



INFLUENCE OF EMPLOYEE LEARNING OPPORTUNITY ON JOB SATISFACTION IN THE COUNTY GOVERNMENT OF KAKAMEGA

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ABSTRACT

The objective of this study was to determine the influence of employee learning opportunity on job satisfaction in the County Government of Kakamega. The independent variable was employee learning opportunity. The dependent variable was employee job satisfaction. The research hypothesis was formulated from the independent variable. It was then subjected to correlation and regression analysis to establish the degree of influence of employee learning opportunity on job satisfaction. This study adopted survey research design. The study population involved all the employees in the County Government of Kakamega who were six thousand, three hundred and thirty six. The sample size was three hundred and sixty one. Data was collected by a questionnaire and analyzed using a Statistical Package for Social Sciences (SPSS Version 20). The reliability of the research instrument was ascertained by using the Cronbach Alpha Coefficient of 0.70 whereas the validity of the research instrument was determined by the test-retest technique. Descriptive Analysis was used to provide a descriptive analysis of the predictor variable, Inferential statistics, correlation and regression analyses were used to infer more meaning to the data obtained. It was concluded that employee learning opportunity had a significant influence on job satisfaction among employees working at the County Government of Kakamega. It was envisaged that this research findings would contribute to formulation of HRM policies by the Government and HR professionals

Key Words: Learning opportunity, Job satisfaction, Rewards Management

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INTRODUCTION

In human resource management, the attraction and retention of employees has become the biggest challenge for most organizations (Terera, 2014) and this is brought about by dissatisfaction amongst employees on the jobs they do. The main challenges to job satisfaction include poor reward practices, poor working conditions and high competition for employees by organizations and poor job designs among others. Job satisfaction is one of the outcomes of human resource management practices. This paper confined itself to reward practices and its influence on employee job satisfaction. Despite researchers' and practitioners' interest in job satisfaction among employees in general, few studies have sought to explain the variation in job satisfaction among government employees. Most studies have identified two main categories of determinants of job satisfaction which include environmental factors and personal characteristics (Mapale D. M., 2018).

Rewards are part of the wider incentives strategies used in organizations to improve performance of employees. Reward forms one of the four blocks of performance management basics namely: - communications, learning, measurement and feedback and reward management (Gerhart, Minkoff & Olsen, 1995). Basic compensation is in place to attract, retain and develop employees. Incentive strategies, on the other hand, focus employees on organizational objectives and reward them for achieving or exceeding those objectives. In this case there is a direct link between effort and reward that is lacking in basic compensation schemes (Dobre, 2013).

County Government of Kakamega is part of the counties in Kenya. This county was established in 2010 when the new Constitution of Kenya was promulgated. Studies carried out in the county so far have not dealt with the reward practices in the County Government of Kakamega.

Studies done by Achayo (2016) concerning factors influencing performance management at County Government of Kakamega shed some light on the part played by reward management practices. This study found out that training, communication and reward management are positively correlated with performance management. The author further posits that appointment on merit and recognition of employees' efforts increase performance. In addition to these findings, studies have been done on impact of reward and recognition on job satisfaction and Motivation. The findings were that there is a positive influence between intrinsic rewards and employee performance. It was observed that organizational factors had a statistically significant positive influence on employee performance (K. P. Plimo, 2017). It is observed from these studies that reward practices play a major role in organizational performance (Ali Usman, 2010). It is in this regard that this research project sought to establish the influence of reward practices on employee job satisfaction by having reward practices as an independent variable.

