Investigating the extent to which on the job training influences job satisfaction and examining other contributory Factors in the Irish retail sector.

EMILIA CHIKA CHIME

MA IN HUMAN RESOURCE MANAGEMENT

NATIONAL COLLEGE OF IRELAND

Submitted to the National College of Ireland

August, 2016

Abstract

This study investigates the extent to which on-the-job training influences job satisfaction within the Irish retail sector. Training is a tactical approach to improving individual's deficiencies and enhances work effectiveness. Data was generated through questionnaires and analysed by exploring relationships between variables using Pearson correlation and testing differences between variables using Mann -Whitney U Test and Krutch-Wallis test as depending on the need. The study reveals a strong negative relationship between on the job training and job satisfaction signified by negative correlation (-.73). Organisational culture and communication revealed the strong positive association of (+ .75) and (+.76) respectively with satisfaction. This suggests that although some literature argues that on the job training is associated with job satisfaction, there may be other factors contributing to the satisfaction that employees' exhibit which may not really be as a result of the training they got. The study shows no significant difference between males and female's satisfaction in relation to training. The study used a quantitative and cross-sectional method. Probability and random sampling approach were used. 100 participants took part in the study by completing the questionnaire but only 98 fill the age section and of which 51 were male and 47 were females with mean age 24.42 and standard deviation of 1.83. The main findings are; (a) on the job training is not has a negative association with job satisfaction and hence may not be behind the satisfaction employees exhibit in their work. (b)Good organisational culture impacts employees positively (c) Effective communication flow contributes positively to employee's level of job satisfaction. (d) The longer an employee work in a particular organisation the less satisfied they become. (e)There is a significant difference in departmental group's satisfaction with on the job training. Therefore, the effectiveness of on the job training lies in how much organisations attend to other important factors than investing only in on the job training and ignoring other contributory factors. Employers should invest more in human capital because employees are assets toward organisational growth.

Declaration

Research Declaration Form for Submission of Dissertation

National College of Ireland
Student name - Emilia Chika Chime
Student Number - x12804321
Supervisor – April Hargreaves

Material submitted for the award.

(a) I declare that the work has been composed by me

(b) I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.

(c) My thesis will be included in electronic format in the College Institutional Repository TRAP (thesis reports and projects)

(d) Either *I declare that no material contained in the thesis has been used in any other submission for an academic award.

Award for which thesis is submitted - MA in Human Resource Management
Signature of research student **- *EcChime***
Date: 29 August 2016

Acknowledgement

I would like to thank few people that contributed immensely to the success of this dissertation. My supervisor, April Hargreaves for your support and guidance especially in those times I felt I could not carry on, for your understanding and most importantly for giving me your invaluable time and knowledge, thank you.

To all my participants who out of their tight schedule created time to take part in this study, I appreciate you all because I won't be able to carry out this study without you. To all the Library staff and to Keith in particular, I don't know how I would have achieved this without your support. I am very grateful and appreciate you all. The entire NCI lecturers, the psychology team, you gave me the foundation that saw me through my four years in NCI, thank you all.

My appreciation goes to these special people in my life who have contributed so much in the course of my journey to where and who I am today.
My sincere thanks to my darling husband Christian Chime, my strength and my motivator, indeed you are the bone of my bone, thank you for all the sacrifices.

My Golden Four; Ogechi, Chukwuemeka, Chidera and Chisom, thank you for all your care, love and support especially for your understanding throughout the course of this journey. You guys are really and specially made for me, God bless you, my children.

My wonderful sisters, Lucia and Angela, I am grateful for your support.

Rosemary Okafor and family, Jennifer Millian, Damola and family I am grateful for all the prayers, support and encouragement. God bless you. And to my entire MA classmates, you are amazing, good luck in your future career.

TO GOD ALMIGHTY TAKE ALL GLORY FOR TAKING ME THIS.

Dedication

In Loving Memory of my Mother Mrs Bibiana Ahuruonye who inspired and Impacted in me the true values that saw me through this Journey. Continue to rest in the Lord until we see to part no more. Even in death, I will continue to thank you.
REST ON MAMA EZINNE. YOU ARE MY HERO.

List of Table

List of Figures

List of Appendices

List of Abbreviations

In the course of the study, the listed abbreviations can be used and referred to as showed below.

CIPD - Chartered Institute of Personnel and Development (CIPD): This is a professional association for human resource management professionals with headquartered in England.

IVs - Independent variables

DVs - Dependent variables

MAHR - Masters in Human Resource Management

NCI - National College of Ireland

Q - Question

(H) - Hypothesis

(H_0) - Null Hypothesis

(H_a) – Experimental/Alternative hypothesis

SD - Standard Deviation

TES - Training evaluations

Structure of the Thesis

Introduction

This is the format of the dissertation which explains the step by step approach and the contents of each chapter. It is designed to get the writer focused and to the reader idea and direction of what to expect at each chapter of the dissertation. This dissertation contains seven chapters which includes;

Chapter One: This is the introduction of the research study which comprises of the framework and foundation of the research study. This chapter informs the reader why the study is valuable and the challenges and questions the researcher aims to answer.

Chapter Two: This section is where the previous literature is reviewed with the outline and framework of previous studies relating to the present research topic and in this case, the extent to which on the job training influences job satisfaction in the retail sector within the Irish population. This chapter also discusses why training is significant in the workplace and its impact on employees,

Chapter Three: States the aims and objectives of the researcher and the research questions which the research seeks to answer.

Chapter Four: Shows the methodology the researcher used to investigate the aims and objectives itemised in chapter three. The researcher also indicates the rationale for the preferred methodology as well as the method of data collection, sample make-up and analytical approach.

Chapter Five: Outlines the key findings and results from the analytical procedures.

Chapter Six: Discusses the findings and suggests the implications while relating the outcome of the study to what already exists in the literature. In this chapter the researcher explores the relationship between the existing literature and the findings of the present study.

Chapter Seven: Is the conclusion where the researcher brings together the research questions, the findings, the implications of the results and the deductions based on the entire research process. The limitations and recommendations for future research are outlined while indicating personal learning outcomes in the form of a reflective journal.

Table of Contents

Chapter one – Introduction

''Job training empowers people to realise their dreams and improve their lives and true job satisfaction and is about the fulfilment of one's potentials, tapping into one's creativity and feeling that you can make the difference" (Duncan, Selby-Lucas and Swart, (2002, pg. 320).

1.0 Introduction

This study is tailored towards understanding the extent to which on the job training influences job satisfaction while investigating the contributions of other factors such as organisational culture, communication flow, reward and employee skills in the retail sector. Saks and Burke (2012) argue that organisations that appreciate employees stay competitive in both local and international markets. Therefore, to improve employee effectiveness, it is vital to invest in human capital and this has increased the enthusiasm of organisations for an effective and strategic human resource approach that will match the demands of the 21st century (Ali and Ahmed, 2009).

The challenges of meeting the market demand have made on the job training one of the most vital human resource strategies for the up-skilling of employees. This is important because technological modifications have changed the way employers operate as well as the way employees feel, think and behave (Tracey and Hinkin, 2008). Training employees are investing in the future progress of the organisation because an organisation's growth is dependent on the effectiveness of the workforce. Consequently, on the job training provides the opportunity to meet the needs of the organisation and the training needs of both existing employees and new recruits (Poulston, 2008).

According to Samuel and Chipunza (2009), an employee's efficiency can be improved through on the job training, rewards, employee skill development, good organisational culture and an effective communication system. IBEC (2015) reports that a good number of fresh graduates are trained on the job either through graduate programmes or fast-track management programmes; these are tailored towards the competency development of both graduates already in the job without the right skills and equipping the fresh graduates with practical skills and knowledge which are prerequisites for employment.

