



RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE JOB SATISFACTION IN PUBLIC UNIVERSITIES IN KENYA: A CASE OF KENYATTA UNIVERSITY, KENYA

ELIZABETH WANGUI MACHARIA

RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT PRACTICES AND EMPLOYEE JOB SATISFACTION IN PUBLIC UNIVERSITIES IN KENYA: A CASE OF KENYATTA UNIVERSITY, KENYA

¹ Elizabeth Wangui Macharia, ² Dr. Mary Omondi

¹Student, MSC in HRM, Jomo Kenyatta University of Agriculture & Technology (JKUAT), Kenya

²Lecturer, Jomo Kenyatta University of Agriculture & Technology (JKUAT), Kenya

Accepted April 29, 2016

ABSTRACT

The purpose of the study was to determine the relationship between human resource management practices and employee job satisfaction in Kenyatta University. The specific objectives of the study were to; find out if there is a relationship between reward system, training, communication and recruitment and employee job satisfaction in Kenyatta University (KU). The total population of the study comprised of one thousand and eighty (1080) employees working in various departments. The population thus consisted of employees who are in job groups 5-15. The study employed proportionate sampling technique to select the sample size of one hundred and seven (107) respondents for the study. The study used questionnaires and interview guides to collect data from the respondents. A 5 point Likert scale and the use of Statistical Package for Social Sciences (SPSS- Version 22.00) was employed. The data collected was analyzed by the use of descriptive statistics (frequencies, percentages and mean) and inferential statistics (correlation and regression Analysis). Correlation and multiple regression analysis were undertaken to determine and explain the relationship between the variables. Tables, pie charts and other graphs have been used appropriately to present the data collected for ease of understanding and analysis. The study found that reward systems, training, communication and recruitment affect employee job satisfaction in KU considerably. The study concluded that there are many factors that may enhance job satisfaction of employees like working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment. The study recommends that the reward system in the University needs to be reviewed to make it more equitable. The employees of the Institution from different cadres should be involved in continuous training, coaching and mentoring in order to enhance their skills, competency and quality professional development which will in turn lead to more professionalism, professional expertise in their work and also increased satisfaction. For effective exercise and achievement of the organization objectives, leadership and management commitment in internal communication should be embraced in order to give directive of the common objective of the Organization in all departments. The University need to employ various job placement strategies in recruiting staff such as use of commissioning recruitment agencies.

Key Words: Human Resource Management Practices, Reward System, Training, Communication, Recruitment, Job Satisfaction.

Background of the Study

Human capital is the most important factor for achieving organizational goals and objectives (Al-Ababneh, 2013). Managing employees from different cultures and backgrounds is a hard task and depends on the quality of leadership organizations have (Albion & Gagliardi, 2007). The fundamental factors influencing the effectiveness of an organization are management practices and employee job satisfaction. Human Resource Management Practices is considered as one of the most important determinants of employee job satisfaction. It extensively influences employees' motivation, dedication and satisfaction (Hamidifar, 2009).

Human Resource Management Practices refer to a combination of a set or bundle of practices or systems that firms may adopt to manage how the organization handles its most important asset – people, to attain and sustain an inimitable competitive advantage to achieve superior performance. Human Resource Practices are informal approaches used in managing people (Armstrong, 2010). Robbins and Judge (2009) sum up human resource management by five key concepts: motivating, disciplining, managing conflict, staffing and training. Similarly, Storey (2012) describes the five functional areas of human resource management as staffing, rewards, employee development, employee maintenance and employee relations.

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and

the achievement of other goals that lead to a feeling of fulfilment (Kaliski, 2007).

Globally, institutions of higher learning have realized the importance of effective leadership and employee job satisfaction. This recognition has caused heavy investment in employee development in many universities in the East African region and other parts of Africa (Ngome, 2004). Kenya in particular has had very rapid expansion in the University education in the recent past (CUE, 2014). However, the rapid expansion of university education in the country has resulted in many challenges in service delivery, employee and customer satisfaction (Ogana, 2013).

Kenyatta University (KU) was first established as a Kenyatta College, a teacher training institution, which became a constituent college of the University of Nairobi in 1970. In 1985 it achieved a full-scale University status and Kenyatta University was finally inaugurated at the end of that year consisting at the time of three faculties: Education, Science and Arts. Currently the University includes 15 Schools of which 14 offer programmes in a large variety of disciplines. While teacher training continues to be at the core of the University, it has expanded to several other fields such as agriculture, engineering and medicine. The courses offered range from diploma courses to undergraduate (Bachelor) and postgraduate (Master and PhD) courses (CUE, 2014).

Statement of the Problem

Public universities in Kenya are operating in highly competitive environment locally and globally and this call for management practices that enhances staff retention and satisfaction in order to gain competitive advantage (Ng'ethe, Namusonge&Iravo, 2012). Employees in public universities play an important role in moving the institutions towards excellence. Human Resource Management practices in universities can either

motivate or discourage employee's job satisfaction, which in return can cause employee's increase or decrease in their level of performance.

For efficiency purposes, effective human resource management practices, that positively affects employees' job satisfaction and results in better performances, effectiveness and productivity is clearly desirable (Turner & Muller, 2005). Despite the importance attached to need for employee job satisfaction, the number of labour strikes by Kenyan employees has been on the rise. Public university employees went on strike in 2014 resulting from dissatisfaction in job conditions. The strikes have been over various reasons and millions of students have been affected. Strikes suggest an underlying problem. They demonstrate a situation where the employees are disgruntled due to the decisions and the actions of their leaders. The rising number of strikes across universities in Kenya, is a cause for concern given their operational scale, the costs involved and their length of time they consume.

While the relationship between human resource management practices and job satisfaction has been studied in a wide variety of fields and in an equally wide variety of settings, few of these studies focus on this relationship in the context of higher learning institutions. And the ones that do concentrate on academic leadership and faculty job satisfaction in the context of North America and Europe. (Munjuri, 2011) studied the effect of human resource management practices in enhancing employee satisfaction and the study revealed that satisfaction would improve to a very large extent when employees are provided with an opportunity to make decisions that they can handle and deciding how to go about ones task. The study also revealed that there is a very strong positive relationship between job security and bonuses on achievement of targets.

Objectives of the Study

General Objective

The main objective of this study was to determine the relationship between human resource management practices and employee job satisfaction in public universities in Kenya: A case of employees in Kenyatta University.

Specific Objectives

The specific objectives were to:

- a) To assess if there is a relationship between reward system and employee job satisfaction in Kenyatta University.
- b) To establish the relationship between Training and employee job satisfaction in Kenyatta University.
- c) To evaluate the relationship between communication and employee job satisfaction in Kenyatta University.
- d) To establish the relationship between Recruitment and employee job Satisfaction in Kenyatta University.

LITERATURE REVIEW

Introduction

A review of related literature materials conceptualizing this research study is done in this chapter.

Theoretical Framework

A theory represents the coherent set of hypothetical, conceptual and pragmatic principles forming the general frame for reference for the field of enquiry. Five theories will form the foundation of this study which include: Behavioural Theory, Contingency Theory, .Abraham Maslow's theory and Herzberg's two factor theory,

Situational Theories

This theory asserts that managers make decisions based on the situation at hand rather than a "one size fits all" method. A manager takes appropriate action based on aspects most important to the current situation. Managers in a university may

want to utilize a leadership approach that includes participation from workers, while a leader in the army may want to use an autocratic approach (Northouse, 2007)

According to Hoy and Miskel (2005), this approach proposes two basic hypotheses: management traits and characteristics of the situation combine to produce leader behaviour and effectiveness; situational factors have direct effect on effectiveness. Referring to the organizational situation, these scholars explain further that the level of motivation and ability of both managers and employees are related to the goal attainment of the organization.

Also, the socioeconomic status of employees in an organization relates to the employees' achievement on standardized tests. Hoy and Miskel (2005) uphold the fact that it is likely that the situational characteristics of an organization have greater influence than a leader's behaviour on leadership effectiveness. Thus, it is concluded that it is possible for one type of leader to be effective in one set of circumstances and under another set of circumstances, a different type of leader is effective.

A contingency approach to human resource management is based on the theory that management effectiveness is contingent, or dependent, upon the interplay between the application of management behaviours and specific situations. In other words, the way you manage should change depending on the circumstances. One size does not fit all. Contingency theory is beneficial to organisations because of the potential for learning from specific situations and using these lessons to influence future management of the same or similar situations. The ability to adapt to external pressures and changes is also an advantage. Contingency theory may also produce more well-rounded leaders who are able to develop their skills in multiple areas.

Abraham Maslow's Theory

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in Psychological Review. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. Indeed, Maslow's ideas surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfil their own unique potential (self-actualization) are today more relevant than ever (Maslow, 1954).

Maslow divided person's needs into physiological, safety, social, esteem and self-Actualization. Maslow's theory is formed in a hierarchical way, so that physiological needs appear to be in the bottom of the pyramid and self-actualization on top. He explains that in order for a person to exist, he, first needs to have food, water and shelter. All these things according to Maslow are necessary in order for the person to be able to move forward and work on their personal traits. Moreover, Maslow explains that these are the most important needs for every person, which provide them with the initial satisfaction (Yurchisin & Park, 2010).