Statement of the Problem

Every government has an obligation of providing efficient and effective services to its citizens. In the County Government of Kakamega, the staff establishment comprises of: employees devolved from the National Government, employees from the defunct Local Authority and employees hired directly by the County Government. Employees from the defunct Local Authority receive a higher remuneration as compared to the other employees despite having lower qualifications as evidenced in the Skills Audit Report (2015) but their grades or job groups are lower. After devolution, County Governments inherited employees from the defunct Local Authorities with their high salaries. This has brought inequity in terms of reward management since the rates for the employees from the national government are lower. This has resulted in low morale for work, there is also lack of proper control

by some supervisors due to juniors earning more than them. Despite the fact that there are policies in place to provide direction in terms of reward practices, the Employment Act provides that an employee's salary cannot be reviewed downwards and so this has hindered the harmonization of the salaries. According to the Kakamega County Staff Returns for 2nd Quarter, 2018/2019 Financial Year, 26 employees exited the organization in search of greener pastures due to dissatisfaction with the reward practices. The Salaries Review Commission (2016-2017) was formed in order to advise the National and County Governments on remuneration and benefits for all public officers, as well as to eliminate disharmony within the public service and to ensure there is transparency and equity. Despite all these efforts the employees in public sector are still not satisfied with pay and are still demanding for better terms of employment as they feel discriminated and demoralised which is likely to lead to frequent industrial unrests and poor service delivery. Satisfied employees would influence the effectiveness and efficiency of the organization and could lead to attainment of the organization's vision and goals (A. A. Fani & H. D. Far, 2015). Studies on employee job satisfaction have been carried out over the years but have been largely based on other human resource reward practices here in Kenya and very few studies have been done on job satisfaction using Reward Practices in County Governments in Kenya (Kiveu M.N., 2017). According to Bidyut and Mukulesh (2014) service delivery in public institutions remains low partially due to poor implementation of reward practices as evidenced locally in the disparity in salaries in the County Governments in Kenya. This research sought to determine the influence of Reward practices on job satisfaction in government employees at the County Government of Kakamega.

Research Objective

The objective of this study was to determine the influence of employee learning opportunity on job satisfaction in the County Government of Kakamega. The study hypothesis was;

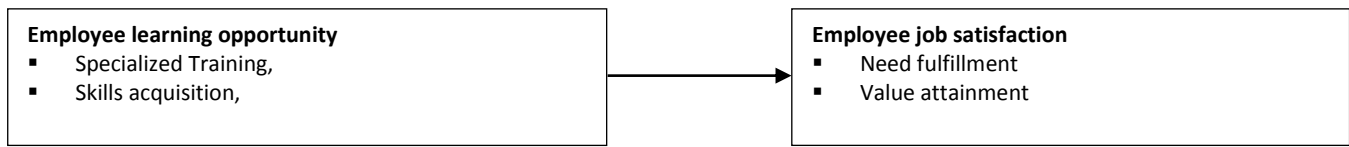
H₀: There is no significant influence of Employee learning opportunity on employee job satisfaction in the County Government of Kakamega.

LITERATURE REVIEW

Social Exchange Theory

The social exchange theory argues that all human connections are shaped by the use of subjective cost-benefit, which is rooted in three vital areas. These are economics, psychology and sociology (World Library Foundation, 2019). This theory explains social exchange as a process of negotiated exchanges between parties in which both parties involved in the exchange take responsibility for one another and strongly depend on each other. Emerson, (1976) studied social exchange theory in psychology and was concerned about the individual's behavior when interacting with others. The author suggested that power, conformity, status, leadership and justice within the social behavior are important in explaining the theory.

Cropanzano and Mitchell (2007) discovered that social exchange relationship in a typical work setting determines the continuous retention or termination of contract from either party. Employees are likely to continue the relationship with their employer when they perceive that the relationship is worthwhile for them and terminate the relationship when the costs are more than the rewards they gain from the relationship. This theory supports the variable in this research project that concerns incentives and rewards. This research project explored the relationship between employees learning opportunity and employee job satisfaction in an organization.



Independent Variable

Dependent Variable

Figure 1: Conceptual Framework

Rowden and Conine (2005) studied the impact of workplace learning on job satisfaction in small United States of America commercial banks and found that there was a statistically significant relationship between the workforce learning variables and the job satisfaction variables. Employee learning opportunity involves establishment by a company of clear guidelines on chances available for the employee to develop themselves in acquisition of knowledge, skills and attitudes. This is necessary to keep the employees equipped and motivated to perform their duties. It also leads to employee job satisfaction.

