed to learn about	1 (1%)	3 (4%)	14 (19%)	38 (51%)	18 (24%)	74 (99%)
I have been able to make important decision without having to consult others after training	1 (1%)	8 (11%)	14 (19%)	34 (46%)	17 (23%)	74 (100%)
I always give sufficient information on the objectives of the training course	2 (3%)	5 (7%)	18 (24%)	36 (48%)	13 (18%)	74 (100%)

Source: *Primary data*

Findings show that most of the UMI staff concurred with all the twelve items in Table 4, compared to the proportion of respondents who opposed the items. It is shown that the percentage of UMI staff that opposed the items was 4% to 14% while the percentage of UMI staff that concurred to the items was 66% to 91% and the percentage of UMI staff that neither disagreed nor agreed to the items was 3% to 24%. Thus, from the analysis it is interpreted that most UMI staff have been able to gainfully use the skills gained through training and development and express what they thought in a clear and coherent manner after training. In addition, for most employees, the training programme they attended gave them ideas about how to handle their job, their understanding of the job improved as a result of the training programme, they always had a better understanding of work after the training, their skills improved as a result of training and were able to convince people on seeing what they do after training. Furthermore, most UMI staff members were able to respond quickly without panicking in unforeseen situations after training, their attitude changed after training and the training covered the topic they needed to learn about. Lastly, most UMI staff members were able to make important decisions without having to consult others after training and they always gave sufficient information on the objectives of the training course.

One interviewee supported findings from the questionnaire. For example, when asked about employee training and development at UMI, he had this to say: "*It is the best in Kampala, full sponsorships and training budget is big. It is only UMI that sponsors a 190m PhD for one person at 100% funding*" (*Interview a with former UMI staff, 14ᵗʰ September 2012*). Similarly, a member of UMI Governing Council was also full of praise of UMI's employee training and development as shown in the following response: "*UMI has a very big reward in terms of staff development because for any relevant training, the institute pays. If not relevant, one is advised to change*" (Interview with a member of UMI Governing Council, 7th September 2012). In the same vein, UMI Top Management Q responded, thus, *"employees are given opportunities to enhance their careers (Interview with UMI Top Management Q, 7th September 2012)*. The UMI Top Management further elaborated on the employee training and development at UMI as he further had this to say: "*There is a committee which is set in place to handle Human Resource Development Planning. It is mandatory for teaching staff to aim at PhD. There is a written Staff Development Plan which caters for all categories of staff (Interview with UMI Top Management X, 5ᵗʰ September 2012).* Similarly, the Head of Department X at UMI supported in the following words:

There is a training committee, which is functional. There is training of personnel which is above the ordinary. For instance, a secretary may be trained up to a Master's level. Two years ago, 63/147 (40%) of the employees were on training at the same time (*Interview with a Head of Department X at UMI, 7th September 2012*).

Findings on staff training and development, arising from both quantitative data and interviews, were all the more corroborated by documentary analysis. The researcher found that UMI has expressed Human Resource Development Plan (HRDP) 2011 – 2015. In this document emphasis is placed on building the capacities of the human resource as in part the document has this to expose:

Planned Human Resource Development is critical to the achievement of a skilled and efficient workforce. Developing people to their full potential will contribute significantly to achieving the strategic goals of the Institute. Proper planning takes into account the training needs of the Institute, the Departments and individual staff. It shall be ensured that development activities reflect Institute's strategic direction and maximize the learning outcomes for individuals. The Institute's training and staff development programme shall be based on the Human Resource Development Plan (UMI - *Planned Human Resource Development 2011-2015, pg. 3*).

Furthermore, the Human Resource Development Plan demonstrates that the institute, has planned to build capacities of a total of 66 staff ranging from other non-course development programs through Certificate, Diploma, Professional Research, Postgraduate Diploma, Masters and PhD as demonstrated in Table 5.