Safety needs come after physiological ones. These needs are connected to persons home, work, health, family, etc. People need to feel secure about where they are going to sleep, how they are going to earn money and, consequently, support their families. Those are also very strong needs, which affect every person's satisfaction and behaviour. Next need is a need for socializing. Each person needs to belong to a certain group of people in order not to feel alone and unneeded. They need to feel love and affection in order to feel more confident and successful (Maslow, 1954).

Whenever the three previous needs are satisfied, a person moves forward and experiences the

necessity for respect by the other people around him, self-esteem, confidence recognition, achievement etc. A person needs to feel they have a purpose in life and is able to set their own goals (Maslow, 1954). The last need is the self-actualization. While all the previous needs were connected with person's external factors, this last need starts developing in the persons mind. The process of self- actualizing is very complex and tricky since the needs in this category are not easy to understand. A person might not be aware of the problems they are facing at this stage because those needs are deeper and are connected to a person's inner self (Yurchisin, & Park, 2010).

Maslow's theory can be a powerful tool in the hands of a leader. Despite its complexity (especially on the higher stages), it illustrates the most important factors which influence every person's behaviour. This knowledge is very useful since it can assist a leader in approaching an employee from a correct perspective. The problem can be solved easily if it becomes clear that a person has difficulty with satisfying one of the above mentioned needs (Maslow, 1954).

With significant influences by Maslow's hierarchy of needs, Malone and Lepper (2007) have integrated a large amount of motivational research into a summary of several ways the leadership of organizations can design environments that are self-motivating. Physiological needs. Organizations should pay allowances on employees' food and life essentials.

Safety needs. According to (Matiambo, 2010), A safe working environment should be provided, for example, in dangerous industries like construction industry, company should provide helmets to protect employees from potential dangers, warning boards should be conspicuous at extremely dangerous sites. As financial security is also a kind of safety needs, organizations should pay employees fairly and ensure them stable career. Social needs. Create an environment of

team spirits, generate a feeling of acceptance and belonging by organizing company parties or company culture trainings. For those who are dispatched to other places, either within national boundaries or abroad offer them enough time to reunite with their families.

Esteem needs. Leaders should recognize employees' achievement, either by financial means or spiritual means. Organizations should set specific awards for achieving certain goals and tasks. The awards should not only be financial motivations but also mental motivations like praises. (Matiambo, 2010) asserts that organizations should also make promotions based on achievements rather than seniority and provide status to make employees feel valued and appreciated.

Self-actualization needs. Leaders who can satisfy employees' self-actualization needs are the most effective leaders. This enables organizations to fully utilize employees' ability and potentials, in which way enhance the overall productivity and effectiveness of the business. Organizations can offer challenging and meaningful assignments to encourage and explore employees' creativity and innovation ability to maximum extent. Besides, Maslow (1970) added "needs to know and understand" to the existing five level of needs. The implications for this are obvious; organization should offer both pre-work training and on-job training.

Herzberg's Two- Factor Theory

The two-factor theory (also known as Herzberg's motivation-hygiene theory and dual-factor theory) states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors causes dissatisfaction. It was developed by psychologist Frederick Herzberg, who theorized that job satisfaction and job dissatisfaction act independently of each other (Herzberg, 1959). He argued that there were certain factors that a business could

introduce that would directly motivate employees to work harder (motivators).

However there are also factors that would demotivate an employee if not present but would not in themselves actually motivate employees to work harder (hygiene factors). Motivators are more concerned with the actual job itself. For instance how interesting the work is and how much opportunity it gives for extra responsibility, recognition and promotion. Hygiene factors are factors which 'surround the job' rather than the job itself. For example a worker will only turn up to work if an organization has provided a reasonable level of pay and safe working conditions but these factors will not make them work harder at his job once he/she is there (Herzberg, 1959).

Herzberg also further classified employees actions and how and why they do them, for example, if an employee perform a work related action because *they have* to, then that is classed as "movement", but if they perform a work related action because *they want* to, then that is classed as "motivation". According to the Two-Factory Theory by Clark, (2004), there are four possible combinations: High Hygiene + High Motivation: The ideal situation where employees are highly motivated and have few complaints. High Hygiene + Low Motivation: Employees have few complaints but are not highly motivated. The job is viewed as a pay check. Low Hygiene + High Motivation: employees are motivated but have a lot of complaints.

A situations where the job is exciting and challenging but salaries and work conditions are not up to par. Low Hygiene + Low Motivation: this is the worst situation where employees are not motivated and have many complaints (Clark, 2004).The Two-Factor theory is relevant in this study since it implies that university leaders must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction.

Also, the university leaders must make sure that employee's work is stimulating and rewarding environment so that they are motivated to work and perform harder and better. This theory emphasize upon job-enrichment so as to motivate the employees. The university leadership must ensure that the job must utilize the employee's skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality.

Conceptual Framework



Conceptual Framework

Reward System

Reward Systems is a vital aspect of any organization. They can actively engage and renew the overall sense of community and mission of an organization. A properly administered system of rewards can provide incentive for quality workmanship and staff performance (Malhotra, 2007). Likewise, a poorly administered reward system can lead to low morale, unproductive performance, and even lead to a high percentage

of staff turnover. Leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance. They set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates (Ajila 2007)

Increasingly, organizations are realizing that they have to establish an equitable balance between the employee's contribution to the organization and the organization's contribution to the employee. Establishing this balance is one of the main reasons to reward employees. Organizations that follow a strategic approach to creating this balance focus on the three main components of a reward system, which includes, compensation, benefits and recognition. (Puwanenthren Pratheepkanth, 2011).

Studies that have been conducted on the topic according to (Puwanenthren Pratheepkanth, 2011) indicates that the most common problem in organizations today is that they miss the important component of Reward, which is the low-cost, high-return ingredient to a well-balanced reward system. A key focus of recognition is to make employees feel appreciated and valued. Research has proven that employees who get recognized tend to have higher self-esteem, more confidence, more willingness to take on new challenges and more eagerness to be innovative.

A reward system is successful when the staff interprets its policies as even handed, consistent, and relevant. Rewarding and recognizing employees is a ticklish business. It can motivate people to explore more effective ways to do their jobs or it can utterly discourage such efforts (Tella, Ayeni & Popoola, 2007).

Training

Education without training or training without the true spirit of education may lead one to

some unintended destination. It is, therefore, necessary for the employees to be suitably qualified and appropriately trained and experienced. It is felt that employees without quality professional development do not improve their professional expertise, and as a result, it adversely affects the employees (Velada and Caetano, 2007).

According to Management Study Guide (2014), employee development activities help in the growth and development of employees, who are the true assets of an organization. You need to respect your employees for them to feel motivated and develop a sense of loyalty and attachment towards the organization. Organizations should not forget that their employees strive really hard for almost the entire day to accomplish organizations goals and objectives (Naylor, 2009). Employees need to be appreciated, and management ought to acknowledge their hard work. Employees who give their heart and soul to the organization also expect something in return (Nda & Fard, 2013; Khan, Khan, & Khan; 2011).

Management Study Guide (2014) asserts that employee development is important for employees to enhance their skills and upgrade their existing knowledge in order to perform better. Career development has close links with the development of human resources. Where the career development leads to improvement and personal improvement afforded by individuals and organizations to choose a destination and a career path to achieve that goal. Career development is not only referring to regulation but also on the ability of individuals and organizations the ability to develop a career employees (Intakhab & Naseeb, 2014).

Human resource development (HRD) literature suggests that investments in training and development (T&D) are associated with a range of individual and organizational benefits (Buckley

and Caple, 2007). HRD and management practitioners utilize formal training as a vital and comprehensive component in individual and organizational development (Noe, 2006). The goal usually is set by the organization to enhance individual productivity and competitiveness (Lang and Wittig-Berman, 2006) and to facilitate employees' learning and work-related competencies and skills (Cascio, 2006).

Career is a sequence of work activities separate, but related, which gives continuity, regularity, and meaning in one's life, where it is shaped by many factors including heredity, culture, parents, school, age level, family cycle, and the actual experiences within an organization or more. (Mondy, 2008) explains that: "Although the primary responsibility for career planning lies in the individual, but organizational career planning should be completely in line with individual career planning if the company wants to retain the best employees".

Money could be one motivating factor but nothing like it if you prepare your employee not only for his/her current job but also for future assignments as well. Employees need to grow with time. One cannot apply similar skills and techniques everywhere (Management Study Guide, 2014). However, organizations should not forget that technology also becomes obsolete with time. Employees need to keep themselves abreast with the latest developments to survive fierce competition.

Communication

Dwyer (2010) defined communication as "the process whereby people within an organization give and receive messages". Many researchers assert that communication in organization has significant effect on employees' job satisfaction (Yammarino; Naughton, 2008; Cormikc, 2008). In organization people communicate with each other in different ways. Communication gaps can be

devastating for any business in today's competitive and fast paced environment.

Communication is vital to create and maintain relationships as well as the ability to communicate effectively. Sharing ideas, giving opinions, finding out what one needs to know, explaining what one wants, working out differences with others, expressing one's feelings (Goleman, 2008) can be regarded as essential elements in being able to relate to and work with other people. Whatever technological developments take place, the significance of relationships is not likely to be reduced. One of the main characteristics of behavior in organizations, as Greenberg (2009) indicates, is that it involves the interrelationships between individuals.