The skills of employees are fundamental to the success of a business. Business and employees have a shared interest in increasing skill levels. For the business, it helps with their aim to increase performance and for the employee, now being forced to manage their own future by taking charge of their own learning; it assists in maintaining and increasing their employability, professional competence and earning potential thereby helping future job prospects (The Fern Hotels & Resorts, 2014). Both training and learning appear to have a strong influence on job satisfaction (Nabi, Syduzzaman, & Munir, 2016). These authors further posit that the outcomes of human resource management practices are positively and significantly correlated with job satisfaction.

Training and learning are directly related to job satisfaction (Bercu, 2017). The author further points out that it is necessary to implement high-quality training programmes because it has a positive connection with ethical rules, work recognition,

supervision and commitment to work. The degree to which companies offer personal and professional growth opportunities for employees contributes into the work environment. Opportunities to learn new skills, take on new responsibilities, achieve higher compensation and gain promotions can enable employees to attain their goals which in itself is a mark of personal achievement. This boosts the employee job satisfaction. Employees naturally continually look for opportunities to advance. When an organization provides employees with these opportunities, this keeps their motivation high and job satisfaction. It is in the light of these observations that this study tested the null hypothesis stated in this section:

H₀₁: Employee learning opportunity has no influence on employee job satisfaction in the County Government of Kakamega

Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar, and Parra (1997) define Job satisfaction as the feelings a person has about his or her job. Job satisfaction is an assessment of overall job experience, and arises from many factors such as one’s relationship with a supervisor, the sense of fulfillment of work, perceived congruence between pay and work production, and physical conditions of the working environment (Spreitzer, 1997). This author further posits that job satisfaction was one of the earliest anticipated outcomes of empowerment (Kithuku V.M., 2012).

Perhaps Heartfield’s (2017) best ways to improve employee satisfaction and engagement in human

resource reward management in customer service organization's article may happen to be the greatest influence on this study. This author states that there are two factors that are critical to employee morale and motivation. These are development of right programs and practices. According to Heartfield (2017) successful management of employee reward must of necessity involve employers learning the most about what will engage and satisfy employees by asking them what they want most.

Organizational scholars have long been interested in why some people report being very satisfied with their jobs and others express much lower levels of satisfaction (Locke, 1976). The drive to understand and explain job satisfaction has been motivated by utilitarian reasons, for instance, to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness as well as humanitarian interests. Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spreitzer, 1997; Ellickson & Logsdon, 2001).

Job satisfaction is commonly defined as the extent to which employees like their work (Agho, Mueller & Price, 1993), an attitude based on employee perceptions either negative or positive of their job or work environment (Reilly, Chatman & Caldwell, 1991; Pool 1997; Ellickson & Logsdon, 2001). Meaning and self-determination are expected to improve job satisfaction. A sense of meaning is considered necessary for individuals to feel satisfied at work. Having a job that allows fulfillment of one's desired work values are likely to increase job satisfaction (Locke 1976). Low levels of meaning have been linked to feelings of apathy and lower work satisfaction (Thomas & Velthouse, 1990). Liden *et al.*, (2000) argue that individuals who feel that their jobs are significant and worthwhile have higher levels of satisfaction compared to those who feel their jobs have little value (Sitati, A. N., 2013). Empirical

research finds a positive association between meaning and work satisfaction (Spreitzer, 1997; Liden, 2000).

Self-determination positively influences job satisfaction due to its effects on intrinsic motivation. Individuals who have autonomy in determining their actions and behaviors find work more interesting and rewarding, thus creating feelings of satisfaction with their job. Higher levels of autonomy increase the amount of intrinsic rewards from work. Thomas and Velthouse (1990) found out that self-determination improves job satisfaction as accomplishments can be attributed more to the individual than to other persons (Liden, 2000). Empirical results show a positive relationship between self-determination and job satisfaction (Spreitzer, 1997; Smith & Langfield, 2003).

