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Human Resource Development and Employee Job Satisfaction in a Public University in Uganda

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ABSTRACT

The study investigated the influence of human resource development (HRD) and employee job satisfaction (EJS). Specifically, the study analysed the influence of human resource development constructs, namely employee performance appraisal, training and promotions on EJS. The correlational study involved 814 academic staff, administrative staff and support staff of a public university in Uganda. Data were collected using a self-administered questionnaire whose validity and reliability were tested using Factor Analysis and Cronbach Alpha. Descriptive results revealed that staff rated their EJS and implementation of HRD in terms of employee performance appraisal, training and promotions as moderate. Multiple regression results established that HRD had a positive significant influence on EJS. It was therefore concluded that, employee performance appraisal, training and promotions are essential prerequisites for EJS of staff in a public university to their jobs. It was thus recommended that stakeholders such as managers in the Directorates of human resource in public universities should implement employee performance appraisal, training and promotions to enhance EJS of staff.

Key words: academic staff, administrative staff, employee job satisfaction, human resource development, public university, support staff, Uganda

INTRODUCTION

Employee job satisfaction refers to the pleasurable emotional state resulting from the valuation of his/ her work (González & Garazo, 2006). Employee job satisfaction (EJS) is about all the feelings that an individual has about his/ her job (Lu, While & BARRIBALL, 2007). EJS is expressed by a sense of fulfilment and pride felt by people who enjoy their work and do it well. Employees satisfied with their jobs exhibit attitudes that reflect that they are gratified or fulfilled by their work (Castaneda & Scanlan, 2014). EJS leads to a number of important work related outcomes (Ziegler, Hagen & Diehl, 2012). These work outcomes include decreased absenteeism and turnover, improved work climate, productivity and enhanced job performance (Hashish, 2015). EJS is also connected to subjective well-being; that is, life satisfaction, happiness, positive affect and the absence of negative affect that is necessary for successful job performance (Bowling,

Eschleman & Wang, 2010). Thus, EJS enhances job performance as it leads to positive work values, high levels of employee motivation, lower rates of absenteeism, turnover and burnout (Indermun & Bayat, 2013).

Therefore, EJS is more meaningfully related to specific components of job performance, namely, workplace behaviours that are at the discretion of an employee and are less contingent on specific skill or knowledge sets. Such important volitional behaviours include organisational citizenship behaviours, counterproductive workplace behaviours, and job withdrawal – each of which exerts an important influence on the organisation's success (Crede, Chernyshenko, Stark, Dalal & Bashshur, 2007). EJS is a result of a number of factors including working conditions, interactions with co-workers and managers, work itself, remuneration, praise and recognition, control and responsibility, job security and leadership styles, organisational policies (Lu, While & Barriball, 2007) and human resource development (Gopinath, 2016). Specifically, human resource development (HRD) which this study is interested in refers to a set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn necessary skills to meet current and future job demands. In a broader sense, HRD seeks to develop people's knowledge, expertise, productivity and satisfaction, whether for personal or group/ team gain, or for the benefit of an organisation, community, nation or ultimately the whole humanity (Long, Xuan, Ismail, Rasid & Kowang, 2014).

During the last decades of the 20th century, supervisors began to focus on bringing organisational and individual employee goals closer together. To do this, managers strove to make work meaningful. Upper management gave human resource professionals the responsibility of optimising employee skills through training and development to create a more valuable, skilled workforce (Storey, Wright & Ulrich 2009). In the 21st century, leaders of organisations are faced with daunting, complex and unrelenting challenges relating to competition and thus must simultaneously identify new opportunities for growth and innovation to remain agile and responsive. The key to meeting these enormous challenges has led to emphasis on HRD (Arora, 2014). Today, the world talks of lifelong learning, learning organisations and a learning society (Raggatt, Edwards & Small, 2013). Among others, HRD includes employee performance appraisal, training and promotion (Hassan, 2007). This paper was a survey on the influence of HRD on EJS in a public university in Uganda owing to the factor that studies (e.g. Absar, Azim, Balasundaram & Akhter, 2010; Mustapha & Zakaria, 2013; Paşaoğlu & Tonus, 2014; Petrescu & Simmons, 2008; Ray & Ray, 2011; Steijn, 2004; Turk, 2007) that have related HRD and EJS have been done outside the Ugandan context. Therefore, this paper in the context of a public university in Uganda related HRD and EJS using both academic and non-academic staff in a public university, testing the hypotheses to the effect that:

H1: There is a relationship between employee performance appraisal and employee job satisfaction.