The leader of an organization is automatically the designated chief communication officer, and successful internal communication is impossible without CEO support, because "successful companies lead through effective top-down communication" (Haas (2011). An important role of strategic internal communication is to generate "buy-in" for an organization's goals and strategies. No matter how brilliant the business strategy, it must reach and win employees to achieve optimum effectiveness. Employees want to know where their organization is headed and how they contribute to achieving the vision (Moorcroft, 2007). Employees need a "core story" that consistently puts strategy into the context of the mission and values of the organization (Sanchez, 2005).

When the term internal communication is used it implies all the directions of communication. In the company communication channels are both formal and informal. Formal channels are established by the organization and serve to transmit messages that are related to the professional life. The formal communication channels go downwards, upwards or laterally. Downward communication is used to coordinate

efforts and activities, to instruct, to direct, or to explain company decisions. Upward communication is usually for the purpose of giving feedback and keeping management informed. Lateral/ horizontal communication flows between employees of approximately the same level of responsibility. The final, the grapevine, is the informal communication network, which is random and spontaneous (Bovee and Thill, 2010).

Communication serves four major functions in an organization: control, motivation, emotional expression and information (Robbins, 2012). Two of those overlap the manager's roles: control and motivation. Communication acts to control members' behaviour. Communication supports motivation by clarifying workers what needs to be done or how well they are doing. Information function of communication enables both superiors and subordinates to make decisions and perform their work well. As the work group for many employees is a major place for social interaction communication provides release for the emotional expression of feelings such as frustration or satisfaction. Thus, communication between superiors and subordinates and the expression of job satisfaction by the latter is interrelated.

Communication in the organization motivates and stimulates employees to meet the organizational goals. Professional communicator should always link the diverse communication dimensions to the organizational strategies and the outcomes. Lack of communication creates a ripple effect in the organization and ultimately jeopardizes the business goals (Robbins, 2012). Lack of communication from the superiors also results in a plethora of problems. It results in proliferation of the grapevine and hence leads to low morale and loss of the individual and organizational productivity.

Recruitment

Recruitment strategy is an essential tool in assisting the human resource managers and the entire company to hire the right people and retain them (O'Brien, 2008). While it is understood and accepted that poor recruitment decisions continue to affect organisational employee retention, many organisations across diverse jurisdictions have not identified and implemented effective hiring strategies. In some companies, existing policies inhibit strategic recruitment; in others, the inhibiting factor is managerial inertia (Carrington, 2011).

It is argued that mistakes are caused by the fact that organisations generally give little thought to the critical nature of staffing decisions and make little or no attempt to validate recruitment practices. Rozell (2009) found that firms that analyse recruiting sources for their effectiveness in generating high performance applicants had greater annual profitability in the manufacturing and wholesale and retail industries, greater overall performance in service and wholesale and retail industries, and greater sales growth in service industries.

Recruitment strategies by organizations should be tailored towards specific positions to be filled. These strategies in the modern global environment include advertisements in electronic and print media, agencies and services, schools and colleges/universities forum, professional associations and internal resources. All the strategies will produce particular employees with varying performances (Ndlovu et al, 2003).

Armstrong (2009) observes that candidates can be selected using different methods in order to assess their suitability for a certain role. These methods include; individual interviews, interviewing panels, selection boards, and assessment centres. Despite a well-drawn plan on recruitment and selection and involvement of qualified management team, recruitment processes adopted by organizations can face

significant obstacles in implementation. Theories of HRM may therefore provide insights on the best approaches to recruitment although organizations will have to use their in-house management skills to apply generic theories within specific organizational contexts.

Employee Job Satisfaction

Employees are considered the most valuable assets and a major factor to achieve organizational objectives. Organization can achieve success when its employees are committed and hard workers that can only be possible when they are satisfied with their jobs (Bowen & Cattel, 2009). Job satisfaction is a way to attract and retain the best people in the organization. A definition of job satisfaction can be; it is a positive emotional response from the assessment of a job or specific aspects of a job or more simply; how much a person likes his/her job or tasks that make up a job (Lim., 2007).

Job satisfaction is a means to attract and retain qualified employees. It reflects people's attitudes to their jobs and to the organizations they work for. Job satisfaction can be compared to a multidimensional structure including the employee's feelings towards a diverse group of intrinsic and extrinsic components. It includes certain aspects of satisfaction relating to pay, promotion, working conditions, supervision, organizational practices, and relationships with work colleagues (Sulieman, 2011).

There are many factors that may enhance job satisfaction of employees like working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment (Boseman, 2008) but leadership has a major relationship to enhance employees' job satisfaction. The quality of leader-employee relationship has a significant relatedness with employees' job satisfaction and employees feel satisfied and comfortable with leaders who are supportive.

Employees feel stress when they have to work with a leader who is unsupportive and whose behaviour is negative (Boseman, 2008). Negative leader-employee relationship has various adverse impacts on the employees as it reduces productivity, increases absenteeism and the turnover to the organization can also be quite high. Yurchisin and Park (2010) stated that the antecedents of job satisfaction can be categorised into two groups. The first group includes the job environment itself and some factors related to the job. The second group includes individual factors related to the person, who will bring these factors to the job including previous experiences and personality.

The level of job satisfaction is affected by social, personal, cultural, environmental, and organisational factors. Moreover, Armstrong (2004) suggested a classification into extrinsic factors, intrinsic factors, social relationships in work place, individuals' abilities to do their work, and the quality of supervision. The study of Madlock (2008) revealed a statistically significant positive relation between supervisors' communication competence and employee job satisfaction. An organization's well-being is described as the way in which its function and quality are perceived by employees. It includes the employees' physical and mental health, sense of happiness and social well-being, which are all attributed with the term "job satisfaction" (Grant, Christianson & Price, 2007).

Empirical Review

HR practices reflect specific organizational actions designed to achieve some specific outcomes. There is a wide array of HR practices from which organizations may choose to manage employees. HR practices may be used to attain a variety of HR goals such as building skills or fostering teamwork (Lepak, 2006). Job satisfaction can also be defined as "the extent to which people like or dislike their jobs (Oghojafor, 2012).

(Munjuri, 2011) studied the effect of human resource management in enhancing employee satisfaction and the study revealed that satisfaction would improve to a very great extent when employees are provided with an opportunity to make decisions that they can handle and deciding how to go about one task. The study also revealed that there is a very strong positive relationship between job security and bonuses on achievement of targets.

(Wangari, 2015) studied the perceived effects of human resource management practices on employee satisfaction in Technical university of Kenya and found out that all the predictors/variables showed a positive and significant relationship with job satisfaction. Her findings indicated that all the independent variables accounted for over 69.3% of the employee job satisfaction.

Tsuma, (2015) studied the effects of job design on employee satisfaction levels in private universities in Kenya. Her study revealed that there is a significant strong relationship between job enrichment, job enlargement, job rotation and employee job satisfaction. In the view of Garg & Rastogi, (2006), well designed jobs can have a positive impact on both employee satisfaction and quality of performance. Job satisfaction describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent.

There are a variety of factors that can influence a person's level of job satisfaction. Some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships, the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements). The happier

people are within their job, the more satisfied they are said to be (Parvin, 2011). Job satisfaction is not the same as motivation, although it is clearly linked Motivation is what is believed to be behind the behavior or employees. It also regulates the performance levels. Satisfaction is joy or pleasure of working and it is the sense of accomplishment after having done a job in a flawless manner.

Kamau, (2013) investigated the relationship between human resource management practices and staff retention in Gatundu district hospital. According to his research findings the respondents strongly agreed that the training provided broadens their knowledge. They also strongly agreed that the training they receive increases their prospects of career growth. The respondents also strongly agreed that, the hospital has an effective performance appraisal mechanism. All these findings were in line with my findings on employee training. Previous empirical studies appear to be in agreement with these findings. A study done by Ng'ethe (2013) also established that training should be conducted to employees, in order to equip them with knowledge, skills and abilities to efficiently perform duties adequately, and the younger employees rooted for training opportunities as a great motivator to performance and also training acts as a retention strategy.

Researchers (Omari, K'Obonyo & Kidombo, 2012) have established that HRM practices of extensive recruitment and selection, training and development, and compensation systems have positive relationship with satisfaction. According to Collins & Druten (2009), researchers have produced compelling evidence for the causal link between how people are managed and their satisfaction. They also argued that the effectiveness of human resource practices, particularly employee selection procedures, performance appraisals, rewards and benefits management, and employee training and

development (the matching model of HRM) often have a direct bearing on employee satisfaction.

Ongori & Agolla (2009), contend that lack of personal growth in organizations results in career plateau which in turn leads to increased employees intentions to quit. Many employees find themselves in jobs that offer them limited mobility opportunities in terms of upward movement in the organization. Career plateau is thus seen as a major contributing factor to employees to quit in organizations. Human Resource professionals thus have a greater responsibility of managing career plateau and hence minimize employee turnover.

A growing number of researchers have argued for instituting complementary bundles of HRM practices to enhance the employee satisfaction (Ichniowski 2007; Osterman, 2009). (Paul & Anantharaman, 2007) found indirect effects of HRM related activities on operational and satisfaction of employees. In another study Sing (2009) found that strategic use of HRM practices positively affect employee satisfaction in India.