Table 5: Implementation of staff development plan

No.	Program	Period Coverage					Total
		2011	2012	2013	2014	2015	
1	PhD Program	2	2	2	3	3	**14**
2.	Post Doctorate	0	1	0	1	1	**03**
3.	Masters Program	2	3	3	2	3	**13**
4.	Postgraduate Diploma	2	3	3	3	3	**17**
5.	Professional/Research	2	3	3	2	3	**13**
6.	Degree Program	0	0	0	0	0	**00**
7.	Diploma/Certificate	1	2	1	1	1	**06**
8.	Other non-course development programs	Open depending on need and available funds					
Total no. of trainees for 5 years							**66**

Source: *UMI Human Resource Development Plan (HRDP) 2011 – 2015, pg.14*

As to why most employees were satisfied with employee training and development at UMI, the member of UMI Governing Council had this to say, "*The institutional policy is good. Every one's career is developed through training and development. The institute pays for all relevant training. If they are not relevant, one is advised to change*" (*Interview with a member of UMI Governing Council, 7th September 2012*). In furtherance, the Head of Department X at UMI said, *"The staff members are satisfied because of the exceptional training opportunities the staff members have. They build their career to perform better while others also get better job opportunities elsewhere" (Interview with a Head of Department X at UMI, 7th September 2012).*

In agreement with the interview findings, documentary analysis, further revealed that UMI has a huge budget vote on staff training and development as illustrated by a three years period as in Table 6.

Table 6: Budget vote for staff development for 2009/2012

Fiscal Year	2009/2010	2010/2011	2011/2012
Amount spent on Staff Development	120,541,000	199,921,472	438,493,833

Source: *Budget Performance Reports for FYs: 2009/2010, 2010/2011 and 2011/2012*

Table 6 demonstrates that UMI has great value for her staff and that explains why there is such a huge amount spent on the development of the staff of all categories, and in so doing the principle of non-decimation whether by sex or categories of employees applies. This corroborates very well, the findings from both questionnaires and interviews on staff training and development. It further, to an extent, explains job satisfaction among the UMI staff.

Hypothesis Testing

Having presented findings about employee training and developments and job satisfaction, the next stage was to establish how employee training and developments affected job satisfaction. This was achieved by computing the Spearman correlation coefficient and coefficient of determination. Findings are presented in Table 7, accompanied with an analysis and interpretation.

Table 7: Correlation between employee training and developments and job satisfaction

	Job satisfaction
Employee training and development	$rho = .343$
	$rho^2 = .118$
	$p = .003$
	$n = 74$

Source: *Primary data*

There was a weak correlation (*rho* = .343) between employee training and developments and job satisfaction. The sign of the correlation was positive. Since the correlation does not indicate the percentage of variation in the dependent variable caused by the independent variable, a coefficient of determination (rho^2 = .118), which is a square of the correlation coefficient was computed. The coefficient of determination was expressed into percentage to determine the effect of employee training and developments on job satisfaction. This revealed that employee training and developments accounted for 11.8% of variation in job satisfaction. These findings were subjected to a test of significance, which showed that significance of the correlation coefficient (p = .003) was less than the critical significance at 0.05. This implied there was a weak positive relationship between employee training and developments and job satisfaction. The weak nature of the relationship meant that a small change in employee training and developments was related to a small change in job satisfaction. The positive nature of the relationship implied that the change in the two variables was in the same direction, whereby better employee training and developments was related to more job satisfaction and vice versa.

When asked, how employee training and development at UMI has affected job satisfaction, one interviewee agreed with questionnaire findings as shown in the following words, "*There is a relationship. Most staff that have graduated have remained to serve the institute*" (*Interview with former UMI staff, 6thAugust 2012*). Similarly, the member of UMI Governing Council responded, "*People are satisfied with training and development policy*" (*Interview with member of UMI Governing Council, 7th September 2012*). In response to the same, a UMI Top Management Q said, *"Once people know that the employer is interested in their development, they get interested in their jobs and that gives them hope (Interview with UMI Top Management Q, 7th September 2012).* A Head of Department X at UMI was equally supportive as exposed in the following words "*It has affected staff positively. The staff are enjoying their jobs more. For others, it*

has increased their flexibility to join other organizations" (Interview with a Head of Department X at UMI, 7th September 2012). Similarly, one UMI Top Management X was supportive as shown in the following:

> Employee training and development is good. Employees feel competent. In addition, once they feel so, they enjoy their jobs. There is now a new trend. Those coming in as consultant would like to have opportunities for training and development. Besides, at a level of PhD, their level of analysis is very high and they are self-driven and propelled by personal performance *(Interview with UMI Top Management X, 5ᵗʰ September 2012).*

Conclusion and Implication

Arising from that finding that revealed the linearity in relationship between employee training and developments and job satisfaction, in order to heighten job satisfaction amongst the staff, UMI has to continually ensure staff training and development amongst her employees. This further means productivity would continue to rise a result of employee training and developments. To other organizations, especially those of similar nature, and in similar environment, if they could borrow a leaf from this finding, training and developing the capacity of their staff to their full potentials, especially in a non-discriminatory manner would lead to achievement of their organizational objectives.

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