H2: There is a relationship between staff training practices and employee job satisfaction.

H3: Promotion practices have a relationship with the employee job satisfaction.

LITERATURE REVIEW

Theoretical Review

Social Exchange Theory (SET) was used to explain the influence of HRD on employee job satisfaction. SET postulates that social exchange comprises actions contingent on the rewarding reactions of others, which over time provide for mutually and rewarding transactions and relationships (Cropanzano & Mitchell, 2005). SET suggests that when a person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Chiu & Ng, 2013). SET indicates that humans interact in social behaviour in order to maximize benefits and minimize costs, which then leads to a positive outcome such as job satisfaction (Holthausen, 2013). Therefore, interactions between persons are an exchange of goods, material and non-material (Calhoun, Gerteis, Moody, Pfaff & Virrk, 2012). The social exchange relationship rests on the norm of reciprocity. An exchange starts with one party giving a benefit such as satisfying HRD by the employer to the employee. If the recipient reciprocates, and consequently a series of beneficial exchanges occur, feelings of mutual obligation between the parties result. A broad notion of reciprocity encompasses a feeling of an obligation to repay favourable treatment. Exchange or reciprocation in social relationships becomes stronger when both partners are willing to provide resources valuable to the other. Whereas employees value beneficial treatment, employers seek loyalty and dedication (Wikhamn & Hall, 2012). Job satisfaction is an exchange outcome because it reflects a perception of the exchange quality of which the employee and the working organisation are required to fulfil their obligations to each other and establish ongoing reciprocity (Chiu & Ng, 2013). SET indicates that exchanges such as satisfying HRD are reciprocated by staff with EJS. Therefore, this study investigated the relationship between HRD and EJS of staff of Makerere University.

Human Resource Development and Employee Job Satisfaction

A number of studies (e.g. Ahmed, Hussain, Ahmed & Akbar 2010; Costen & Salazar, 2011; Darehzereshki, 2013; Farahbod & Arzi, 2014; Karimi & Hussain, 2011; Khan, Abbasi, Waseem, Ayaz and Ijaz (2016) 2011; Flaniken, 2009; Gazioglu & Tansel; 2006; Kosteas, 2010; Malik, Danish, & Munir, 2012; Mustapha & Zakaria, 2013; Naveed, Usman & Bushra, 2011; Butt, Rehman & Safwan, 2007; Schmidt, 2007; Türk, 2007; Vasudevan, 2014; Yeow, Chow, Kavitha & Koe, 2012) have related HRD to EJS. The studies reveal that HRD includes performance appraisal, training and promotion.

Employee Performance Appraisal and Employee Job Satisfaction

A number of scholars (e.g. Ahmed et al., 2010; Darehzereshki, 2013; Farahbod & Arzi, 2014; Karimi & Hussain, 2011; Flaniken, 2009; Turk, 2007) have related employee performance appraisal and EJS. For instance, Ahmed et al. (2010) explored the relationship between performance appraisal satisfaction, job satisfaction and turnover intentions using employees in semi-governmental organizations in Pakistan. Their correlation results showed that satisfaction with performance appraisal positively related to employee job satisfaction and negatively related to turnover intentions. Darehzereshki (2013) examined the role of performance appraisal quality on human resource management outcome of employees of multinational companies in Malaysia. The results of the study indicated that employees with high quality performance appraisal

experiences were more likely to be satisfied with their job. Farahbod and Arzi (2014) in a study on Malaysian hotel employees found out that performance appraisal had a significant impact on job satisfaction. Most of the employees who participated in the study believed that the evaluation of their performance was beneficial to them. Flaniken (2009) explored performance appraisal systems with employees of American Christian Colleges and Universities as units of analysis. The study found a very high usage of staff performance appraisal. However, the respondents expressed a significant amount of dissatisfaction with the appraisal process due to lack of leadership support for the appraisal process, inability to hold supervisors accountable for the untimely completion of their appraisal and lack of training provided to supervisors to do appraisal well.