RESEARCH METHODOLOGY

Research Design

This chapter highlights the analysis of research design that was used to conduct the study.

The research design adopted in this research was Case Study. Research design refers to the tools which are used to gather and analyse data (Cooper & Schindler, 2008). Case study was used to calculate basic statistics such as the mean, standard deviation and mode. These statistics helped to understand the general information of the respondent's answers.

The case study enhanced a systematic description that is accurate, valid and reliable as possible regarding the influence of leadership on employee job satisfaction. The case study design was

instrumental in gathering both qualitative and quantitative data for analysis.

Target Population

The target population of interest in this study consisted of one thousand and eighty (1080) employees working in various departments, who are in the job group 5-15. This ensured that the sample is as diverse, representative, accessible and knowledgeable as possible.

Sampling Frame

The sampling frame of the targeted employees was extracted from a list of 1080 employees working in various departments at Kenyatta University's main campus as per the university records of 2016.

Sample and Sampling Technique

For this study, a sample of employees was drawn from a target population of 1080 employees of Kenyatta University working in various departments. Proportionate sampling was employed to select the employees. According to Cooper and Schindler (2008) proportionate sampling is a technique used where the population is composed of several subgroups that are vastly different in number. The researcher selected 10% of the total population from all the cadres to get 107 respondents. Gay (1996), states that for a descriptive research, a sample of 10-20% of the population is sufficient for reliable findings.

Data Collection Instruments

Two classifications of data (based on the source) were used for this study; primary and secondary data.

Primary Data

Questionnaires were used to gather necessary primary data. Self-administered questionnaire incorporating open and closed-ended questions was used to collect primary data. They also had Likert scale questions.

Secondary Data

Secondary data was collected from existing research findings, journals, books and the internet. The records in the Human Resource Department at Kenyatta University were also considered. Observations made and responses received from the discussions were recorded in a field note book.

Reliability of Data Collection Instruments

In this study reliability test was carried out by pilot test and computing Cronbach's Alpha. The feedback of the pilot study was used to refine the questionnaire to make it reliable during the study. Cronbach's alpha was used to test the reliability of the measures of the questionnaire. Reliability refers to the consistency of the measure of concept (Bryman, 2011).

Bryman (2011) suggests that where Cronbach Alpha is used for reliability and test, a rule of thumb is also used that states that if the Cronbach values of the items to be included in the study should not be lower than 0.7. To increase the reliability of the questionnaire, this study used Cronbach's Alpha for separate domains of the questionnaire rather than the entire questionnaire.

Data Collection Procedure

Primary data was collected and used in the study. The researcher, with the help of an assistant administered the questionnaires and collected the filled-in questionnaires after a period of one week. Data collection is the gathering of information to serve or prove some facts (Kombo & Tromp, 2006). An introductory letter was sought from Jomo Kenyatta University of Agriculture and Technology.

Pilot Test

Pilot testing was undertaken by the use of self-administered questionnaires on one employee from each cadre from a list of employees not sampled for this study making a total of 11 respondents.

Data Processing and Analysis

Before processing the responses, the completed questionnaires were edited for completeness and consistency. A content analysis and descriptive analysis was then employed. Measure of central tendency (mean, median and mode) and absolute and relative (percentages) frequencies were applied for quantitative variables.

The study used inferential statistics (Correlation and regression) was also incorporated in making conclusions on the relationship between human resource management practices and employee job satisfaction. Tables, pie charts and other graphs were used as appropriate to present the data collected for ease of understanding and analysis. All the analyses of data were done using the Statistical Package for Social Sciences (SPSS) Version 22.0.

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data, analyses, and interprets the findings of the study. The chapter also discusses the findings in light of earlier findings of empirical studies. The presentation, analyses interpretation and discussion of the findings follow the four major themes. The general objective of the study was to determine the relationship between human resource management practices and employee job satisfaction in public universities in Kenya where the focus was on employees in Kenyatta University.

Accordingly, the specific objectives were to find out if there is a relationship between reward system, training, communication and recruitment and employee job satisfaction in Kenyatta University. To enhance quality of data obtained, structured and unstructured types of questions were included. The data obtained was fed into SPSS version 22.0 and the output was used to compute the ratios needed to determine the relationship between human resource management practices and employee job

satisfaction of employees in Kenyatta University, Kenya. Both descriptive and inferential analyses were conducted. The information and data obtained were presented in form of frequency tables.

Response Rate

The study targeted the 1080 employees working in various departments in Kenyatta University, who are in the job groups 5-15. From this population, a sample of 107 respondents was selected from the population in collecting data with regard to the relationship between human resource management practices and employee job satisfaction of employees in Kenyatta University. 92 out of the 107 questionnaires were received back from the respondents fully filled which accounts to 86.0% response rate.

Demographic Characteristics

This section covers key areas that may or may not have a direct impact on the objective of study. The general background information provides a clear understanding and clarity on the sample population in the study. One of the parameters that were to be determined was the gender of the respondents. While the gender of the respondents may not have a direct impact on the objectives of the study, there is need to ensure that the gender composition is as near as possible to equal numbers. Majority of the responses were obtained from the male respondents. From the study, 66.7% of the respondents comprised of male staffs, while 33.3% of them were female staffs working in the various departments in Kenyatta University.

Age Brackets of the Respondents

Majority (comprising 36.0%) of the respondents indicated that they were aged between 30 and 39 years, 31.0% of them indicated that they were aged between 40 and 49 years. In addition, 18.0% of the respondents reiterated that they were aged above 50 years, 8.0% of them were aged between 20 and 29 years whereas 7% of the respondents were aged above 60 years.

The results showed that the respondents were well distributed in terms of age and that they are active in technological advancements and productivity and hence can contribute constructively in this study on the relationship between human resource management practices and employee job satisfaction of employees in Kenyatta University.

Distribution of Respondents by Job Group

According to the results majority of the respondents (comprising 18.7%) indicated that they were in job group 5, 15.9% of them were in Grade 6, 13.1% of the respondents were in Job Group 7, 12.1% of the respondents were in Job Grade 8 and 10.3% of them were in Job Group 9. In addition, 4.7% of the respondents indicated that they were in Job Grade 10 as well as another 4.7% who were in Grade 11, 3.7% of them were in Job Group 13 while 2.8% of the respondents were in group 12. These results are an indication that the respondents are well distributed across the various job Groups hence the responses obtained are not biased and hence are representative of the issues sought by the study.

Appointment Terms

57.6% of the respondents unanimously indicated that they were working under contract terms, 30.3% of them were employed under permanent terms, while 12.1% of the respondents reiterated that they were working under temporary terms in various departments in Kenyatta University. These findings show that there are various staffs working under various appointment terms where the reward system, training, communication, recruitment and other aspects of human resource differ. It is therefore clear that the views expressed in this study were representative of the situation of various employment terms.

Appointment Terms of the Respondents

Kenyatta University employs staffs in different work stations hence different academic

qualifications. According to the findings, majority (30.3%) of the respondents had acquired college/university diplomas level of education, 24.2% of the respondents indicated that they had acquired Bachelor's or undergraduate degrees as their highest level of education, 18.2% had acquired masters level of education, 15.2% of the respondents were holders of college certificates as their highest formal education, while 12.1% of the respondents indicated that they had acquired other academic levels like secondary school certificates as their highest level of education. This results imply that majority of the respondents had at least college/university diplomas and hence understood the information sought by this study.

Length Served in Kenyatta University

From the respondents, 50.0% of the respondents indicated that they had worked in the University for 10 to 20 years, 31.0% of them had been working in the University for 5 to 10 years, 9.9% had worked in Kenyatta University for less than 5 years, while 9.1% of them had continuously worked in the University for more than 20 years. This shows that majority respondents had enough work experience in the University to respond effectively.

Distribution of Monthly Gross Income

According to the results, 29.9% of the respondents indicated that they earned less than KShs. 30,000, 27.1% of them indicated that they were entitled to a monthly gross income of between KShs. 30,000 and KShs. 50,000, 20.6% of them indicated that their monthly gross income was ranging between KShs. 50,000 and KShs. 100,000, while only 8.4% of the respondents had above KShs.100,000. This is an indication that the respondents are entitled to varying monthly gross incomes depending on their job groups which could affect their level of satisfaction in one way or the other.

Relationship between Reward System and Employee Job Satisfaction

To find out if there is a relationship between reward system and employee job satisfaction in Kenyatta University, the study sought to establish the respondents' rating on their overall satisfaction with the current rewards and recognition systems offered by the Institution.

Satisfaction with Current Rewards and Recognition Programs in KU

Majority (66.7%) of the respondents reiterated that they were satisfied with the current rewards and recognition programs offered by the Institution, 24.2% of them recapped that they were neither satisfied nor dissatisfied with the current rewards and recognition programs offered by the Institution while 9.1% of them were very satisfied with the current rewards and recognition programs offered by the Institution. In the same line Ajila (2009) found that reward systems are vital in all organizations and can actively engage and renew the overall sense of community and mission of an organization.

The study required the respondents to indicate whether they had ever received an award from their Institution. From the study, 66.3% of the respondents unanimously indicated they had never received any award from the University. On the other hand 33.7% of them recapped that they had received awards from Kenyatta University. According to these results, there has been lower level of utilization of reward system in the Institution hence there is a likelihood that the expected level of satisfaction accrued from reward system is largely missing.