Although prior research indicates that competence and impact are positively correlated with job satisfaction, it does not support a direct association of competence and impact to work performance (Spreitzer, 1997), as such, only meaning and self-determination are expected to influence job satisfaction. (Thomas & Tymon, 1994) postulate that empowerment would accrue in higher levels of job satisfaction. The authors further state that because the task assessments, that is, the facets of empowerment generate intrinsic rewards associated with the job, they should be positively related to job satisfaction.

Empirical Review

Job satisfaction is often determined by how well the outcomes, reward, meet or exceed expectations (Chepkwony, 2014). This author, further states that job satisfaction is a result of employees' perceptions of how well their job provides those things that are viewed as important. Kilika (1999) in a case study of Kenya Revenue Authority identified different levels of employees and different sources of job satisfaction. For instance, professionals were more satisfied than

non-professionals in the area of enjoyment of their work itself, recognition and promotion among others.

Study by Mishra and Spreitzer, (1998) concerning psychological empowerment in the work place on employee empowerment and job satisfaction found out that empowerment is particularly important in work settings that have experienced considerable downsizing. A study by Burke, (2001) on employee empowerment and job satisfaction also found out that employees who are not empowered cannot cope with organizational changes and will, in all probability, respond reactively. Indeed, the reaction of right-sizing survivors can have considerable impact on organizational outcomes and, negative reactions, in particular, may be responsible for the failure of downsizing to improve productivity (Cascio,1993).

A study by Armstrong and Laschinger, (2006) Structural Empowerment, Magnet Hospital Characteristics, and Patient Safety on employee empowerment and job satisfaction found out that drastic downsizing nursing officers, affected the employees negatively. For instance, a decade of hospital restructuring initiatives in Canada has resulted in the lay-off of thousands of nurses. Survivors of restructuring have faced increased responsibilities and fewer support staff to assist them. To add to this stress, the patients they look after are sicker. Such excessive workloads can lead to exhaustion. In addition, nurses report that their skills and abilities are not respected in the workplace. Consequently, it is not surprising that Canadian nurses have become increasingly at risk for burnout, with many leaving the profession all together (Baumann, 2001). The psychological state of those who survive downsizing can determine the viability of the smaller workforce.

Study by Burke (2001) concerning social theory on employee empowerment and job satisfaction found that among nurses who survived downsizing those who responded to downsizing with distrust or fear

were more likely to report higher levels of emotional exhaustion, more psychosomatic symptoms, and greater job dissatisfaction than other nurses. In fact, there is overwhelming evidence to suggest that many nurses are dissatisfied with their jobs, and that the resulting consequences are significant. In a meta-analysis of over 500 studies of workers in various industries and occupations, including nursing, study by Cass, Faragher, and Cooper, (2003) found a moderate positive correlation between job satisfaction and overall health, general mental health, and self-esteem, and a negative correlation between depression, anxiety, and burnout (R Saleem, A. Mahmood & A. Mahmood, 2010).

Job satisfaction has also been linked to turnover. A study conducted by Price and Mueller (1981) on job satisfaction and employee empowerment found that although job satisfaction did not directly impact turnover, it influenced employees' intention to stay, which, in turn, predicted turn over in a longitudinal study of over 1000 nurses,. This pattern of results is also found in the general management literature (Spector, 1997). In separate meta-analyses, a study by (Griffeth, HomandGaertner, 2000; and Hellman, 1997) on employee empowerment and job satisfaction also found that job dissatisfaction was a consistent predictor of voluntary turnover behavior. Harter, Schmidt and Hayes (2002), in a meta-analysis of 42 studies, found that employee satisfaction not only predicted employee turnover, but also had an impact on unit performance and profitability. Jobsatisfaction is linked to turnover; there are several other steps nurses may go through between experiencing job satisfaction and leaving the job (Mapale D.M., 2018).