Karimi and Hussain (2011) examined the relationship of employee performance appraisal system and employee satisfaction using employees working in an international non-for-profit organisation in Peshawar region, Pakistan. Their regression results indicated a positive and significant relationship between employee performance appraisal system and employee satisfaction. Turk (2007) investigated performance appraisal and the compensation of academic staff using lecturers of the University of Tartu in Estonia. The findings revealed that the performance appraisal systems guaranteed a highly motivated core of staff. The studies above suggest that performance appraisal has a positive significant relationship with employee job satisfaction. However, these studies were biased towards the Western World (e.g. Franiken, 2009; Turk, 2007) and Asia (e.g. Ahmed et al., 2010; 2014; Darehzereshki, 2013; Farahbod & Arzi, Karimi & Hussain, 2011). This contextual gap lead to the unanswered empirical question as to whether performance appraisal related to EJS in the context of a public university in Uganda, hence testing the hypothesis that:

H1: There is a relationship between employee performance appraisal and employee job satisfaction.

Training and Employee Job Satisfaction

Different scholars (e.g. Adesola, Oyeniyi & Adeyemi, 2013; Costen & Salazar, 2011; Farahbod & Arzi, 2014; Gazioglu & Tansel; 2006; Oyeniyi, Afolabi & Olayanju, 2014; Schmidt, 2007; Vasudevan, 2014; Waseem et al. 2016; Yeow, Chow, Kavitha & Koe, 2012) that have related training and EJS can be cited. Adesola et al. (2013) examined the relationship between staff training and job satisfaction of employees in Osogbo metropolis banks in Nigeria. Their regression results showed that staff training had positive significant relationship with job satisfaction. Costen and Salazar (2011) investigated the impact of training and development on employee job satisfaction, loyalty and intent to stay in the lodging industry in the United States. The results indicated that employees who perceived they had the opportunity to develop new skills were more satisfied with their jobs, more loyal and more likely to stay with the organisation. Balozzi and Abdullah (2014) examined the effects of training and development and employee relationships on job satisfaction in Tanzanian public service colleges. Their regression findings indicated that training and development were positively and significantly related to employee job satisfaction.

However, Farahbod and Arzi (2014) in a study carried out on Malaysian hotels found out that training did not have any significant impact on EJS. Gazioglu and Tansel (2006) examined job

satisfaction in relation to various factors using British employees' workplace employee relations survey. The results showed that training opportunities had positive and significant coefficients. Khan et al. (2016) studied the impact of training and development on employee performance through job satisfaction using employees in the Telecom Sector in Pakistan. Their regression results revealed that training and development had a positive significant effect on employee job satisfaction. Oyeniyi et al. (2014) investigated the effect of HRM practices on job satisfaction among Nigerian banks with staff of banks in Lagos as units of analysis. Their regression results indicated that training practices had a positive effect on job satisfaction.