According to the EU Commission (2012) report, on the job training enhances skills which are key drivers for growth, employment and competitiveness. This suggests that on the job training brings innovation at the operational level and therefore investment in on the job training is also an investment in innovation which leads to growth. Skill-smart Retail (2010) supports the above, reporting a positive correlation between on the job training, job satisfaction, growth and increased productivity across several sectors ranging from the manufacturing to the retail sectors.

1.1 The Purpose of the Study

In this 21st century, a lot of organisations are engaging in on the job training in order to meet the skill needs of organisations and employees. This is not different from what is happening in the retail sector which is the population of interest for the present study (Saks and Burke, 2012). From the employees' perspective, on the job training has become a game changer because employees without the required skills can now work while being trained on the job (BIS, 2013).

The increasing mechanisation of the workforce has increased the need or competence employees and as such on the job training has become a crucial human resource strategy which benefits both organisations and employees. According to Altmann (2015) with on the job training, the retail sector can change the image of the sector by improving the skills of the workplace f through on the job training programmes. It has therefore become vital for organisations to device more strategic approach to improving the skills of its employees.

Accordingly, the Retail Bulletin (2014) emphasises the importance of appreciating and attracting the younger workforce by creating opportunities that can allow them to develop technology-based skills, knowledge and understanding needed in the sector while maintaining their global standards. This requires the sector to design programmes such as on the job training and as well invest time and money in up-skilling employees especially the fresh graduates who will need on the job training to develop their talent and increase their output (Patrick and Owens, 2006).

On the job training is highly recommended and used by organisations due to its capacity to improve skill deficiencies as well as increase an organisation's chances of overcoming challenges and pressure from other competitors (Muhammad, 2012). However, James

and Roffe (2000) suggest that organisations should put in place an effective plan and a good timeline that will be enough for the employees to get the best out of the programme rather than rushing it. He further emphasises that most organisations do not allow enough time for the trainees and as such, even after the training, very little is achieved in terms of up-skilling. Saks and Belcourt (2006) support this, arguing that trainees can be discouraged to continue with training if they perceive that they are not getting the satisfaction they desire from the training. They suggest that on the job training can be designed to be done in the form of classroom teaching rather than on the actual job as that will give the trainees more insight into what is theoretical or practical especially in situations where the individual has less academic qualifications. Santos and Stuart (2003) suggest that conducting on the job training in the form of classroom training and under the supervision of others experienced in the field can increase skill awareness, interest, commitment and overall satisfaction in relation to a trainee's perception.

1.1.1 Background of Research Topic

On the job training is a crucial and worthwhile investment because it offers unskilled employees the opportunity to enhance their effectiveness and the employers the opportunity to produce employees that can meet the needs of the organisation (Santos and Stuart, 2003). Yates (2006) supports the above argument emphasising that identifying the skill need is fundamental considering the up-skilling objectives of the National Skills Strategy resulting from the challenges of the recession and intensifying unemployment hitting the country.

In relation the above, the Expert Group on Future Skills (2010) report revealed that the Department of Enterprise, Trade and Employment requested that an in-depth study of the skills requirements of the Retail sector should be made. This was aimed at assessing the skill needs of the sector in Ireland over the period to 2016. The report also claims that embracing on the job training is will change people's perception of the retail sector. But to a certain extent, the retail sector has changed in recent years through on the job training and awareness programmes which are evident in the improved skills, enhanced brand image and increased number of professionals recorded in the IBEC, 2014 report.

Although the government and individual organisations are trying to create awareness and encourage organisations to invest in on the job training, many organisations still do

not take it seriously because less skilled workers receive less pay (Costen and Salazar, 2011). However, a skilled and efficient workforce is an indicator of organisation's sustainable economy which also gives employers the confidence and assurance that their objectives will be made while building the employees independence and level of satisfaction (Patrick and Owens, 2006). Patrick and Owens (2006) further argue that many employers are ignorant of how much is wasted through lack of skills and incompetency and more awareness should be created in order to educate t society in general of the importance of having the right skills for a particular job role.

This notwithstanding, many employers believe that on the job training is a waste of resources and as such limit their investment into it without realising that the negative impact of not investing in on the job training outweighs the suspected saving. Samuel and Chipunza (2009) support this highlighting that employees tend to quit their job on perceiving lack of career progression and in such situations the organisation can spend more on recruiting and selecting new employees Russel, Terbor and Powers (2012) strengthen the above argument emphasising that lack of training and development is capable of reducing an organisation's growth as well as increasing turnover rate which reduces an organisation's brand name too. In relation to the above illustrations, McGinley, O'Neill, Damaske and Mattila (2014) suggest that organisations should consider investing in on the job training as a worthwhile investment.

Most research studies in relation to on the job training have been done with a different geographical population but the population of interest for the present study is the Irish retail sector. This sector has been chosen to explore the impact of on the job training on job satisfaction especially in the retail sector because according to Brinkerhoff (2006) the retail sector is perceived negatively in terms of employee's proficiency.

1.1.2 Study Motivation/Rationale

Training employees have become a prerequisite for building organisations that can deliver high-quality services and meet the demands of the competitive labour markets and the globalised world in general (Cummings and Worley, 2005). According to Rabe and Giacomuzzi (2012) training and development is a learning experience that seeks a comparatively permanent change to improve the skills, competency and job satisfaction of the workforce. This includes changing the skills, perceptions, attitudes and behaviour

of employees while enabling employers to deal with the identified needs of the organisation and the achievement of their goals (Tessema and Soeters, 2006). This encompasses the planning, designing and implementation of programs that can provide a workforce that can withstand the challenges of the evolving technologies.

Alipour, Salehi and Shahnavaz (2009) reveal enormous challenges facing organisations and suggest that effective training and development strategies are needed in order to build a skilled, knowledgeable and experienced workforce. As such organisations strive to invest in training as well as create a favourable working atmosphere for employees to facilitate effectiveness while creating a good employer-employee relationship and good working conditions.

The above arguments are supported by Leuven and Oosterbeek (2008) underlining that on the job training impacts individual self-worth by increasing their personal confidence and independence gained through training. This is also evident in a study by Wright, Gardener and Allen (2005) who show increased job satisfaction was gained after employees were trained on the job while those that were not trained showed no difference in their level of job satisfaction. This would suggest that employees who receive training and possess the right skills are more likely to have self-confidence which increases their self-worth thereby leading to increased satisfaction. Hence, training does not only increase job satisfaction but increases employee self-worth and independence and the confidence to work satisfactorily.

A lot of studies have been done associating on the job training with job satisfaction and organisational growth while ignoring the fact that on the job training is not the only factor that brings satisfaction to employees and growth to industries (Georgellis and Lange, 2007). Their study further argues that while organisations are strategizing better approaches to improve on the job training, little is done to facilitate or invest in human capital, improve organisational culture, encourage rewards, and career prospects through competence and skill programmes which are the keys to an employee's satisfaction.

As a result of this gap, the present study will also investigate the impact of the above-mentioned factors on employee's job satisfaction. This will give employers more insight on where to invest in order to get the best out of their employees and as well as retain their valued workers and reduce turnover rate.

1.2 Research Topic

The main purpose of the thesis is to investigate the extent to which on the job training influences job satisfaction while examining the contributions of other factors such as organisational culture, communication flow, employee skills and reward. Yates (2006) emphasises on the increasing benefits of on the job training for successful organisations and the dissatisfaction of employees who experience a lack of skills for their job role. Although training and employee skill development incur financial involvement, many employers appreciate the advantages and are ready to invest in it but a good number of them still live in ignorance because they refuse to accept the fact that skilled employees are assets to the organisation and exhibit optimistic confidence in carrying out their duties (MacLeod and Clarke, 2009).