METHODOLOGY

This study adopted a descriptive survey research design since it would explain the relationship between the study variables. The target population of the study was drawn from 6,336 employees of

Kakamega County Government (KCG Staff Returns, 2019). The sampling frame in this study was derived from county government of Kakamega. In calculating the sample size the study used Morgan & Krejcie (1970) table that indicates a sample size for a given population and for a population of 6336 the sample size was 361. The instrument that was used in this study for data collection was the questionnaire. The questionnaire contained closed-ended questions and some were in Likert scale format. The research used self-administered questionnaires. The pilot test covered 33 respondents who were from Bungoma county but not included in the sample. The study used descriptive and inferential statistics in analyzing data. Data that was collected from respondents and coded appropriately and analyzed using the statistical package for social sciences (SPSS). The study also

used regression analysis to determine the relationship between independent and dependent variables. The researcher used both descriptive and inferential statistics to analyze the data collected.

FINDINGS

Employee Learning opportunity

The study sought to investigate whether employee learning opportunity as a practice influences job satisfaction among employees working at Kakamega county government. Employee learning opportunity was operationalized by the use of five (5) questionnaire items. In line with this, respondents were asked to indicate their level of agreement concerning the learning opportunities that they experience. A five-point likert scale was used. The output of their responses was as shown in table 1;

Table 1: Employee Learning Opportunity

5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree	SA %	A %	N %	D %	SD%
My organization provides learning opportunity to meet the changing needs of the workplace	27.1	44.8	5.9	12.8	9.4
My organization encourages and rewards training	22.8	31.5	11.8	21.7	12.8
My organization encourages one to seek out learning opportunities rather than wait to be sent for training.	33.0	35.0	10.8	13.3	7.9
My organization makes employees master skills necessary for their jobs	30.5	38.9	17.7	7.9	4.9
My organization encourages training and competency development that improves skills	49.3	37.4	4.9	4.4	3.9

The results in table 1 revealed that a majority (44.8 per cent) of respondents were in agreement with the statement that their current employer provided them with learning opportunities which helped them meet the changing needs of the present workplace. Similarly, another 27.1 per cent strongly agreed with declarative statement given. On the other hand, 9.4 per cent of the respondents strongly disagreed that employers provided them with learning opportunities that helped them meet the current requirements of the workplace. Furthermore, 12.8 per cent of the respondents simply disagreed with the statement.

Nonetheless, 5.7 per cent of those surveyed could neither agree or disagree with the statement.

Similarly, the findings from table 1 also revealed that a majority of respondents (31.5 per cent) agreed that their employer encouraged and rewards trainings. A further 22.8 per cent of the respondents also agreed strongly with the same view. Nevertheless, 21.7 per cent of the respondents, disagreed with this statement, while another 12.8 per cent strongly disagreed with it. However, 11.8 per cent of the respondents remained indifferent to the said view. In addition, another 35.0 per cent (a majority) agreed

that their organization encouraged them to seek out for learning opportunities rather than wait to be sent for training by the employer. A further 33.0 per cent strongly agreed that the statement was very true. On the other hand, a paltry 7.9 per cent of respondents strongly disagreed with another 13.3 per cent merely disagreeing to it. However 10.8 per cent of the respondents could neither agree nor disagree with the declarative statement, that's they were neutral.

A majority of the respondents (38.9 per cent) agreed that their employer ensured that they master the skills necessary for the performance of their jobs. Further, another 30.5 per cent strongly agreed, with a paltry 4.9 per cent strongly disagreeing. Additionally 7.9 per cent of the respondents disagreed, while 17.7 per cent of the respondents could neither agree nor disagree. Finally, a majority of respondents

represented by 49.3 per cent strongly agreed that their employer encouraged the training and competency development activities that improve one's skills. A further, 37.4 per cent also agreed with the same statement. On the contrary, a mere 4.4 per cent the respondents disagreed and another 3.9 per cent strongly disagreed with the statement. Equally, only 4.9 per cent of the respondents remained neutral to the said statement.