Schmidt (2007) examined the relationship between satisfaction with workplace training and overall job satisfaction using customer and technical service employees in a number of organisations in the United States and Canada. The components of job training analyzed, namely; time spent on training, training methodology and content had a positive significant relationship with EJS. Vasudevan (2014) examined the effect of training on the work commitment, job satisfaction and job performance of employees from different organisations in Malaysia. Regression results indicated that training commitment, training needs assessment, training contents, delivery approaches and training evaluation, positively and significantly influenced EJS. Yeow et al. (2012) studied the effects of training among academic staff in private higher learning institutions from a number of colleges and institutions in Malaysia. Using correlation analysis, they found that job satisfaction significantly related to training. Scholars in the studies above, expended sufficient effort to relate training and employee job satisfaction. However, gaps emerged at contextual and empirical levels. At the contextual level, most studies were carried out in the Western World (e.g. Costen & Salazar, 2011; Gazioglu & Tansel; 2006; Schmidt, 2007) and Asia (e.g. Farahbod & Arzi, 2014; Ayaz & Ijaz, 2016; Vasudevan, 2014; Yeow et al., 2012). At the empirical level, whereas all the other studies established a positive significant relationship between training and job satisfaction, Farahbod and Arzi (2014) found out that training did not have any significant impact on job satisfaction. These gaps made it imperative in the context of the developing world of Africa and particularly in Uganda for this study to investigate whether the following hypothesis in the context of universities was appropriate:

H2: There is a relationship between staff training practices and employee job satisfaction.

Promotion and Employee Job Satisfaction

Several scholars (e.g. Kosteas, 2010; Malik, Danish & Munir, 2012; Mustapha & Zakaria, 2013; Naveed et al., 2011; Butt et al. 2007) have related promotion to EJS. Butt et al. (2007) analysed the effect of human resource practices including promotion on job satisfaction of employees in both private and public sector service organisations in Rawalpindi and Islamabad in Turkey. Their regression results showed a positive and significant relationship between promotion and job satisfaction. Kosteas (2010) investigated promotion and job satisfaction of academic staff in the US. The study found that receiving job promotion in the past two years led to increased job satisfaction for academic staff. Workers who believed a promotion was possible in the next two years also reported higher levels of job satisfaction. Mustapha and Zakaria (2013) examined the influence of promotion opportunities on job satisfaction of lecturers in public universities in Kelantan in Malaysia. Their findings found a positive significant relationship existed between promotion opportunities and job satisfaction. Malik et al. (2012) studied the impact of pay and promotion on job satisfaction in higher education institutes of Pakistan. Their findings revealed that promotion had a modest but positive effect on employee job satisfaction.

Naveed et al. (2011) investigated whether promotion predicted job satisfaction among employees of glass industry in Pakistan. The findings revealed a significant relationship between promotion and job satisfaction. Saba and Zafar (2013) analyzed job satisfaction levels of the academic staff in public and private universities in Pakistan. The results indicated that promotion opportunities had a positive significant effect on job satisfaction. Scholars in the studies made significant effort to establish the relationship between promotion and employee job satisfaction. However, gaps emerged at contextual and empirical level. At contextual level, all the studies were done in the Western World (e.g. Kosteas, 2010; Rehman & Safwan, 2007) and Asia (e.g. Mustapha & Zakaria, 2013; Malik et al., 2012; Naveed et al., 2011; Rehman & Safwan, 2007). At empirical level, the study by Malik et al. (2012) raised controversy. Whereas all the other studies indicated a positive and significant relationship between promotion and job effect, Malik et al. indicated that promotion had a modest positive effect on employee job satisfaction. These gaps made it necessary in the contest of Africa and particularly in Uganda to seek to investigate whether the following hypothesis was true:

H3: Promotion practices have a relationship with the employee job satisfaction.