Whether Respondents had Received Awards from the Institution

This was despite the fact that all (100%) of the respondents had nominated someone for an award. These results are an implication that a poorly administered reward system can lead to low morale, unproductive performance, and even lead to a high percentage of staff turnovers. They are in agreement with the findings of Kreitner and Kinicki (1992) a properly administered system of

rewards can provide incentive for quality workmanship and staff performance.

With regard to promotion, majority of the respondents concurred that priority is given for seniority in promotion decisions, job promotions are fair and equitable and that Kenyatta University has a written promotion policy while they remained neutral on that promotion is given for merit in promotion decisions. These results are a reflection of the findings by Tella, Ayeni & Popoola (2007) that a reward system is successful when the staff interprets its policies as even handed, consistent, and relevant. In this regard, the effectiveness of the available promotion policies, promotion decisions, equitability and merit in promotion decisions are key in ensuring employee job satisfaction.

On bonuses, majority of the respondents agreed that all employees in Kenyatta University are given Christmas bonus every year and the Institution gives bonuses depending on employee. On the other hand, the respondents indicated neutrality on that employees receive bonuses based on the institutions achievement in financial targets and that the Institution has a company bonus policy.

With regard to employee recognition, majority of the respondents neither agreed nor disagreed with that they received recognition for team accomplishments, the management recognizes them for their efforts, they receive formal recognition for their efforts in making a difference, the criteria for the recognition programs has been clearly explained to them and that individuals and team members are recognized equally for their efforts.

Relationship between Training and Employee Job Satisfaction

The respondents were required to indicate the extent to which they agreed with the statements provided on the relationship between training and employee job satisfaction in Kenyatta University.

In this study, the various measures of training utilized included on-the-job training, coaching and mentoring. Most of the respondents were in agreement that training needs are identified through a formal performance appraisal mechanism, while they remained neutral on that training needs identified are realistic, useful and based on the business strategy of the Institution, the Institution provides employees with training opportunities to learn and grow, the Institution conducts extensive training programs for its employees in all aspects of quality and trainees are selected because the programme objectives suit their job needs. According to Velada and Caetano (2007) employees without realistic and quality training do not improve their professional expertise, and as a result, it adversely affects the employees.

The respondents were also provided with various statements on coaching. Majority of them agreed that their executives meet regularly with an external coach/consultant to develop knowledge and skills while they were neutral with that the University has a well-developed employee coaching programme and that the institution uses line managers as their coaches. The views expressed in this study are an indication that employees need to be appreciated and management ought to acknowledge their hard work through coaching.

Mentoring is another aspect of training that affects employee job satisfaction in Kenyatta University. Consequently, majority of the respondents agreed that the Institution has put in place a robust mentoring programme, the goals of the program are clear and mentoring participants understand the basic principles and logistics of mentoring, the mentoring program focuses employees on becoming a better leaders and managers and that the business managers value and support the mentoring program.

In addition, most of the respondents indicated

neutrality on that the mentoring program enables employees to enhance our professional growth, mentoring relationships help retain talented people because they have a stronger commitment to the organization and mentoring programs range from informal to. The results concur with the findings by Mondy (2008) that organizations should enhance the mentoring programs to ensure that their employees are able to keep themselves abreast with the latest developments to survive fierce competition.

Relationship between Communication and Employee Job Satisfaction

The respondents were required to indicate extent to which they agreed or disagreed with various statements provided on the relationship between communication and employee job satisfaction in Kenyatta University.

When asked to rate the influence of enterprise resource planning system on employee job satisfaction, majority of the respondents agreed that they are satisfied with information sharing within the organization due to enterprise resource planning, the implementation of Enterprise Resource Planning had structured business processes in their institution, problems were solved in an efficient manner with the help of enterprise resource planning and the Institution supported and encouraged the free exchange of information across levels and units. It is clear that communication in organization has significant effect on employees' job satisfaction. Previously, Greenberg (2009) found that whatever technological developments take place, the significance of relationships is not likely to be reduced.

Goleman (2008) also found that sharing ideas, giving opinions, finding out what one needs to know, explaining what one wants, working out differences with others, expressing one's feelings regarded as essential elements in being able to relate to and work with other people. In addition,

the respondents showed varying extents to which they agreed with statements regarding role of open door policy on employee job satisfaction. Majority of them concurred that the Institution embraces an open door policy for its employees and that the Institution supports clear and open communication, while they remained neutral on that the open door policy helps management and employees develop a rapport.

Relationship between Recruitment and Employee Job Satisfaction

The respondents were required to rate their level of agreement with various statements provided on the relationship between recruitment and employee job satisfaction in Kenyatta university. With regard to use of recruitment methods, majority of the respondents agreed that HR clearly defines the job description and job specifications in the recruitment process, while they neither agreed nor disagreed with that there are strong recruitment policies in Kenyatta University, HR incorporates the changes in the external environment (example technology) while assessing future needs and that the Institution has a well-structured formal induction, orientation and familiarization process designed to help the new managerial recruits understand the organization.

Generally, poor recruitment decisions continue to affect organisational employee retention. As such, mistakes are caused by the fact that organisations generally give little thought to the critical nature of staffing decisions and make little or no attempt to validate recruitment practices. According to Rozell (2009) firms that analyse recruiting sources for their effectiveness in generating high performance applicants had greater annual profitability in the manufacturing and wholesale and retail industries, greater overall performance in service and wholesale and retail industries, and greater sales growth in service industries. On the influence of selection criteria on employee job satisfaction, most of the respondents agreed that

selection system in the Organization select those having the desired knowledge, skills and attitudes while they remained neutral on that the selection systems followed in the Institution are highly scientific and rigorous. Armstrong (2009) previously observed that the inability to recruit and retain employees of sufficient caliber to maintain an organizations growth can threaten the strategic direction of the business. Managerial job-hopping and high turnover rates can affect team-work and generally undermine organizational stability.

Employee Job Satisfaction

The respondents were required to indicate the extent to which they agreed or disagreed with each of the statements provided on the level of employee job satisfaction in Kenyatta University.

The results revealed that majority of the respondents agreed that their job do not cause unreasonable amounts of stress in employee's life, their job involves teamwork-oriented environment that empowers employees to create and take initiatives, their salary is competitive with similar jobs they might find elsewhere, the top leaders acknowledge improvement in employee's quality of work, their benefits are comparable to those offered by other organizations, the environment in this organization supported a balance between work and personal life, the work was challenging, stimulating, and rewarding, the compensation for all employees was directly linked to their performance, their work environment had various sized teams of equally passionate, creative and intelligent people on projects that were both exciting and practical, management was flexible and understands the importance of balancing employee's work and personal life and they would recommend others to work for this Institution.

The respondents further indicated neutrality with the statements that they have adequate

opportunities for professional growth in this organization, they received the training they needed to do employee's job well, they were encouraged to learn from employee's mistakes, the workplace gave enough space and helped employees to grow, their managers were actively interested in employee's professional development and advancement, they were paid fairly for the work they do, they received the training they needed to do their job well, they were encouraged to learn from their mistakes, the workplace gave enough space and helped employees to grow, their managers were actively interested in their professional development and advancement, they were paid fairly for the work they do, the pace of the work in the Organization enabled them to do a good job, in the Institution compensation was decided on the basis of competence of the employee, compensation offered by the institution matched the expectancy of employees, they were satisfied with the benefit package and they are able to satisfy both their job and family/personal responsibilities. The mean scores were interpreted by rounding them off to the nearest whole number and the resulting figure checked against the scale provided in the questionnaire. These results clarified that, according to Boseman (2008), there are many factors that may enhance job satisfaction of employees like working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment.

Respondents Level of Satisfaction with Working Conditions at KU

The respondents were also required to indicate their level of satisfaction with their working conditions at the University. Accordingly, 52.2% of the respondents reported that they were satisfied with their working conditions at Kenyatta University.

Regression Analysis

Data analysis was based on a multiple regression model, whereby the dependent variable in this study was job satisfaction measured in terms of positive attitude, high productivity, reduced turnover and reduced customer complains, while the independent variables were reward system,

training, communication and recruitment. The “simultaneous” method was used whereby the researcher specified the set of predictor variables that made up the model. The success of this model in predicting the criterion variable was then assessed.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832	.692	.600	.0378

Predictors: (Constant)

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (employee job satisfaction in Kenyatta University) that is explained by all the four independent variables (reward system, training, communication and recruitment). The coefficients indicate that the correlation coefficient (R) between the independent variables and employee job satisfaction in KU is 0.832 which is a positive strong relationship. The adjusted R Square value gives the most useful

measure of the success of the model. Hence it is evident that the human resource management practices accounted for 69.2% of the employee job satisfaction in Kenyatta University. Mbugua (2015) in a study of relationship between strategic human resource management practices and employee retention in commercial banks in Kenya also established that human resource management practices contribute quite significantly to the overall employee job satisfaction with a coefficient of determination was 0.696 which mean that 69.9% of variation in employee job satisfaction.