Job Satisfaction

This study went further to determine the extent to which employees within the County Government of Kakamega felt about their own satisfaction with their jobs at the county. The predicted variable of job satisfaction was operationalized by five questionnaire items by use of a five-point likert scale. The results obtained were as shown in table 2.

Table 2: Job Satisfaction

5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree	SA%	A %	N %	D %	SD %
My organization makes employees to want to spend the rest of their career within	20.2	32.5	19.2	14.8	13.3
My organization has a great deal of personal meaning for each employee	16.3	41.4	15.8	19.2	7.4
My organization makes employees to feel emotionally attached it	21.2	33.0	21.7	15.3	8.9
My organization makes employees feel like part of the family	22.7	37.9	17.2	12.8	9.4
My organization makes employees feel a strong sense of belonging	23.6	39.4	14.8	13.8	8.4

The findings presented in table 2 revealed that a majority (32.5 per cent) of respondents agreed that their employer made employees want to spend the rest of their careers within the with their current employer. A further 20.2 per cent strongly agreed with the same statement. Nonetheless, 14.8 per cent of the respondents disagreed with the statement with another 13.3 per cent strongly disagreeing with the statement. 19.2 per cent of them remained neutral. Consistently, 41.4 per cent of the respondents (majority) agreed that the organization had a great deal of personal meaning for each employee. Another 16.3 per cent strongly agreed with the same

statement. However, only an accumulated minority of 8.4 per cent of respondents strongly disagreed with this claim while 19.2 per cent merely disagreed with it. 15.8 per cent could not agree or disagree with the statement.

Similarly, the results obtained in table 2 also showed that a majority of the respondents (33.0 per cent) agreed that their employer made them feel emotionally attached to it, with another 21.2 per cent strongly agreeing to the same statement. On the contrary, only an accumulated minority (24.2 per cent) disagreed with this statement, with another 21.7 per cent of the respondents remaining

indifferent to this statement. Equally, another majority of respondents (37.9 per cent) agreed that the organization made them feel like part of it and family, with another 22.7 per cent strongly agreeing with the same statement. On the contrary, only 12.8 per cent of the respondents, disagreed with this view, and only 9.4 per cent of those surveyed strongly disagreeing with it. 17.2 per cent could neither agree nor disagree with the same statement. Furthermore, 28.3 per cent of those surveyed strongly agreed with the same statement. Consistently, a clear majority of respondents (39.4 per) suggested that their employer made them feel a great sense of belonging. Another 23.6 per cent of the respondents indicated that they strongly agree. Nonetheless, only 13.8 per cent of the respondents disagreed with the statement and seemed to suggest that their organization did not make them have a great sense of belonging to the organization. Only 8.4 per cent strongly disagreed with original statement while another 14.8 per cent was neutral.

Inferential Analysis

The findings from the correlation matrix indicated that the influence of employee learning opportunity on job satisfaction among employees at Kakamega county government was positive and significant ($r=0.439^{**}$, $p < 0.01$). These findings were supported by Rowden and Conine (2005) who studied the impact of workplace learning on job satisfaction in the commercial banks of the United States of America. The study found out that there was a

statistically significant relationship between workforce learning activities and the job satisfaction variables. Similarly, Nabi *et al.* (2016) in his study to determine whether training and learning have got any influence on job satisfaction. The findings revealed a positive and significant influence between both training and learning and job satisfaction. Likewise, Bercu, (2017) concurred and suggested a positive and significant relationship between employee learning and job satisfaction among employees (Mapale Dominic Matsela, 2018). Furthermore, it is necessary to implement high-quality training and learning exercises because it's positive connection with ethical rules, work recognition, supervision and commitment to work.