METHOD

Data Collection Instrument

The study adopted the positivist approach in a survey involving the use of a self-administered questionnaire (SAQ). The SAQ was a close-ended questionnaire with question items based on a nominal scale with appropriate alternatives given for section A on background characteristics of the respondents and ordinal scale based on the five-point Likert from a minimum of 1 (strongly disagree) through to a maximum of 5 (Strongly agree) for sections B and C. Section A on background characteristics comprised questions on age, sex, designation, years of service and salary scale of the employees. Section B was on employee job satisfaction (DV) and HRM practices (IVI). Employee job satisfaction (DV) covered 15 items (15 items $\alpha = 0.86, 0.88$ & 0.91) adopted from Martins and Proença (2012). Section C on HRM practices (IV) was divided into six sub subsections, namely staffing, performance appraisal, promotion, training, communication and compensation. Staffing (6 items $\alpha = 0.711$) adopted from Rathnaweera (2010); performance appraisal (8 items: 4 items $\alpha = 0.797$ & 4 items $\alpha = 0.93$) from Rathnaweera (2010) and Kaya (2010) respectively. Promotion (6 items: 3 item $\alpha = 0.77$ & 3 items $\alpha = 0.85$) from Negash, Zewude and Megersa (2014) and Spurk et al. (2011); and training (6 items $\alpha = 0.845$) from Ng'ang'a, Weru, Iravo and Sakwa (2013). Communication (6 items $\alpha = 0.884$) from Rozilah, Muhammad and Kamaluddin (2013); and compensation (9 items: 4 items $\alpha = 0.75, 4$ items $\alpha = 0.93$ & 1 item $\alpha = 0.76$) adopted from Gagné et al. (2008); Kaya (2010) and Van Vegchel, de Jonge, Bakker and Schaufeli (2002) respectively. The SAQ based instrument was very suitable for the sampled respondents because most of them easily responded to the questions because they were articulate in the English Language that was used in the questionnaire.

Sample

Data were collected from 814 respondents out of a total population of 3501 staff of a public university in Uganda. The distribution of the respondents was as follows; 306 academic staff, 191 administrative staff and 317 support staff. The sample size was determined basing on the table for determining Sample Size for a Population of a given size by Krejcie and Morgan (1970). The selection of the aforementioned individuals was based on the assumption that they directly experienced the HRM practices by virtue of being the employees of the university.

Data Management

Analysis of data was done at univariate and multivariate levels. At univariate level, data were analysed using percentages and means. Since the reliabilities of the multi-item constructs were already guaranteed by earlier studies and their validities implied, after the collection of data, the reliabilities of the constructs were retested using Cronbach Alpha method and validities ascertained using factor analysis. At the multivariate level, a regression model was built by regressing the numerical index of the dependent variable (DV) on the numerical indexes of the six respective independent variables (IVs). The Statistical Package for Social Sciences (SPSS) facilitated the data analysis.

RESULTS

Background Characteristics of the Respondents

The data on background characteristics of the respondents in the study in Table 1 show that a representative respondent was aged (44.9%), male (59.8%); academic (51.4%), worked 1-9 years (39.0%) and in M6-M10 (42.5%).

Table 1: Distribution of Respondents by background characteristics

Item	Category	Frequency	Percentage (%)
Age	Less than 30	60	9.7
	30-39	184	29.7
	40-49	278	44.9
	50 and Above	97	15.6
	Total	619	100.0
Sex	Female	247	40.2
	Male	367	59.8
	Total	614	100.0
Designation	Academic	322	51.4
	Non-academic	305	48.6
	Total	627	100.0
Years of service	1-9	236	39.0
	10-15	216	35.7
	Above 15	153	25.3
	Total	605	100.0
Salary Scale	M1-M5	132	21.2
	M6-M10	264	42.5
	M11-M13	40	6.4
	M14-M15	107	17.2
	MA-P	77	12.4
	Total	620	100.0

The Dependent Variable: Employee Job Satisfaction

The dependent variable, DV, employee job satisfaction (EJS) was measured using 15 items. All the items were scaled using the five-point Likert scale from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 5, which is the best case scenario (Strongly agree). Table 2 gives the resultant respective means, factors and Cronbach alphas. Therein it is shown that the respondents were non-committal (Overall mean = 3.32) about their overall EJS. Factor Analysis suggested that the items on the construct (DV) could be reduced to only two factors having eigenvalues of 2.480 and 1.479 respectively that exceeded 1.00. The respective two factors explained about 35% and over 14% of the joint variation in the respective items constituting a factor. Taking into account a factor loading which was at least 0.5 as strong once (Martin & Sass, 2010), Table 2 suggests that each item loaded highly on the corresponding factor except for items 3 and 15 which cross loaded and items 6 and 13 which loaded low. Those items that loaded 0.50 and above once were valid measures of the corresponding items and were adopted for analysis in subsequent analysis. Finally, Table 2 shows that an initial Cronbach alpha = 0.862 was obtained but after dropping items that cross loaded or under loaded, the final Cronbach alpha = 0.842 was obtained above the recommended 0.7 (Cooper & Schindler, 2013).