Jahanzeb and Bashir (2003) argue that training improves skills and increases job opportunities, influences wages and reduces abuse of labour. It also provides more insight for managers as well as policy makers to invest in human capital and increase productivity and employee satisfaction. This will, in turn, reduce turnover rate, act as a tool to retain valued employees and as well provide avenues for future research depending on the identified limitations. The outcomes will inform and clarify for employers on the implications of on the job training while encouraging employees to seek training as a tool towards effectiveness rather than a waste of time and energy.

1.3 Summary

This study seeks to contribute to the existing literature relating to on the job training and job satisfaction as well as exploring the impact of other factors that can impact employee's satisfaction such as organisational culture, communication flow, employee skill and a reward.

The next chapter is the literature review where the author seeks to draw further understanding from what already exist in the literature relating to the research questions. This aims at identifying how the present findings relate to the existing facts and as well facilitates the identification of the uniqueness while drawing inferences, making recommendations for improvement and creating opportunities for further study.

<center>**Chapter two – Literature Review**</center>

2.0 Introduction

This chapter explores the literature relating to on the job training and job satisfaction. The aim is to gain more understanding of what already exist in the literature and identify the gaps and possibilities of improving future. Also in relation to the research questions, the review seeks to facilitate the discovery of the formative facts relating to on the job training in the retail sector while creating the opportunity to explore other factors as mentioned above. Kraimer, et al. (2011) argues that before the economic recession, most employers cut back on investing in on the job training due to the cost but as a result of the mechanization of the workforce and the continued technological changes, there is an increased need for training and skill development. As such both employers and government establishments have become more enthusiastic to invest in on the job training as a worthwhile venture (Kraimer, et al. 2011).

The literature will facilitate in assessing relevant facts in relating to on the job training, and job satisfaction as well as other factors associated with job satisfaction.

The main focus of this chapter includes;
Training
On the job training
Job satisfaction

Other factors that can be associate with job satisfaction includes;
Organisational culture
Communication flow
Employee skills
Rewards

2.1 Training

Training has been explained in different ways and by different individuals. Conventionally, Ballot, Fakhfakh and Taymaz (2006) describe training as the acquisition of knowledge and a process of transfer of knowledge from parents to children. But Nel (2006) suggests that training is a systematic instructional activity intended to improve an employee's performance through positive modification of

<center>7</center>

attitude. But in relation to this study, Dhar (2015) argues that training is associated with the transfer of knowledge from an experienced and competent person to a less skilled individual within a workplace environment.

Training is a vital component of employee skill development and demands great attention from organisational heads due to its positive impact in the up-skilling of employees especially when there are skills and competency deficiency for certain job roles in an organisation (Nel, 2006). Training can be useful when both the needs of the organisation and that of the employee are identified making it easy for the organisation to design a training programme that will match the identified needs. However, a study by Terera and Ngirande (2014) argues that training in the workplace differs because the concentration is on the need of the organisation rather than the need of the individual. But Rabe and Giacomuzzi (2012) revealed that a larger percentage of employees need the training to perform well and hence the reason why organisations have resorted to using training as a human resource strategy towards up-skilling employees.

Exploring further into the relationship between training, organisational culture, reward, employee skill and communication, Pouslston (2008) emphasises the impact of training on employee effectiveness arguing that trained employees are more likely to communicate effectively with other workers and that reward increases employee's commitment. While employees get acquainted with the organisational culture through training and all of these make them feel confident which invariably impacts on the organisation. According to Govaerts, Kyndt, Herman and Baert (2011) training is an important human resource strategy for employee development and organisational growth and as such investing in training and supporting employee development benefits both the organisation and the employee.

Costen and Salazar (2011) also suggests that employees who are trained improve their working skills which contribute to an increased level of satisfaction compared to those who do not undergo the training. This suggests the possibility of those with better working skills being more loyal to the organisation than those without the required skills for their job role. In regards to this, Booth and Hamer (2007) emphasise that training should be seen as a concrete foundation for a lasting effectiveness and enduring goal accomplishment especially in this era of mechanised technology. But Garg and Rastongi (2006) contrast the above arguing that training alone cannot determine an

employee's level of job satisfaction, suggesting that rather than investing only in training it is also worth investing in other human resource strategies that will encourage an employee to be committed and loyal to the organisation.

They further argue that even though training is one of the driving forces an organisation's sustained growth; it cannot be used to replace other vital aspects of human resource strategies. This would suggest that organisations seeking competitiveness should be versatile in mapping out their strategies for an employee's effectiveness and satisfaction (Saks and Burke, 2012). The study further explains that a well-equipped and competent workforce is a unique source of non-replicable attractiveness which gives an organisation advantage over other competitors. Choo and Bowley (2007) also explained that it is important to train employees on desirable skills to ensure that training appreciably impacts employee job needs and ensure confidence development which leads to job satisfaction. As well employees are enthusiastic and require organisations that can offer them the satisfaction they desire through training opportunities. Govaerts, et al. (2011) support the above explaining that satisfied employees are more likely to be productive and less likely to leave the organisation hence reducing turnover of valued employees.

Karthikeyan, Karthi and Graf (2010) state that human resource management is essential in assisting organisations to stay viable by organising training programmes and employees' effectiveness, self-reliance and satisfaction. This can be achieved through a good and efficient human resource strategy such as investing in well-designed training aimed at meeting the needs of the employees (CIPD, 2014). This has become a stepping stone for most managers and hence managers have become more enthusiastic to invest in training programmes tailored to improving employee skills, achieving organisational goals and increasing the number of competent employees as well as creating an excellent employer brand for the organisation.

The existence of any organisation depends solely on human capital; these are individuals who work to accomplish the goals and objectives mapped out by the establishment. They are the solid rock of organisational survival. Sustaining an organisation's competitiveness requires well-balanced, trained, competent and effective people with the right skills to match job roles. The business of today has become multifaceted hence employee training has become a tool for regulating the fast-changing workforce in all

borders of any organisation. Both the employer and employees are potential benefactors of training as a strategic investment towards organisational growth (Booth and Hamer, 2007).

Training is further explained as a systematic modification of behaviour (Armstrong, 2009) to a form of knowledge acquisition whose process differs according to the needs of the individual (Govil and Usha, 2014). It is not only associated with occupational development; it is also linked to influencing thoughts, feelings and behaviour of employees. Training is used as a pathway for learning new things including skills and as such training creates a sense of advancement and drive towards employee satisfaction (Armstrong, 2009). Training intensifies employee agility and satisfaction with career development which often times leads to job satisfaction. This was supported by Choo and Bowley (2007) emphasising that training impacts career development resulting in an increased employer brand and customer-employee satisfaction while Jehanzeb and Bashir (2013) suggest that job training and development prospects are vital to an employee's decisions regarding career choices.

Training can, therefore, be described as a planned and enduring activity involving individual growth which impacts the way individuals feel, think and behave and most importantly training is aimed at improving employee skills and helping individuals realise a requisite level of understanding (Forgacs, 2009).

It is a formal process for enhancing skills through information transfer from a more experienced professional but often times the impact depends on the need and an individual's enthusiasm (Patrick and Owens, 2006). However, Kamil Erkan Kabaka (2014) describes job training as an outcome of individual inquisitiveness and aspiration which can be shaped by workplace social interaction. This viewpoint would suggest that rather than acquiring skills through formal training, the skills can be learned through workplace collaboration hence highlighting the existence of different ways in which skills can be acquired or improved and this includes training (Forgacs, 2009).