This study further carried out a regression analysis by fitting the linear regression models for the data. This was purposely done to investigate the level of influence that the predictor variable had on the dependent variable. To test for the amount of variation of the independent variable (employee learning opportunities) on the dependent variable (job satisfaction) a regression analysis was conducted. It was found that employee learning opportunity has a positive and significant influence on job satisfaction ($r=0.439^{**}$, $p < 0.01$). Nonetheless, to establish the specific nature of the influence, employee learning opportunity (predictor variable) was regressed with Job satisfaction and the results obtained presented in tables below;

Table 3: Employee learning Opportunity and Job Satisfaction

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics		
						F Change	Sig. F Change	
1	.439 ^a	.189	.185	1.08631	.189	12.182	.001	

a. Predictors: (Constant), Learning Opportunity

The results obtained revealed the amount of variation on the dependent variable (job satisfaction) as

explained by the independent variable (employee learning opportunity). The regression analysis carried

out yielded a coefficient of R value of 0.439 and $R^2 = 0.189$. This meant that 18.9 per cent of the corresponding variation in the predicted variable (job satisfaction) could be predicted by employee learning opportunity. In addition, the results gave the F change value of 12.182, $p < 0.01$ which was large enough to support the goodness of fit of the model in explaining the variation in job satisfaction. This confirmed the usefulness of the predictor variable (employee learning opportunity) on job satisfaction.

The findings corroborated the previous results obtained as obtained by previous authors (Melanie, Richard, Paul & Peter, 2008; Schmidt, 2007). In a study about the relationship between Training, Job Satisfaction and Workplace Performance in Britain, from the findings obtained, it was noted that training is positively associated with job satisfaction, and job satisfaction in turn is positively associated with most measures of performance (Mapale Dominic Matsela, (2018).

Table 4: Coefficients for Learning Opportunity

Model		Coefficients ^a		t	Sig.
		Unstandardized Coefficients B	Standardized Coefficients Beta		
1	(Constant)	13.378	1.145	11.685	.000
	Learning opportunities	.404	.058	5.490	.001

a. Dependent Variable: Job Satisfaction

Similarly, the unstandardized regression coefficients β value of the computed scores of employee learning opportunity was 0.404 with a t-value of 5.490 and at a significance level of $p < 0.01$. Since the t-value was greater than +1.96, the regression model obtained, it was confirmed to be significant and feasible. Further, with a $p < 0.01$ it implied that for every 5 per cent increase in employee learning opportunity there was a subsequent increase in the percentage of job satisfaction of zero. Thus, this study rejected the null hypothesis that; H_{01} : *Employee Learning opportunity has no significant influence on job satisfaction among employees working at Kakamega county government in Kenya.*

CONCLUSION AND RECOMMENDATIONS

The study sought to establish whether employees learning opportunity influences job satisfaction. The objective was attained and the study concluded that employees learning opportunity had a positive and significant influence on job satisfaction.

These findings add to the already existing empirical and conceptual evidence that employees learning

opportunity has an influence on job performance. They also add to the empirical evidence that the relationship between employees learning opportunity can be moderated by manager's self-efficacy. However, it is recommended that all employees be allowed to engage constructively and that they should be given greater autonomy in the performance of their work. Furthermore, organizational managers should strive to physically engage their employees more for improved job performance.

Suggestions for Further Research

The factors used to measure employee learning opportunity may not have been exhaustive. A further review of the construct may identify additional variables and possible moderators or intervening variables which may broaden the range of influence. Nonetheless, a replication of this study in other sectors of the economy could demonstrate the universality and significance of employees learning opportunity and how it relates to job satisfaction in general. Similarly, future research in this area should adopt a different research design such as a

longitudinal one, to provide a better assessment of the variables and how they improve over time. A longitudinal testing of reward management practices may also be critical in terms of establishing a causal

linkage between the variables instead of a relationship testing as shown in the descriptive study used.

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