Table 2: Coefficients of Determination

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.837	.112		4.358	0.000
Reward management	0.637	.075	0.235	1.379	0.020
Training	0.753	.088	0.167	2.793	0.015
Communication	0.420	.120	0.224	1.922	0.028
Recruitment	0.553	.146	0.330	2.276	0.024

The data used for this logistic regression analysis was collected from employees working with Kenyatta University. The explanatory variables that were used in this study were reward management, training, communication and recruitment. Table 2 shows the coefficients on the influence of the individual independent variables on the dependent variable. The Beta coefficients indicate the extent to which employee job satisfaction in Kenyatta University changes due to a unit change in the independent variable. The

positive Beta coefficients indicate that a unit change in the independent variable leads to a positive change in employee job satisfaction in Kenyatta University. Below is the logistic equation used to predict the dependent variable from the independent variable as given in chapter three. Using the coefficients established in the regression model above, the regression equation becomes:

$$Y = 2.837 + 0.637X_1 + 0.420X_2 + 0.753X_3 + 0.553X_4$$

Table 2 also presents the level of significance also called the p value. This is the coefficient that is used to test hypothesis and the significance of the independent variables. The level of significance for this study is 0.05 and therefore if the p value is less than 0.05 we fail to accept the null hypothesis and accept if the p value is greater than 0.05. At the 0.05 level of significant, the findings as shown in Table 4.16 shows that reward management, training, communication and recruitment are statistically significant with p-values less than 0.05 (that is, $p < 0.05$). These findings indicate that if all the independent variables are held constant at zero, the employee job satisfaction in Kenyatta University would be 2.837 units.

The results also indicate that reward management contributes 0.637 increase in employee job satisfaction in Kenyatta University, a unit increase in training accounts for 0.753 increase in employee job satisfaction in the University, a unit increase in communication generates 0.420 units of increment of employee job satisfaction in KU and recruitment contributes to 0.553 units of employee job satisfaction in Kenyatta University each when the other factors are kept unchanged. As such, training contributes to the most in employee job satisfaction in Kenyatta University, followed by reward management, then recruitment while communication contributes the least to employee job satisfaction in Kenyatta University. The model results also indicate that there is a significance association between the variables and the employee job satisfaction in Kenyatta University.

Previous studies conducted established that on overall HRM practices account for a considerable employee performance (Mulabe, 2013; Munjuri, 2011). In a study of the effect of human resource management practices in enhancing employee performance in Catholic Institutions of Higher Learning in Kenya, Munjuri (2011) found that commitment HRM practices were associated with higher productivity, lower scrap level rates and lower employee torn over rate and at satisfied

and committed employees are less likely to leave the organization, are thought to be more motivated to attend to work, are concerned about the quality of work, and therefore contribute to enhancing superior performance. The positive relationship between employee outcomes and corporate performance can be attributed to systems of HR policies, practices, programmes and processes that attend to performance needs of employees (Mulabe, 2013). Such HR activities include: internal promotion HR policies and practices, through which corporations offer current employees the prospect of advancing to higher positions within the firm- along with their co-workers, but without competition from outsiders.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The aim of this study was to determine the relationship between human resource management practices and employee job satisfaction of employees in Kenyatta University. This chapter summarizes data collected and statistical analysis undertaken with reference to study objectives and research questions. Having collected and analyzed data in chapter four, this chapter is aimed at presenting a summary of the study objectives, research methodology and findings. This chapter provides the summary of the findings from chapter four, and it also gives the discussions and conclusions and recommendations of the study based on the objectives of the study.

Summary of Findings

The study established that the employees' job do not cause unreasonable amounts of stress in life, their job involves teamwork-oriented environment that empowers employees to create and take initiatives, their salary is competitive with similar jobs they might find elsewhere, the top leaders acknowledge improvement in employee's quality of work, their benefits are comparable to those offered by other

organizations, the environment in this organization supports a balance between work and personal life, the work is challenging, stimulating, and rewarding, the compensation for all employees is directly linked to their performance, their work environment has various sized teams of equally passionate, creative and intelligent people on projects that are both exciting and practical, management is flexible and understands the importance of balancing employee's work and personal life and they would recommend others to work for this Institution. (Mitiambo, 2010)

It was not clear on whether or not that the employees in KU have adequate opportunities for professional growth in this organization, they receive the training they need to do employee's job well, they are encouraged to learn from employee's mistakes, the workplace gives enough space and helps employees to grow, their managers are actively interested in employee's professional development and advancement, they are paid fairly for the work they do, they receive the training they need to do their job well, they are encouraged to learn from their mistakes, the workplace gives enough space and helps employees to grow, their managers are actively interested in their professional development and advancement, they are paid fairly for the work they do, the pace of the work in the Organization enables them to do a good job, in the Institution compensation is decided on the basis of competence of the employee, compensation offered by the institution matches the expectancy of employees, they are satisfied with the benefit package and they are able to satisfy both their job and family/personal responsibilities.

Relationship between Reward System and Employee Job Satisfaction

The study found that reward systems are vital in all organizations and can actively engage and renew the overall sense of community and mission of an organization. There has been lower

level of utilization of reward system in the Institution hence there is a likelihood that the expected level of satisfaction accrued from reward system is largely missing. According to (Nzuve, 2009), financial rewards are not always the most suitable way to motivate workers. It depends on the work environment which either employees find to be conducive or non-conducive. According to the study, promotion, bonuses and employee recognition are the key aspects of that affect employee job satisfaction in Kenyatta University. Thus the study established that priority is given for seniority in promotion decisions, job promotions are fair and equitable and that Kenyatta University has a written promotion policy. On the same that promotion is not given for merit in promotion decisions. The study established that all employees in Kenyatta University are given Christmas bonus every year and the Institution gives bonuses depending on employee performance.

On the other hand, employees do not receive bonuses based on the institutions achievement in financial targets and that the Institution does not have a company bonus policy. There was neutrality on that the employees received recognition for team accomplishments, the management recognizes them for their efforts, they receive formal recognition for their efforts in making a difference, the criteria for the recognition programs has been clearly explained to them and that individuals and team members are recognized equally for their efforts.

Relationship between Training and Employee Job Satisfaction

The study further found that training in Kenyatta University utilizes various approaches which included on-the-job-training, coaching and mentoring. It was clear that training needs are identified through a formal performance appraisal mechanism and the executives meet regularly with an external coach/consultant to develop knowledge and skills. The Institution has put in

place a robust mentoring programme, the goals of the program are clear and mentoring participants understand the basic principles and logistics of mentoring, the mentoring program focuses employees on becoming a better leaders and managers and that the business managers value and support the mentoring program.

On the other hand it was not clear whether or not, training needs identified are realistic, useful and based on the business strategy of the Institution, the Institution provides employees with training opportunities to learn and grow, the Institution conducts extensive training programs for its employees in all aspects of quality and trainees are selected because the programme objectives suit their job needs. The University has a well-developed employee coaching programme and that the institution uses line managers as our coaches. The results were neutral on that the mentoring program enables employees to enhance our professional growth, mentoring relationships help retain talented people because they have a stronger commitment to the organization and mentoring programs range from informal to formal.

Relationship between Communication and Employee Job Satisfaction

The study found that the employees of Kenyatta University are satisfied with information sharing within the organization due to human resource integrated system, the implementation of human resource integrated system has structured business processes in our institution, problems are solved in an efficient manner with the help of enterprise resource planning and the Institution supports and encourages the free exchange of information across levels and units.

On the role of open door policy on employee job satisfaction, the study found that the Institution embraces an open door policy for its employees and that the Institution supports clear and open communication. It was neither agreed nor

disagreed that the open door policy helps management and employees develop a rapport. The employees of the Institutions opined that their interaction with their managers help them generate a collaborative environment and that their face to face discussions with their supervisors enable them build strong and meaningful relationships. However, there was neutrality on that the risk of miscommunication is minimized by their face to face discussions with their managers and that they hold day to day interactions with their supervisors.

Relationship between Recruitment and Employee Job Satisfaction

The study found that HR clearly defines the job description and job specifications in the recruitment process, while they neither agreed nor disagreed with that there are strong recruitment policies in Kenyatta University, HR incorporates the changes in the external environment (e.g. technology) while assessing future needs and that the Institution has a well-structured formal induction, orientation and familiarization process designed to help the new managerial recruits understand the organization. It was clear that selection system in the Organization select those having the desired knowledge, skills and attitudes, while it was neutral on that the selection systems followed in the Institution are highly scientific and rigorous.

Conclusions

The study concludes that there are many factors that may enhance job satisfaction of employees like working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment. From the findings, the employees' job do not cause unreasonable amounts of stress in life, their job involves teamwork-oriented environment that empowers employees to create and take initiatives, their salary is competitive with similar jobs they might find elsewhere, the top leaders

acknowledge improvement in their quality of work, their benefits are comparable to those offered by other organizations, the environment in this organization supports a balance between work and personal life, the work is challenging, stimulating, and rewarding, the compensation for all employees is directly linked to their performance, their work environment has various sized teams of equally passionate, creative and intelligent people on projects that are both exciting and practical, management is flexible and understands the importance of balancing employee's work and personal life and they would recommend others to work for this Institution.

Reward Management and Employee Job Satisfaction

The study concludes that reward systems are vital in all organizations and can actively engage and renew the overall sense of community and mission of an organization. The study deduces that there has been lower level of utilization of reward management in the Institution hence there is a likelihood that the expected level of satisfaction accrued from reward management is largely missing, priority is given for seniority in promotion decisions, job promotions are fair and equitable and that Kenyatta University has a written promotion policy, employees do not receive bonuses based on the institutions achievement in financial targets and that the Institution does not have a company bonus policy. The study also made it clear that the employees received recognition for team accomplishments, the management recognizes them for their efforts, they receive formal recognition for their efforts in making a difference, the criteria for the recognition programs has been clearly explained to them and that individuals and team members are recognized equally for their efforts.