Abdul, Harkim, Ahmad and Dardar (2012) also associate training to improved capabilities and enhanced competencies which are essential for performing job roles effectively. Likewise, Nadeem (2010) argues that training does not only improve employees resourcefully but also gives an intellectual capital that adds advantage to an organisation's competitiveness while providing employees with the desired skills to

perform their job roles effectively and satisfactorily. But Bakare (2012) defines training as a logical improvement of the knowledge, skills, and attitudes that are a prerequisite for an employee's effectiveness in their workplace. He further argues that training is a pervasive activity within organisations whereby trainees may differ in age, educational background and years of experience and training needs. This would suggest that organisations use training as an administrative device to improve an employee's skills and competency. Atif, Ijaz and Nadeem (2011) support the above argument emphasising that organisations use training as a practical education to develop skills and knowledge, overcome incompetence and achieve organisational goals.

In terms of skills development, Govil and Usha (2014) describe training as a tool for acquiring knowledge relating to specific skills and tailored to up-skill employees. This adds to their existing competencies which create an empowered and confident workforce with the skills to face the challenges of today's workplace. According to Görlitz (2011) training reduces the probability of organisational miscarriage and employee incompetency due to the skill-based nature designed to suit the need of the organisation.

There is also need to look at some of the other factors that may impact job satisfaction and increase employer brand image and they include;

2.2 Importance of training

Saedon, Salleh, Balakrishnan and HEImray (2012) claim that training results in improved employee self-reliance which in turn increases competitiveness. As such Patel (2010) suggests that enough money and time should be invested in developing employees. The main aim of training to any organisation is to build a workforce that is competent enough to handle the day to day running of the organisation focused on achieving the organisations' goals (Bhaskaran, 2013). Most employers often regard training as an exclusive venture which benefits employees but in the actual sense, the outcome of training is beneficial to both the employer and employee. This is because according to Khalid, Ashraf, Yousaf and Rehman (2011), one way of developing employees is through an effective on the job training programme as it increases capacity, capability and performance rewarding the organisation and employees respectively.

Therefore, training enhances an employee's value and effectiveness towards achieving organisational goals and maintaining a competitive advantage. But from an employee's view, training adds knowledge and competency as well as empowering employees to confidently do their job. They also perceive training as a tool to help them adapt to new innovations thereby building their self-confidence which invariably leads to the desired job satisfaction. With training, it is easy to recruit, coach and provide mentoring programmes for newly employed and freshly graduated individuals who have the qualities but need experience through training and the transfer of practical knowledge. The benefits of job training have also been shown to intensify an organisation's determination to encourage on-the-job training aimed at enhancing employees' skills and confidence to perform their job roles (GovilL and Usha, 2014).

In view of the above, Barnett, R. and Bradley, L. (2007) suggest that organisations invest in training due to the effects of globalisation and only a skilled workforce can represent competitiveness. James and Roffe (2000) support the above emphasising that training is a great tool towards achieving organisational change through improving the competency level of employees, resolving issues of skill deficiencies and enhancing employee performance within an organisation. In relation to this, it is important that managers discuss and identify what skills to train their employees, how to train and at the same time evaluate training to make sure that it was effective.

This section has therefore discussed the theoretical perspectives relating to job training retail and how it impacts employee's job satisfaction.

2.3 On the job training

Russel et al. (2012) state that on-the-job training is the process where employees are trained while already employed and under the supervision of an experienced course instructor using hands-on training and often time facilitated by official classroom teaching. Often times on the job training is conducted in order to get new employees oriented with the structure, culture, mission and vision and to familiarise them with the responsibilities attached to their job roles (Zheng, 2009). This would suggest that on the job training happens when the employee avails of this training while working either to improve the skills they have or to learn a new skill. Training generally describes

knowledge acquisition through the transfer of knowledge and as such there may be little or no difference depending on an individual's perception.

Generally, on -the-job training is related to the real world hands-on method of training innovative employees in the workplace through hands-on job projections and teaching. Employees involved in this type of training are normally informed and paired with a professional, trained and experienced teammate (Schmidt. 2010). The aim is to have a competent trainer that will put them through the skills and competencies required for their particular job roles as well as the steps and procedures involved in achieving the organisation's goals. At the end of the process, the employees are left to put into practice all that they have been taught while being supervised (Tharenou, Saks and Moore, 2007).

According to Khalid, Ashraf, Azeem, Ahmed and Ahmad (2012) employees trained on-the-job are found to make better team workers because each individual knows what is expected of them individually and in a team. They work together to achieve their goal with more confidence which helps them to make decisions that enhance the achievement of their goals. Employees that are involved in regular on-the-job training are more likely to accept changes, introducing new ideas which help their job roles (Zheng, 2009). This makes them better candidates for promotion as a result of their ability to practice the new skills and show evidence of enthusiasm towards learning new techniques and using them effectively. On the job training has also been revealed to empower trainees to be better coaches and training administrators thereby reducing the workload of managers (Kauffeld and Lehmann-Willenbrock, 2010).

Nadeem (2010) argues that the success and progression of any organisation depend on the skills, knowledge and experience of its workforce. This suggests that training employees while on the job will increase their knowledge of the new technology and as well help them to build their self-confidence and self-reliance. This was evident in a study by Dearden, Reed and Van Reenen (2006) where employees were found to work without supervision after on the job training with a considerable increase in job satisfaction. Dearden, et al. (2006) further argue that the changes in the level of independence and satisfaction were associated with the new skills and competencies acquired during on the job training. Karim et al. (2012) support the above argument emphasising that on the job training is a sustainable investment of any organisation

rather than a cost because it helps employees to build their confidence, communication flow and job skills which help them do their job in a more relaxed manner.

Singh (2012) claims that training employees on the job help them to adapt to the organisational culture which helps them to work in a fear-free and comfortable workplace atmosphere. But Hasebur and Abdullah Al Mamun (2013) argue that the presence of motivational factors such as on-the-job training, reward and wages do not result in job satisfaction but their non-existence leads to dissatisfaction. This suggests that as well as on-the-job training, job satisfaction can be influenced by other factors. This would suggest that job satisfaction can be subjective depending on an individual's interpretation and personal understanding of job satisfaction.

2.4 Job satisfaction

Nijman, Nijhof, Wognum, and Veldkamp (2006) define job satisfaction as the degree of positive feelings or assertiveness, serenity and pleasure that individuals have towards their job. Training brings empowerment through up-skilling and competency enhancement and reduces the number of incompetent employees or those with obsolete skills. According to Kara, Uysal and Magnini (2012), an employee's job satisfaction is influenced by working management style, personal fulfilment and the ability to work confidently with their skills. But Hanaysha et al. (2012) contradicts this suggesting that even in the presence of the above factors job dissatisfaction can be caused by the job itself or lack of opportunities in the organisation This has motivated most organisations in the retail sector to resort to investing in training programs to improve the quality, capacity and capability of the workforce (Huddleston and Hirst, 2004)

The evidence of this initiative is shown in the Revenue Annual Report 2014 where a significant increase is shown in the skill and capabilities of the employees that received training compared to those that were not trained.

The nature of training has been explained but the question of how it relates to job satisfaction needs to be further explored. Referring to Nijman et al. (2006) definition of job satisfaction as a degree of positive feeling, serenity and pleasure towards their job, it would then suggest that individual's experience of high job satisfaction indicates that they really like their job, feel good about it and value their job dignity. But if employees dislike their job intensely, they will experience job dissatisfaction.

Although Melero (2010) associates job satisfaction with on the job training, Leuven and Oosterbeek (2008) argue contrarily emphasizing that individuals get involved in on the job training to experience something new and get away from their normal routine and discover a variety of skills that could be used in the workplace which may impact their level of satisfaction. This would suggest that job satisfaction is not the main purpose why individuals get involved in training rather a part among other reasons.