Table 2: Means, Factors and Cronbach Alphas on Components of Employee Job Satisfaction

Constructs	Mean	Overall Mean	Factors		Cronbach (α)
			1	2	
My unit values my input in making decisions	3.98	3.32		-0.663	0.862*
My contribution to my unit in this University is recognized	3.94		0.532		0.831*
The tasks assigned to be by my supervisors in this University help me to grow	3.86		<u>0.571</u>	<u>-0.534</u>	
The expectations of me by my supervisors in this University are realistic	3.53		0.678		
I am given timely feedback on my performance by my supervisors in this University	3.55		0.660		
Leadership in my unit is effective	3.53		0.677		
I am supervised enough at work in this University	3.17		<u>0.474</u>	<u>0.246</u>	
I have enjoyable relationships with my colleagues in this University	3.29		0.598		
If I put extra effort in my work someone in this University will notice	2.86		0.627		
The working conditions in this University are conducive	2.79		0.553		
My work in this University is compatible with my educational background	3.11		0.625		
I am motivated to work with this University	3.08		0.696		
I am not likely to look for another job outside this University	2.95		<u>0.492</u>	<u>0.378</u>	
I have many opportunities to get promoted in this University	2.98		0.563		
My work in this University is meaningful	3.25		<u>0.516</u>	<u>0.501</u>	
Eigenvalue			5.183	2.119	
% variance			34.555	14.126	

Key: * initial Cronbach alpha, Subsequent Cronbach alpha

The Independent Variables

The independent variables (IVs) in the study were three constructs which defined human resource development (HRD) namely; employee performance appraisal, training and promotion. All the items under each component were scaled using the five-point Likert scale from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 5, which was the best case scenario (Strongly agree). Table 3 presents the resulting respective means, factors and Cronbach alphas. Therein it is shown that the respondents rated all the four respective IVs averagely, namely employee performance appraisal (mean = 2.63), training (mean = 3.01) and promotion (mean = 3.02). Further according Table 3, Factor Analysis suggested that for the items on employee performance appraisal two components had eigenvalues = 4.477 and 1.163 that exceeded 1.00, for training and promotion, only the first components had eigenvalues = 4.117 and 3.741 that exceeded 1.00 respectively.

The respective three factors explained almost 71%, over 62% and almost 69% of the joint variations in the respective items constituting factors. Considering a factor loading of at least 0.5 as high (Martin & Sass, 2010), Table 3 indicates that for employee performance appraisal, each item loaded highly on the corresponding factor except for items 6 and 7 which cross loaded.

Therefore, the remaining 6 items were valid measures of employee performance appraisal. For training and promotion, each item loaded highly on the corresponding factor, meaning that all the items were valid measures of the corresponding constructs. On the other hand, Table 2 shows that the Cronbach alphas show that for employee performance appraisal the final Cronbach alpha = 0.871; while for training and promotion the Cronbach alphas were 0.908 and 0.877 respectively. Thus for the respective IVs, the Cronbach alphas were above the recommended 0.7 (Cooper & Schindler, 2013).