Staff Development and Employee Job Satisfaction

The study deduces that staff development in Kenyatta University utilizes various approaches

which included training, coaching and mentoring. In addition, training needs are identified through a formal performance appraisal mechanism and the executives meet regularly with an external coach/consultant to develop knowledge and skills. The Institution has put in place a robust mentoring programme, the goals of the program are clear and mentoring participants understand the basic principles and logistics of mentoring, the mentoring program focuses the employees on becoming better leaders and managers and that the managers value and support the mentoring program. Further, training needs identified are realistic, useful and based on the business strategy of the Institution, the Institution provides employees with training opportunities to learn and grow, the Institution conducts extensive training programs for its employees in all aspects of quality and trainees are selected because the programme objectives suit their job needs.

Communication and Employee Job Satisfaction

The study further concludes that that the employees of Kenyatta University are satisfied with information sharing within the organization due to enterprise resource planning, the implementation of Enterprise Resource Planning has structured business processes in our institution, problems are solved in an efficient manner with the help of enterprise resource planning and the Institution supports and encourages the free exchange of information across levels and units. The Institution embraces an open door policy for its employees and that the Institution supports clear and open communication. The employees of the Institutions opined that their interaction with their managers help them generate a collaborative environment and that their face to face discussions with their supervisors enable them build strong and meaningful relationships.

Recruitment and Employee Job Satisfaction

The study finally concludes that HR clearly defines the job description and job specifications in the recruitment process, while they neither agreed

nor disagreed with that there are strong recruitment policies in Kenyatta University, HR incorporates the changes in the external environment (e.g. technology) while assessing future needs and that the Institution has a well-structured formal induction, orientation and familiarization process designed to help the new managerial recruits understand the organization. The study also established that selection system in the Organization select those having the desired knowledge, skills and attitudes, while it was neutral on that the selection systems followed in the Institution are highly scientific and rigorous.

Recommendations

From the results and conclusions, the reward system in University needs to be reviewed to make it more equitable. The reward package should take into account the various cadres of employees in the organization. This would not only address the inequality but should also reduce the levels of dissatisfaction, low motivation and improve productivity. Staff recognition and merit awards would play a significant role to improve motivation and increase productivity. All managers should be oriented and encouraged to adopt the new approach. There should be uniformity in implementing of the reward package.

The study also recommends that all the employees of the Institution from different cadres should be involved in continuous training, coaching and mentoring in order to enhance their skills, competency and quality professional development which will in turn lead to more professionalism, professional expertise in their work and also increased satisfaction. In addition, the Organization should enhance the mentoring programs to ensure that the employees are able to keep themselves abreast with the latest developments to survive fierce competition. The Organization needs to re-orient the employees to align their values with those of the organization. This can be achieved through training, team

building, and harmonization of organizational policies. This would not only make the employees feel proud about themselves and the organization but it would also boost their morale and productivity. Studies that have been conducted on the topic according to (Puwanenthren Pratheepkanth, 2011) indicates that the most common problem in organizations today is that they miss the important component of Reward, which is the low-cost, high-return ingredient to a well-balanced reward system.

The study recommended for effective exercise and achievement of the organization objectives, leadership and management commitment in internal communication should be embraced in order to give directive of the common objective of the Organization in all departments. On the same both junior staff and senior staff should interact in all levels in order to create sense of being part of the organization hence ease communication process that may effectively lead to effective operation of the organization.

As such, the employees should be encouraged to participate in the organization decision by adopting their initiative that may lead to expected outcomes. The employees should not only be seen as a tool for production and execute implemented strategies part also as an asset that can be of great benefit to the organization in order to ensure set management strategies are adopted easily without opposition. Further, the organization should enhance its organization culture to influence success in the internal communication.

The institution's structure should be well aligned to provide overall framework for internal communication, employee relations and be consistent with the internal communication. The organizational culture should also be enhance as a powerful driving force in internal communication and the firm's mission, strategy and key long term objectives be strongly influenced by the personal goals and values of its management.

The University needs to employ various job placement strategies in recruiting staff such as use of commissioning procurement agencies. This is essential as it leads to improved choice, advice and better employee management information. This will ensure attracting and retaining talent, hiring individuals who truly fit to succeed in the position for hire; this will dramatically increase the chances of that employee being satisfied with his or her work and the organizations will promote retention of core employees for longer. Although the primary responsibility for career planning lies in the individual, but organizational career planning should be completely in line with individual career planning if the company wants to retain the best employees".

Areas for Further Research

The study has investigated the relationship between human resource management practices and employee job satisfaction in public

universities in Kenya where the context of focus was Kenyatta University. The researcher suggests that issues for further study on the drivers/determinants of human resource practices in the firms within and outside the industry need to be investigated to enhance realization of the link between human resource practices and employee job satisfaction. In addition, a study on the effects of each of the aspects of human resource management practices on employee or organizational performance of institutions should be conducted in the local setting as a way of gathering generalizable findings that could act as guidelines for policy recommendations in human resource management practices and their effect on firm performance in this era of technological advancements.

REFERENCES

- Armstrong, M. (1991). *A Handbook of Personnel Management practice*. (4th ed). London: Kogan page Limited.
- Argenti, P. A. (2006). How Technology Has Influenced the Field of Corporate Communication. *Journal of Business and Technical Communication*, Vol. 20, (3), 357-370.
- Adesina, G. (2011). A Cross-Cultural Perspective of Self-Leadership. *Journal of Managerial Psychology*, Vol. 21, (4), 338-359.
- Al-Ababneh, M. (2013), Leadership style of managers in five-star hotels and its relationship with employees job satisfaction. *Journal of Occupational and Organizational Psychology*, Vol. 3, (2), 94
- Albion, M. J. and Gagliardi, R. E. (2011). A study of transformational leadership, organizational change and job satisfaction, *Journal of Organizational Change Management*, Vol. 2, (1), 23-32.
- AL-Hussami, M. (2008). A Study of Nurses' Job Satisfaction: The Relationship to Organizational Commitment, Perceived Organizational Support, Transactional Leadership, Transformational Leadership, and Level of Education. *European Journal of Scientific Research*, Vol. 22, (2), 286-295.
- Armstrong, M. (2004). *A handbook of human resource management practice*. (9th ed.). London: Kogan Page. Associates Publishers.
- Avolio, B. J., & Bass, B. M. (2004). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Mahwah, NJ, US: Lawrence Erlbaum.
- Bass, B., & Riggio, R.E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum
- Beardwell, K, (2007). The effects of leadership style on hotel employee's commitment to service quality, *Cornell Hospitality Quarterly, ISI Journal*, vol. 5, Issue 2, 209-231.
- Bennis, W. G & Nanus B. (2010). *Leaders: The strategies for taking charge*. 1st ed. (New York), Harper & Row.
- Bibu N. & Hanan, E. (2011). The Relationships among Employee Satisfaction, Productivity, Performance and Customer Satisfaction, *Review of International Comparative Management*, vol. 12, Issue 3, July, 470-477.
- Boseman, G. (2008). Effective leadership in a changing world. *Journal of Financial Service Professionals*, Vol. 62, (3), 36-38.
- Bosman & Nalla, M. (2009). Police organizational culture and job satisfaction: A comparison of law enforcement officers' perceptions in two Midwestern States in the U.S. *Journal of Criminal Justice and Security*, Vol, 11, (1), 55-73.
- Bowen, J & Cattel, R. (2008). The role of perceived organizational justice in shaping the outcomes of talent management: *A research agenda. Human Resource Management Review*, Vol, 23, (4), 341-353.
- Bushra, F., Usman, A., Naveed, A. (2011). Effect of transformational leadership on employees' job satisfaction and organizational commitment in banking sector of Lahore (Pakistan). *International Journal of Business and Social Science*, Vol, 2, (18): 261-267.
- Carol Grbich, (2009). *Qualitative data analysis*. SAGE Publication Ltd: London.
- Clark, A. E. (2004): Job Satisfaction and gender: Why are women so happy at work? *Journal of Financial Service Professionals*, Vol, 2, (3), 6-8. Labour
- Clark, M. N. and Hartline, G. K. (2009). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological bulletin*, Vol, 127, (3), 376.
- Cooper, D. R., & Schindler, P. S. (2008). *Business research methods* (10th Ed.). New York: McGraw-Hill.