However, Barnett and Bradley (2007) argue that employees without the right skills find it difficult to manage their job roles and as such get frustrated with their job and this leads to dissatisfaction but with on the job training their confidence can be built. Subsequently, this will increase their self-worth and enhance their job satisfaction because they are then able to do their job confidently. Therefore, job satisfaction can be associated with the sense of relaxation and feeling of independence which can lead to better optimism in work. Hence, according to Pouslston (2008)), job dissatisfaction could be caused by a lack of skills for the job role but this could be improved with on-the-job training. In relation to the above argument, Rowden and Conine (2003) highlight that those organisations that offer on the job training and development programs for employees, attain a high level of employee satisfaction while reducing their turnover rate. But Trahant (2009) in contrast claims that new employees are more committed and satisfied with their job than those that has worked a long time in an organisation. This suggests than a longer period of experience in an organisation results to dissatisfaction.

Nevertheless, Sasithornsaowapa (2013) contrasts the argument emphasising that a more qualitative study be conducted in order to understand more about employees' perceptions of on-the -job training and how it has impacted their career development and job satisfaction. Sasithornsaowapa (2013) argues that employees are faced with other complexities in their workplace which could impact their satisfaction which is not often captured using a quantitative approach because an individual 's reactions and body language may not be identified with a quantitative procedure, considering other environmental factors that could influence individual's behavior (Maxwell and Ogden, 2011). Sasithornsaowapa (2013) supports the above argument suggesting that a more in-depth interview be conducted on employees to understand their feelings through their body language and reactions towards on the job training. This argues that it may be

difficult to identify all the factors that contribute to job satisfaction through only one method of data analysis.

But Kirkpatrick and Kirkpatrick (2009) claim that apart from on the job training giving employees the opportunity to explore their knowledge and understanding of their job roles can also impact on their satisfaction. Georgellis and Lange (2007) argue that some evidence is not very strong on the relationship between satisfaction and on the job training suggests that subsequent studies should use additional variables. This argument was intensified by Zheng (2009) who investigated the relationship between on the job training and job satisfaction in a manufacturing company in Australia revealing no connection between training and job satisfaction.

2.5 Other factors that can affect job satisfaction

2.5.1 Organisational culture

Schein (2011) describes organisational culture as all the beliefs, feelings, behaviour and symbols that are characteristic of an organisation. This includes the shared philosophies, ideologies, expectations, norm and values of the organisation. The culture of an organisation determines the working standards and employee commitment (Lee, Back and Chan, 2015). This would suggest that organisations with a good culture and structure, good vision and mission will attract quality employees and encourage employee satisfaction and flexibility to work which will in turn influence an organisation's productivity. Difficult and hard to break through cultures cause burnout and increase employee stress which in turn consequently impacts on an organisation's growth negatively (Kokt and Ramorumo, 2015). Though the retail sector is often seen as being saturated with unskilled workers, it will be worth exploring the contributions of organisational culture toward job satisfaction within the retail sector.

2.5.2 Communication flow

Communication is a process of transmitting decisional premises from one member of an organisation to another and this can happen either upwards, downwards or laterally within an organisation (CIPD, 2014). They further explain communication from a social perspective arguing that it is a symbolic practice where individuals exchange perceptions and eventually build a knowledge store for themselves and others in order

to shape future actions. Fiske (2011) states that communication is a transmission of messages while Jones and Jones (2009) argues that effective communication flow impacts an employee's effectiveness and helps them make meaning out of any information delivered.

The study further points out that communication can be done in different ways ranging from consistent employee briefing to easy accessibility of the manager which has been shown to have enormous influence on employees (Jones and Jones 2008). Raina (2010) agrees with the above argument pointing out that without an effective flow of communication an organisation will not function effectively. In relation to the employer-employee relationship, Taylor (2002) believes that effective communication flow between employer and employee is essential in determining fulfilled and confident employees and goes on to suggest that employees who do not relate well with their employer find it difficult to be happy and as such their level of satisfaction in the work environment is influenced.

Paille, Grima and Bernardeau (2013) support the above emphasising that good communication flow between employer and employee creates trust and helps the employee seek support when needed thereby reducing the fear and low self-esteem from the employee while increasing employee confidence, commitment and chances to remain in the job. Noah (2008) also emphasises the importance of employee involvement in decision making which was evident in the increased level of belongingness and connectedness observed among employees as well as a good employer-employee relationship built on a good working environment.

2.5.3 Rewards

Rewards are strategies used by organisations to appraise the efforts of their workers. The aim of reward is to appreciate the efforts of employees and may be comprised of explicit measures which can be collectively managed (Armstrong, 2009). The reward may be tangible and in monetary form but Sahinidis and Bouris (2008) reveal that reward has a powerful influence on the way the employee feels, thinks and behaves in the organisation. As a result, HungTasai, Donyu and YiFu (2005) suggest that organisations should encourage reward as a tool for the enhancement of the bond between employees and the organisation and as well increase job satisfaction. This

relationship between reward and job satisfaction will be further investigated in relation to the present study in order to strengthen what already exist in the literature.

2.5.4 Employee skill

Skill development is the act of providing opportunities for either prospective employees or current employees to improve their competency and work skill level which will provide them with the prerequisites for job opportunities and help them perform effectively in their job (Brown, 2002). Employees who perceive that an organisation offer career development opportunities are more enthusiastic to apply for a job in such organisations or to remain in the organisation if already employed. This suggests that development opportunities increase the retention of valued employees and the brand image of an organisation and attracts quality employees and experts.

Kraimer et al. (2011) support the above claim emphasising that improving employee's skills increases product quality, employee capability and as such organisation's willingness to improve employee skills attracts talented employees and increases an organisation's competitiveness. In order to understand more about what is going on in the retail sector, it is important to briefly explore the sector.

2.6 Retail Sector

This section will appraise the Irish retail sector in order to understand what happens in the sector and what has changed recently in relation to training. The retail sector is progressively adopting on the job training as a strategic approach towards employee's enhancement and efficiency (Nel, 2006). Blume, Ford, Baldwin, and Huang (2010) agree with this emphasising that on the job training is vital for organisations that seek competitive advantage. In support of the above argument, Ballot et al. (2006) suggest that organisations should invest more in training employees on the job in order to equip them for recent changes while

The Irish retail sector has experienced a lot of financial difficulty for the past decades resulting from the economic downturn which led to consumers scaling back their spending. But according to O'Kelly's assessment of the sector 2016, the use of information technology has helped the sector to overcome some of its challenges creating opportunities for retailers to revolutionise.

However, according to the above report, the Irish retail strategy of 2014 -2016 highlights the goals of enhancing the workforce and increasing the number of competent employees in the workforce, in order to benefit from any increase in consumer spending as well as the promotion of retail as an exciting advanced sector that is at the head of enterprise and novelty. The outcome of an investment is evident in the increased number of competent and skilled trained workers, the increase of which is associated with the increased training programmes organised by the sector and individual organisations (Hart, Stachow, Farrell and Reed, 2007).

According to the European Union Commission report (2014), the Irish retail sector recorded some success from skill training intervention on the skill-net facilitation of knowledge sharing, skill development and training design among small and medium-sized enterprises. While Costen and Salazar (2011) argue that on the job training and skill development has to be greatly rewarding to the retail sector but emphasise the need for more understanding of its impact on employee's satisfaction within the retail sector. This is important because McGinley, et al., (2014) explain the need to reorganise human capital as the key to a sustainable and viable organisation. Although on the job training has been associated with job satisfaction and growth, other researchers such as Kirkpatrick and Kirkpatrick, (2009) and Georgellis and Lange (2007) argue that not enough research has been done in the field to enable individuals to understand the real impact.

Mustapha (2013) emphasises that the effect of on the job training will not be felt if employees are not happy with the culture of the organisation, cannot communicate effectively with others, and are not rewarded for the job they do or do not have the right skills to do their job. This suggests that in as much as the retail sector heads are investing in on the job training, it is important to consider using other HR strategies in order to get the best out of employees.