Table 3: Means, Factors and Cronbach Alphas on Components of the Independent Variables

Constructs on Employee Performance Appraisal	Mean	Overall Mean	Factors 1	2	Cronbach (α)
Objectives of the appraisal are clearly communicated and understood	2.72	2.63	0.731		0.886*
My supervisor conducts appraisal meetings with me	2.60		0.790		0.871**
My supervisor clearly describes performance goals and standards to me during appraisal meetings	2.63		0.832		
My supervisor aligns my goals with the University's goals and vision	2.86		0.771		
My chances of promotion in this University are contingent on appraisal outcome	2.70		0.679		
My supervisor is eager to recognise and reward performance	2.53		<u>0.710</u>	<u>0.528</u>	
My supervisor is fair when appraising me	2.66		<u>0.687</u>	<u>0.553</u>	
I receive feedback on my performance from my supervisor after the appraisal meeting	2.32		0.771		
Eigenvalue			4.477	1.163	
% variance			55.966	55.966	
Constructs on Training	Mean	Overall Mean	Factor		Cronbach (α)
The training offered by this university provides me with skills needed to do a number of different jobs, not just my ordinary job	3.04	3.01	0.770		0.908
I am satisfied with the investment this university makes in training me	2.90		0.868		
The training offered to me by this university helps me to improve my performance at work	3.07		0.866		
The University is dedicated to my professional development	3.03		0.835		
I am pleased with the career advancement opportunities availed to me in this university	3.01		0.826		
The training offered to me by this university teaches me about the institution's values and ways of doing things	2.94		0.801		
Eigenvalue			4.117		
% variance			68.610		
Constructs on Promotion	Mean	Overall Mean	Factor		Cronbach (α)
This University has a clear policy on promotion	3.21	3.02	0.778		0.877
This University communicates the promotion policy clearly	3.18		0.821		

The procedures that this university follows to assess employee performance are fair	2.90	0.825
This University provides opportunity for staff development in preparation for promotion	2.90	0.796
This University provides the necessary information about employees routes for promotion	2.97	0.770
Promotion of employees in this university are based on demonstrated performance	2.90	0.745
Eigenvalue		3.741
% variance		62.347

Regression Model for Predicting Employee Job Satisfaction Using Human Resource Development

To find out whether human resource development (HRD) predicted employee job satisfaction (EJS) of the respondents, the dependent variable (DV) namely, EJS was regressed on HRD the independent variable (IV). The results are as in Table 4.

Table 4: Regression Model for Employee Job Satisfaction on Human Resource Development

Human Resource Development	Standardized Coefficients	
	Beta (β)	Significance p
Performance appraisal	0.363	0.000
Training	0.164	0.001
Promotion	0.178	0.000
Adjusted R ² = 0.336		
F = 80.682, p = 0.000		

The results in Table 4 show that, the four HRD explained 33.6% of the variation in EC (adjusted R² = 0.336). This means that 66.4% of the variation was accounted for by factors other than those considered in this model. The regression model was good/ significant (F = 80.682, p = 0.000 < 0.05). All the three HRD practices namely employee performance appraisal (β = 0.363, p = 0.000 < 0.05), training (β = 0.164, p = 0.001 < 0.05) and promotion (β = 0.178, p = 0.000 < 0.05) were positive predictors of EJS (p < 0.05). The respective betas showed that employee performance appraisal positively and significantly correlated more with EJS followed by promotion and training respectively.

DISCUSSION

The first hypothesis (H1) to the effect that there is a relationship between employee performance appraisal and employee job satisfaction (EJS) was supported. This finding was consistent with the findings of previous scholars. For instance, Ahmed et al. (2010) revealed that satisfaction with performance appraisal positively related to employee job satisfaction. Darehzereshki (2013) found out that employees with high quality performance appraisal experiences were more likely to be satisfied with their job. Farahbod and Arzi (2014) established that performance appraisal had a significant impact on job satisfaction. Karimi and Hussain (2011) revealed a positive and significant relationship between employee performance appraisal system and employee satisfaction. Turk (2007) reported that performance appraisal systems guaranteed a highly

motivated core of staff. The second hypothesis (H2) proposing that there is a relationship between staff training practices and EJS was also supported. This finding concurred with the finding by Adesola et al. (2013) that staff training had a positive significant relationship with job satisfaction. Similarly, Costen and Salazar (2011) indicated that employees who perceived that they had the opportunity to develop new skills, were more satisfied with their jobs, more loyal, and more likely to stay with the organisation. Likewise, Balozi and Abdullah (2014) reported that training positively and significantly related to employee job satisfaction. Gazioglu and Tansel (2006) found training opportunities having statistically significant and positive coefficients with job satisfaction.