- CUE (2014). *Universities in Kenya*. Commission for University Education. Retrieved June 2, 2015 from www.cue.co.ke
- Cutler A. (2010). *Aspire to inspire*. Inspirational Leadership within the Hospitality, Leisure, Travel and Tourism, Hospitality Leadership Inc. UK;
- Daft, R. L. (2005). *Leadership* (7th ed.). New Delhi: Cengage learning India private limited.
- Daniëlle, G. K. (2013). The effect of organizational culture and leadership style on organizational commitment within SMEs in Suriname, with job satisfaction as a mediator. *International Journal of Education and Research*, Vol. 1, (5): 6-8.
- Diaz, B. & Saenz, C. (2011). The Impact of Engaging Leadership on Performance, Attitudes to Work and Wellbeing at Work: A Longitudinal Study. *Journal of health organization and management*, 22(6), 586-598.
- Emery C., Barker K. (2007). The effect of transactional and transformational leadership styles on the organizational commitment and job satisfaction of customer contact personnel, *Journal of Organizational Culture, Communications and Conflict*, Vol.11, (1), 77-90.
- Fatima, B., Ahmad, U., Asvir, N. (2011). Effect of Transformational Leadership on Employees' Job Satisfaction and Organizational Commitment in Banking Sector of Lahore (Pakistan). *International Journal of Business and Social Science*, Vol, 2, (18): 261–267.
- Gay, L.R (1996) *Education Research and Competencies for Analysis and Application* (5th edition) New Jersey. Prentice Hall Inc.
- Given, M. (2008). Is there an optimal leadership style for the directors of South Africa's non-profit organisations?
- Grant, D., Christianson, H., and Price, M. (2007). The Effect of Directive and Participative Leadership Style on Employees' Commitment to Service Quality, *International Bulletin of Business Administration*, Vol, 1, (1) Pp. 31- 42.
- Greenberg J & Baron A.R (2004). *Behaviour in Organisations*, Prentice Hall, Vol. 8, pp. 188-215
- Greenberg, H., and Baron, M. (2004). The impact of transformational leadership on organizational and leadership effectiveness, *Journal of Management Development*, Vol. 27, (7), 708-726.
- Hamidifar, F. (2009). A Study of the Relationship between Leadership Styles and Employee Job Satisfaction at Islamic Azad University Branches in Tehran, Iran. *Personnel Review*. Vol.37, No. 2, pp. 203-221.
- Hersey, P., Blanchard, K. H. & Johnson, D. E. (2004). *Management of Organisational Behaviour: Leading Human Resources*. 8th edition. New Jersey: Prentice-Hall Inc.
- Herzberg, F. (1959). The motivation to work. New York: Wile Hamedan, Iran. *Scientific & Research Quarterly Journal of Mazandaran University*, 23(6), 89-104.
- Holdford, D.A. (2004). Leadership Theories and their Lessons for Pharmacists. *Journal of American Society of Health-Systems*, 60, 1780-6.
- Hoy, W. K. & Miskel, C. G. (2005). *Educational Administration: Theory, Research and Practice*. 6th edition. New York: McGraw – Hill.
- Kanyari, J. W. and Namusonge, G.S. (2013). Factors influencing the youth entrepreneurs towards the Youth Enterprise Development Fund, *International Journal of Education and Research*, Vol. 1(5): 6-8.
- Khan, S., Muhammad, A and Zaheer, A. (2014). Influence of leadership style on employee job satisfaction and firm financial performance: A study of banking sector in Islamabad, Pakistan. *Global Journal of Management and Business Research*, Volume 12, (4) 55–64.
- Kipkemboi K. J., and Sirma, J. K. (2014). Relationship between Principals'

- Leadership Styles and Secondary School Teachers' Job Satisfaction in Nandi South District, Kenya. *Journal of Education and Human Development* June 2014, Vol. 3, No. 2, pp. 493-509
- Kombo, K., & Tromp, D. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi, Kenya: Paulines Publications Africa.
- Kosgey, I. S. (2013). *Determination of Strategic Positioning of Newly Chartered Public Universities in Kenya: The Case of Laikipia University*. Master of Business Administration Project, Kenyatta University, Nairobi, Kenya, 157 pp.
- Kosgey, I. S., Anyieni, A. G., Lagat, A. C. & Gakobo, T. W. (2014). Role of employees capacity in the strategic positioning of newly chartered public universities in Kenya: The case of Laikipia University. *International Journal of Social Sciences and Entrepreneurship*, 1 (12), 393-403
- Krishnan, V. R. (2005). Effect of Transformational Leadership on Followers' Affective. *Global Journal of Management and Business Research*, Volume 12, (4) 55–64.
- Kumar, S. J. and Mini, J. (2013). A study of employees' job satisfaction and its impact on their performance. *Journal of Indian Research (ISSN: 2321-4155) Vol.1, (4) 105-111*.
- Kvale, H. H. (2008). The Youth Employment in East Africa: An Integrated Labour Market Perspective. *Journal of African Integration Review*, Vol. 1 No. 2.
- Li, H. (2009). Performance implications of strategy-technology connections: an empirical examination. *Journal of Manufacturing Technology Management*, 20(1), 52–73
- Lim, B. E. (2007). *Study on the Job Satisfaction and Burnout among Medical Social Workers in Government Hospital in Malaysia*. Master of Social Work. Sains Malaysia.
- Madlock, S. (2008). Performance and leadership outcome correlates of leadership styles and subordinate commitment, *Engineering, Construction and Architectural Management*, vol. 15, nr.2, 164-184.
- Maslow, A.H. (1954). *Motivation and Personality*. New York: Harper & Row.
- Mathenge, R. (2014). The relationship between employee satisfaction and customer satisfaction in Kenyatta University. *International Journal of Education and Research*, Vol. 1(3): 1-6.
- Mester, C., Visser, D. and Roodt, G. (2004). Leadership Style and its Relation to Employee Attitudes and Behaviour, *SA Journal of Industrial Psychology*, 29(2): 72-80.
- Greenleaf, R. K, "Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness," Paulist Press, New York, 1979.
- Mugenda & Mugenda, (2003). *Research Methods: Quantitative & Qualitative Approaches*, (Nairobi: Acts Press)
- Mbiti, M.D. (2007). *Foundations of school Administration*. New York: Oxford University
- Mutuku, S. M. (2014). Effect of motivational strategies on employee job Satisfaction: A case study of public universities in South Eastern Kenya Region. *Journal of Organizational Change Management*, Vol.1, No.1, 3-9.
- Ng'ethe, J. M., Namusonge, G. S. and Iravo, M. A. (2012). Influence of Leadership Style on Academic Staff Retention in Public Universities in Kenya. *International Journal of Business and Social Science*.
- Ngome, C. (2004). *African Higher Education: An International Reference Handbook*. In: *Normative Commitment: Culture as Moderator* Sudha Ramachandran.
- Nzuve, S.N.M (2009). *Elements of Organizational Behaviour*. Nairobi University Press.
- Ogana, F. (2012). *The Quest for Alternative Financing Mechanisms in Provision of Quality Education*. Discussion Paper presented on November 15-21, 2012 at KPC Morendat Training and Conference Centre, Naivasha, Kenya.
- Rad, A. M. M., Yarmohammadian, M. H. (2006). A study of relationship between

- manager's leadership style and employees' job satisfaction. *Leadership in Health Services*, 19(2),
- Robbins, S. P. (2007). *Essential of organisational behaviour* (8th ed.). New Jersey: Prentice Hall.
- Schyns, B. & Sanders, K. (2007). In the Eyes of the Beholder: Personality and the Perception of Leadership. *Journal of Applied Social Psychology*, Vol 37, No 10, P 2345-2363
- Sekeran, T. & Bougie, K. (2008). *Cluster-Based Industrial Development: A Comparative Study of Asia and Africa*. Basingstoke: Palgrave Macmillan.
- Shahajan, S. (2009). *Introduction to business research*. Jaico Publishing House.
- Sashkin, M. & Sashkin, M. (2006). *Leadership That Matters*. San Francisco: Berrett-Koehler Publishers Inc.
- Shushila, L. R., Verma, C. J. (2010). Dimensions of Citizenship and Opportunities for youth development: The what, why, when, where and who of Citizenship Development. *Applied Developmental Science*, 6(4), 264-272.
- Sisungu, Z. W. M. (2004). The Influence of Head teachers' Management Skills on School Climate. Unpublished Doctoral Thesis presented to Egerton University.
- Soureh, A. & Farahbod, L. (2014). The Impact of Leadership Style on Job Satisfaction: A Study of Iranian Hotels. *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 6, (3)
- Sulieman, I. M. (2011). The relationship between transformational leadership and employees' satisfaction at Jordanian private hospitals. *Business and Economic Horizons* Vol 5 (2) 35-46
- Thamrin, H. M. (2012). The Influence of Transformational Leadership and Organizational Commitment on Job Satisfaction and Employee Performance, *International Journal of Innovation, Management and Technology*, Vol. 3, (5)
- Turner, J.R. & Müller, R. (2012). The project manager's leadership style as a success factor on projects: A literature review. *Project management journal*, Vol 36, (2), 49-61
- Vera, A. and Crossan, M. (2004). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human Resource Management Review*, 17(3), 336-354.
- Voon, M. L., Lo, M. C., Ngui, K. S. and Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia, *International Journal of Business, Management and Social Sciences* Vol. 2, (1), 24-32
- Walumbwa, F. O., Orwa, B., Wang, P., & Lawler, J. J. (2005). Transformational leadership, organizational commitment, and job satisfaction: A comparative study of Kenyan and U.S. financial firms. *Human Resource Development Quarterly*, 16(2), 235-256.
- Wellman, N. H., and Humphrey, B. (2011). Employees' perceptions of Malaysian
- Wu, F. (2009). The Relationship between leadership styles and foreign English
- Yaghmaie, C. (2005). Small Business Challenges- The Perception Problem: Size Doesn't Matter. Washington DC: *Washington Business Journal*.