It is therefore suggested that investing in human capital as well as encouraging employees through rewards, improving organisational culture, maintaining effective communication flow as well as developing the employee's skills will help in building capability and capacity to match the increasing rate of technology modification. Costen and Salaza (2011) emphasise the importance of continuously exploring other strategies to use in supporting on the job training especially through good management and human

resource practices that will encourage maximisation of innovation and productivity (Costen and Salazar, 2011).

In another study by Leonard (2013), it is reported that the economic situation generally impacted on the job training especially in the retail sector but r only about 17% of organisations reported a drop in spending on goods and services. However, Leonard (2013) also claims that there is a general perception that organisations cut training budgets during recessions which lead to a reduction in training and his claim is supported by Shamash and Sims (2011), associating the drop in training to increased unemployment which also affects the economy by increasing the social welfare dependency.

It is important to point out that despite employers' efforts to reduce expenditure, there are still forces such as competitive rivalry, changes in a company's structure as well as demand for effectiveness which increases an employer's enthusiasm to implement on the job training in the retail sector to meet the increasing global demand (Wolf, 2011). This situation has changed the way organisations operate and the way employees feel, think and behave because people have become more enthusiastic and aware of the importance of career development. Again as this awareness continues, organisations' style of recruitment, selection and development strategies have taken a different shape, designed to meet both organisational needs and the need of the employees (Cheng and Walden-Berger, 2013). This situation has become a huge challenge to HR managers hence the enthusiasm to build a competent and skilled workforce in order to keep ahead of their competitors.

On the job training is one of the most vital human resource strategies which play an important role in the up-skilling of employees but the global change has affected both the way employers operate in organisations as well as the way employees feel think and behave (Tracey and Hinkin, 2008). Training employees is investing in the future progress of the organisation because an organisation's growth is dependent on the effectiveness of the workforce and as such training has become the organisation's most useful tool towards employee up-skilling (Poulston, 2008). According to Samuel and Chipunza (2009), organisations can improve an employee's efficiency through several ways which include training, rewards, skill development, good organisational culture and an effective communication system. IBEC (2015) reports that many fresh graduates

are trained on the job either through graduate programmes or fast-track management programmes tailored towards competency development of both graduates already in a job without the right skills and equipping the fresh graduates with practical skills and knowledge which are prerequisites for employment.

According to EU Commission (2012) Report, on the job training enhances skills which are key drivers for growth, employment and competitiveness. This suggests that on the job training brings innovation at an operational level and therefore investment in on the job training is also an investment in innovation which leads to growth. Cedefop (2012) supports the above reporting a positive correlation between the effect of on the job training and job satisfaction, growth and increased productivity across several sectors ranging from the manufacturing to the retail sectors.

2.7 Summary of the literature

The literature review has to a large extent detailed the benefits of on the job training especially with the rising technological modification and enthusiasm for career progressions. This is tailored to improve prospective employees as well as to up-skill those already employed while enhancing the image of their organisation. The literature has also given an insight of what the retail sector used to be and the extent of improvement while pointing out the need for continuous improvement in the sector. In relation to job satisfaction, good human resource management strategy such as training and reward among others in order to give the employees the desired elements for work-life balance thereby increasing their satisfaction level. The next chapter will highlight the objectives of this study in the aims and objectives section.

Chapter 3 - Aims and Objectives

3.0 Introduction

This chapter emphases on the aims and objectives of the research, the research questions, experimental and null hypothesis, the design of the study and justification, the framework for analysis and ethical considerations as well as the pilot testing.

As emphasised in the rationale, constant changes in technology have influenced the way organisations to operate as well as the way employees think, feel and behave specially in the 21st century. The framework of this study is grounded on training as one of the pillars that direct organisations towards goal achievement.

Training is critical to employee capability and organisational success hence organisations look for the best strategy to match the growing technology. According to Jones et al. (2009), effective skills have become a prerequisite which has augmented the need for organisations to strategically devise the means of getting their staff equipped to meet the needs of their customers and keep ahead of the growing labour market. The present study, therefore, aims at contributing to the existing literature while trying to understand the extent to which on the job training influences job satisfaction in the Irish retail sector The study further investigates other variables that can impact job satisfaction such as reward, communication flow, and organisational culture and employee skills.

3.1 Objectives

The objectives are framed to help the researcher focus on the research questions while drawing hypothesis in order to have a reasonable and clear understanding of the extent to which on the job training and the other listed factors listed above impact on job satisfaction within the Irish retail sector.

3.1.1 Research objective 1

To identify the difference in levels of job satisfaction between some of the demographic grouping variables of the study, gender, length of service and different departmental groups.

This objective is deemed necessary in order to assist the author in understanding whether some individuals are more prone to job satisfaction than others as a result of the group they belong.

3.1.2 Research objective 2

To ascertain the extent to which on-the-job training influences job satisfaction in the retail sector.

The researcher having reviewed the literature seeks to unravel the extent of job satisfaction drawn from on the job training considering the fact that there are other factors that may impact job satisfaction. This will help in creating awareness for employers regarding where to invest to get the best out of their employees.

3.1.4 Research objective 3

This objective intends to investigate the relationship between organisational cultures, communication flow and job satisfaction within the Irish retail sector.

Employers are giving a lot of attention to training ignoring other factors that can contribute to an employee's career progression and satisfaction. This objective is meant to address these issues by examining their importance and how much these factors can impact employees.

3.2 Research questions

These are the questions that the author seeks to answer in the study. The answer to the questions is dependent on the data collected from the participants and the outcome of the analysis. The findings will be discussed and inferences and suggestions will be made.

3.2.1 Research Question 1

Q1 - Do different groups exhibit different levels of job satisfaction with on the job training?

This question seeks to understand weather employee's gender, department and length of service impacts on their job satisfaction. These questions are answered by exploring the level of job satisfaction in relation to the chosen group of demographics.

3.2.2 Research Question 2

Q2 - What *influence does on the job training have on job satisfaction within the Irish retail sector?*

The author seeks to understand the impact on the job training has on job satisfaction. This motivation is due to the lack of clear information on the extent to which on the job training influences job satisfaction and the optimism to encourage employers to invest in another factor instead of focusing in on the job training and neglecting some important contributory factors (Chiaburu and Hutchins, 2010). As such there will be a need to explore organisational culture and communication flow while discussing employee skill and reward as part of contributory factors.

3.2.3 Research Question 3

Q3 - What is the relationship between organisational culture, communication flow and job satisfaction?

This question seeks to understand if employees working in an organisation with the organisational culture that invests in human capital through training and other incentives are more satisfied than those in organisations that do not take into consideration the feelings of their employees. The answer to this question is dependent on the information collected from the respondents, the analysis and the finding which can be used as a source of advice to employers.

3.3 Hypotheses (H)

The research hypothesis is the statement created by researchers based on speculations of the outcome of a research. Every true experimental design has at the core of its structure, a hypothetical statement resulting from a process of inductive reasoning which stands as the ultimate aim of the experiment. A hypothesis is often a product of observations leading to the formation of a theory which can be testable, falsifiable and realistic.

According to Mould (1964) hypothesis is an assumption or proposition testability is to test on the basis of the compatibility of its implications with the empirical evidence with previous knowledge.

The finding of the study will be considered in terms of the null and alternative/experimental hypotheses which are explained below.

3.3.1 Experimental/Alternative Hypothesis (H$_a$)

According to Berger and Sellke (1987) alternative hypothesis is the prediction that the investigational manipulation independent variables will have a significant effect on the dependent variable or that some variables will relate will have a relationship between each other.

(H$_a$) 1 - Different groups will have different levels of satisfaction with on the job training.

 (H$_a$) 2 - On the job training will positively associate with job satisfaction

(H$_a$) 3 - Good Organisational culture and effective communication flow will increase
        job satisfaction.