Consistent with the above finding, Khan et al. (2016) reported that training and development has a positive significant effect on EJS. Oyeniyi et al. (2014) indicated that training practices had a positive effect on job satisfaction. Schmidt (2007) found out that time spent on training, training methodology and content were significantly related to job satisfaction. Vasudevan (2014) revealed that training commitment, training needs assessment, training contents and delivery approaches, and training evaluation positively and significantly influenced the employee's job satisfaction. In addition, Yeow et al. (2012) found that job satisfaction was significantly related with training. Further, the third hypothesis (H3) to the effect that promotion practices have a relationship with the EJS was upheld. This finding agreed with the findings of previous scholars. For instance, Butt et al (2007) found a positive and significant relationship between promotion and job satisfaction. Kosteas (2010) established that receiving job promotion in the past two years led to increased job satisfaction for academic staff. Also, workers who believed a promotion was possible in the next two years also reported higher levels of job satisfaction. Mustapha and Zakaria (2013) reported a positive significant relationship between promotion opportunities and job satisfaction. Naveed et al. (2011) revealed a significant relationship between promotion and job satisfaction. Similarly, Saba and Zafar (2013) indicated that promotion opportunities had a positive significant effect on job satisfaction. Since all human resource development (HRD) constructs studied were positive significant predictors of EJS of staff in a public university, then HRD is important in organisations such as universities.

CONCLUSION

Employee Job satisfaction (EJS) is important as far as work-related outcomes are concerned. EJS is linked to decreased absenteeism and turnover, improved work climate, productivity and enhanced job performance. EJS is also linked to subjective well-being that is life satisfaction, happiness, positive affect and the absence of negative affect that is necessary for successful job performance. EJS enhances job performance as it leads to positive work values, high levels of employee motivation, lower rates of absenteeism, turnover and burnout. EJS is also related to workplace behaviours at the discretion of employees that include organisational citizenship behaviours, counterproductive workplace behaviours, and job withdrawal – each of which exerts an important influence on the organisation's success. This current study, therefore, sought to establish factors that relate to EJS looking at HRD. This paper is a survey on EJS of the staff in a public Uganda with the purpose of linking the EJS with three HRD variables, namely; employee performance appraisal, training and promotions. In this respect, the study closed a number of gaps. For instance, the study was carried out in the context of a public university in the

developing world context of Africa that largely had previously been ignored by earlier studies. The pertinent findings of the study were that employee performance appraisal, training and promotions predicted EJS. Therefore, employee performance appraisal, training and promotions are essential prerequisites for EJS of staff in a public university to their jobs.

The findings of this study are of practical importance to human resource managers to public universities and other similar institutions of higher learning. Particularly, this is because the findings of the study indicated that that employee performance appraisal, training and promotions were significant positive predictors of employee job satisfaction (EJS). This suggested that the three variables might be essential factors for development of EJS of staff in universities. Therefore, it was recommended that stakeholders such as managers in the Directorates of human resource in public universities should implement employee performance appraisal, training and promotions to enhance EJS of staff. However, in spite of the contribution made by this study, there are a number of limitations that cannot be ignored. For example, the study considered only three HRD practices as independent variables (IVs) yet evidently, there are a number of other HRD practices such as employee orientation processes, mentoring programs, career pathing and leadership development (Shuck, Twyford, Reio & Shuck, 2014) that can serve as IVs of EJS. Future researchers should take into account looking at more such IVs, that this study did not take into account. The study also considered data collected from staff from one public university as the respondents. Therefore, the generalisation of the findings made by this study to all public universities should be considered with caution. In addition, since the study only used the quantitative approach, this might have limited the accuracy of the findings. This calls for future studies to consider a mixed approach for comprehensive findings about the variables studied.

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