3.3.2 Null Hypothesis (H$_0$)

The null hypothesis (H$_0$) suggests that there is no difference between population parameters or variable of interest. The assumption is that when comparing two groups of interest, they are from the same population and as such, the difference between their true means is zero (Berger and Sellke, 1987). It is the disprovable or discreditable prediction and often times the alternative overrides the null by producing a significant relationship such as in the experimental.

(H$_0$) 1 - There will be the same level of job satisfaction among all groups.

(H$_0$) 2 - There will be no significant relationship between on the job training and job satisfaction.

(H$_0$) 3 - Organisational culture and communication flow will not be associated with job satisfaction.

3.4 Research Design

This study used a quantitative and cross-sectional research design. The choice of the design is associated with the research questions which intend to investigate the extent cause and effect of on the job trading on job satisfaction among other variables of the

study. This design is in accordance with the recommended designed for cause and effect research studies recommended by (Creswell, 2014).

3.4.1 Quantitative Research

Creswell (2014) describes quantitative research as a type of study that explains a phenomenon by collecting numerical data that are analysed mathematically based on methods. Harvey, (2002) that it is data which can be sorted, classified, measured in a strictly objective way in which way they are capable of being accurately described by a set of rules. The approach of the current study took the form of a survey for data collection used for analysis and confirmation of either the experimental or null hypothesis through scientific measurement. Moreover, the quantitative research design aims at evaluating connections and exploring relationships.

3.4.2 Cross-sectional design

A cross- sectional design examines the relationship between variables of interest in a defined population and at a single point in time or a short period of time about one year. It can either be in a descriptive or analytical form. Hence it can be used to assess the impact of one variable on another within a given time period, for instance, investigating an association between an assumed independent variable and employee satisfaction (PHAST, 2011). The approach was applied to gather in-depth information about what is happening to employees and organisations of the 21st-century retail sector.

The choice of the method is basically due to its characteristic effectiveness in exploring the relationship between variables, analysing data and the testing hypothesis. The method also assists in suggesting possible limitations and implications of the study as well as facilitating the search for relevant information relating to other possible factors that influence job satisfaction. The cross-sectional design was also used because the study was done at one specific point in time, unlike the longitudinal study.

3.4.3 Designed framework for the analysis of variables

Independent Variables (IVs)

Dependent variable (DV)

- *On the job training*
- *Organisational culture*
- *Communication flow*
- *Employee skills*
- *Rewards*

Job Satisfaction

These two variables will be analysed and inferences are drawn based on data collected from respondents
.
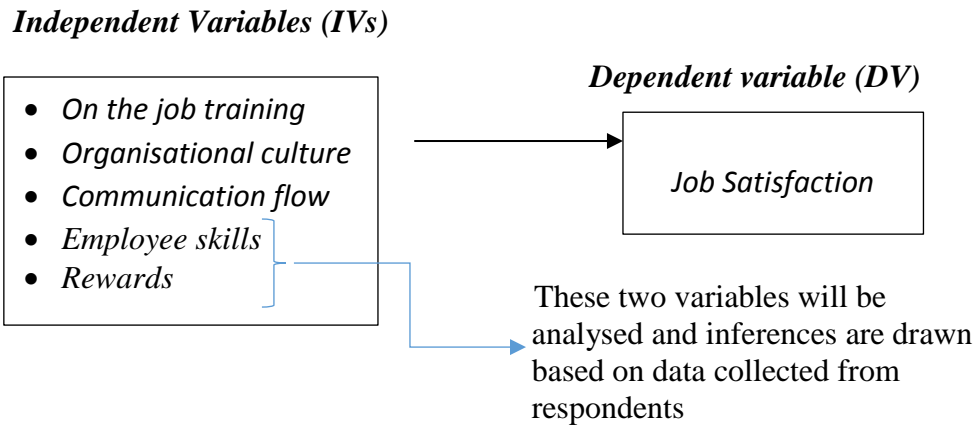
3.5 Ethical consideration

Dich, McKee and Porter (2013) explain ethical considerations as discussions about the norms and standards of conducting research which differentiates satisfactory from detrimental behaviours and aims at protecting participants, preventing the fabrication and falsifying of data and promoting the pursuit of knowledge and truth which is the primary objective of the research. It also encourages trust, accountability and mutual respect to both the respondent and the experimenter and enhances collaborative work especially in maintaining confidentiality and copyright guidelines. The study starts by putting in place and observing all ethical procedures as required by the National College of Ireland ethical Board. This includes issuing consent forms to prospective participants and explaining what the study involves as well as reassuring them of their privacy. The consent form also informed and guaranteed the participant that no misleading information will be used and that they have the right to withdraw before the study starts or while it has started and all information will be destroyed. The information sheet explains the purpose and nature of the study and why the participant was chosen for the study and attached to the questionnaire in line with the ethical guidelines of the college.

3.6 Pilot Testing

3.6.1 Introduction

The pilot testing is designed to check for possible shortfalls and as such a form of a feasibility study and for this research a two-week pilot study was conducted to ensure that there are no roadblocks to the actual research. Also to make sure that any unforeseen impediments are taken care of before the actual study. It also assisted in visualising the reliability of the methods, design and possibility of data collection. This was important because according to Sekaran and Bougie (2011), pre-knowledge of how a particular design or procedure works limits shortfalls and increases study reliability. This approach was adopted to reduce the probability of getting non-reliable results and at the same time reduce bias and prejudice that may occur due to uncertainties while increasing the value of the data.

3. 6.2 Method of pilot testing

Data generated from 10 participants of which 4 were male and 6 were female. A mean age of 22.58 was recorded with a standard deviation of 1.51. All the employees involved were at one time or the order trained on the job within the retail sector. A quantitative and cross-sectional design was used and a probability and random sampling method employed.

3.6.3 Random sampling – The random sampling was used in order to give each employee working in the retail sector which was the population of interest an equal opportunity and likelihood to be selected. This restricts data collection to the population of interest and not the general population.

3.6.4 Probability sampling – This sampling method was used to ensure that the sample represented the population of interest and as well reflect the characteristics of the population from which they are selected for instance employees from the Irish retail sector.

3.6.4 Pilot Measures - An on the job training evaluation questionnaire with 8-item (TES - 8) by Kauffeld et al. (2009) was used. This is a self-administered questionnaire designed to measure on the job training with a 5 point Likert scale measuring the 8 items and rated from 1 (Do not agree at all) to 5 (Completely agree); skills were measured using questions like; the skill and knowledge received impacted me positively. The

responses ranged from 1(Do not agree to completely agree), Communication flow was measured using questions like; on the job training enhanced my communication flow. The responses ranged from (Do not agree to completely agree) and organisational culture was measured using questions like; does the workplace environment encourage on the job training. The responses were either Yes or No. Grohmann and Kauffeld (2013) found TES-8 items to have reliability and validity of Cronbach's alpha of .88. The job satisfaction scale was also used and this will be fully detailed in the main research methodology.

3.6.5 Pilot Procedure

The process started with completion and approval of the ethics form in accordance with the National College of Ireland Ethical Board. The purpose of the study was explained to the prospective participants. Then a consent and information form was issued to the 15 potential participants from different retail sectors in Ireland. The consent form was completed followed by the completion of the questionnaire. Although 15 questionnaires were given out, only 10 were collected for the pilot study as there was limited time to continue waiting for the remaining 5 participants. The data was collected in a period of 2 weeks. The demographic information and the questionnaire were filled and this was approximated to take about 15-20 minutes.

3.6.6 Pilot Design

A quantitative and cross-sectional design method was used and the data analysed using SPSS as the analytic tool for quantitative study using correlation analysis to determine the relationship between on the job training and job satisfaction. The questionnaire was completed with pen and paper and the key variables measured were on the job training, job satisfaction, organisational culture, and employee skills and communication flow.

3.6.7 Pilot Results

The analysis involved descriptive statistics which measured the mean (M), standard deviation (SD) and results were obtained using the 10 participants with the average age of 22.8 and SD 3.41 and their level of job satisfaction were 26.8 which is high when compared to the overall score of 30. The result suggests that for those that participated in on the job training there is a huge influence on their job satisfaction

3.6.8 Conclusion

The pilot study was designed to identify any barriers to the actual study and to deal with them before proceeding. The pilot study increased the author's idea of what a quantitative research requires and instead of carrying on with the convenience sampling method, the sampling method was changed to probability and random sampling. The aim was to ensure that all employees have an equal opportunity of being selected. Through the pilot study, it was discovered that the research design and methodology were appropriate for the research questions because of their effectiveness in cause and effect research. These findings led the author to proceed with the method in the main study.

The pilot study was a success because it led to some change of mind in the choice sampling method and from using solitary retail shop using employees from different retail sectors which increased the generation of data. The change was necessary because it was difficult to generate enough data for the pilot testing within one retail shop and this initiated the idea of assessing different retail outlets.

Chapter Four – Research Methodology

4.0 Introduction

Through the exploration and review of the literature relating to on the job training organisational culture, reward, communication flow and employee skill, it was discovered that there is some level of positive relationship with employee effectiveness, organisational growth and job satisfaction. There has been a lot of generalisation of this association but not much has been done to know what other factors that can contribute to this identified relationship. Moreover, most of the studies were done in different geographical locations. This research has therefore been designed to verify these claims in the Irish population to get more informed whether the same is obtainable considering other extraneous factors.

4.1 Proposed methodology and alternative consideration

This chapter discusses the practical and appropriate methodological approach used in conducting the research in order to facilitate knowledge acquisition and increased the reliability of the findings and answers to the unknown questions which the study seeks to answer. The proposed methodology and the alternative considerations are also discussed in this chapter. The meaning of research and methodology, the justification for the chosen approach, the sample size and sampling methods as well as the population of interest and data collection procedures are all discussed in this section.

The study was proposed to use both qualitative and quantitative research methods with a sample size of 150 participants in order to get more comprehensive knowledge of the cause and effect of training on job satisfaction within the Irish retail sector. The proposal was based on Sekaran and Bougie (2011) who suggest that using multiple procedures controls the shortfall of using a solitary process. The study further argues that multiple procedures increase the probability of generating more reliable and valued data. However, due to time constraint and difficulty in assessing some set of individuals deemed appropriate for the qualitative study, a solitary and quantitative method was considered. Among the prospective participant, only 100 completed the questionnaire

which reduced the proposed number and which is considered a limitation but will be discussed later in the study.

4.1.1 Justification for methodology

The justification behind the chosen method is explained above and is also strengthened by the work of Punch (2014) who defines quantitative research as a formal and organised practice for describing association as well as the ontological philosophy which suggests that in order to understand the relationship between variables the quantitative design is most appropriate. Therefore, in order to have a better understanding of research and methodology. It is important to briefly elucidate their meanings while explaining some philosophies behind the methodological conduct of this research study.

4.2 Research philosophy

In choosing the method of data collection and analysis, there are certain motivators which include an individual's curiosity to acquire new knowledge and an understanding of the unknown that the research seeks to unravel. According to Saunders, Lewis and Thornhill, (2016), the basic idea of research philosophy lies in the views, ideas and expectations about developing and acquiring knowledge. French (2009) supports the above argument emphasising the importance of having a practical idea and knowledge and being able to identify a problem in order to make its exploration easy through action research. But Dick (2013) argues that the choice of method is vital to achieving valid and reliable findings and reduce bias and unnecessary preconception. Therefore, philosophy is all about confidence and reliance on the choice of method and three philosophical approaches which are explained below.

4.2.1 The ontology Philosophy

This approach deals with the assumption about how the world functions which is grounded on either subjectivism or objectivism. However, in any case, the two are recognised to produce valid knowledge. It tries to establish the human environment in relation to supplementary traits of creation. According to Saunders Lewis and Thornhill (2016), objectivism signifies the position that social entities exist in reality which is

external to social actors while subjectivism believes that the social phenomena of social actors are as a result of their perceptions and actions.

4.2.2 Epistemology philosophy

This is based on desire which objectively is possession based and associated with the positivist perception of improving knowledge. This approach is mostly used in quantitative research in which case objects are considered real. Passion epistemology is more subjective and the data is mostly interpreted based on the emotions and attitude of participants in relation to the research questions or topic. This is the philosophy of the interpretive toward knowledge development and tries to explore and understand the emotions of individuals rather than objects hence appropriate in qualitative research (Kvanvig, 2003).

4.2.3 Axiology

This is the philosophy associated with value and judgement in pursuit of the understanding of the role of ethics in conducting systematic studies (Saunders et al., 2009). However, Rescher (2004) argues that the emphasis on axiology is on presenting the worth of certain elements such as the worth of humans in the ecosystem. Therefore, actions and perceptions of employees are as a result of the external effects and stimuli experienced, coupled with the natural makeup of humans which often impacts their feelings, thoughts and behaviour (Saunders et al., 2009).

This study adopts the ontological philosophy which is associated with the positivist approach of data collection and the method is chosen because the study seeks to understand the relationship between variables and as such the appropriate method is quantitative and cross-sectional research which relates to the ontological/positivist perception. This suggests the possibility of external influence impacting the funding of any research.

4.3 Research

Redman and Mory (1923) describe research as a systematic struggle towards the acquisition of new knowledge which is driven by human inquisitiveness to move from the known to the unknown. This suggests that research is an expedition of encounter and every human has those important instincts of inquisitiveness especially when confronted by the hidden truth. It is an academic activity which tries to define and redefine problems, formulate hypotheses suggest solutions and collect, organise and analyse data. It is, therefore, a logical approach used in solving research problems and suggests solutions while making deductions and conclusions based on the research finding (Shashi, Gupta and Rangi, 2012).

4.4 Methodology

VanAken (2005) describes methodology as a systematic approach to solving a problem using a scientific measure helps in studying how the research is to be carried out, the procedures and techniques as well as the process of describing, explaining and predicting the proposed phenomena. This comprises of different steps, justification and rationale behind the chosen method. This emphasises the importance of identifying the appropriate method for specific research questions and this is tailored to assist in finding reliable answers to the underlying questions. Therefore, it is a useful and vital approach for collection of information which is done either through the use of questionnaires or interviews depending on the design of the study.

Kumar and Phrommathed (2005) argue that the systematic approach of conducting research is the best and most reliable approach in quantitative research which is used in this study. This study focuses on exploring the extent to which on the job training influences job satisfaction in the Irish retail sector. It further explores other variables of importance in relation to job satisfaction such as reward, communication flow, and organisational culture and employee skill.

4.4.1 Data collection - The study is grounded in previous studies relating to on the job training and job satisfaction and the two sources of data collection were the secondary data collection which stands as the basis for comparison and the primary data which provides evidence of facts that agree or disagree with what already exists in the literature.

4.4.2 Primary Data - This comprises of the pilot and preliminary work of the researcher which forms the basis of the present study and includes the field study which aimed at generating data through the opinions of the participants in relation to on the job training and job satisfaction among other independent variables of the study.

4.4.3 Secondary Data - in order to assess the literature to understand what has already been done in relation to the present study, the previous works of other scholars were reviewed through Journal article, Books, Google scholar, Management documents and other useful information from Business bulletins and magazines.

4.4.4 Questionnaire Structure - Brace (2008) describes a questionnaire as multiple choice questions which are cautiously selected for survey and a targeted questionnaire designed to generate information from respondents. According to Johnson and Turner (2003), simple and open-ended questions enhance participation and also allow participants to express their opinions and for this reason some open and close-ended questions were included in the questionnaire.

4.4.5 Questionnaire administration - In order to maximise the response of the questionnaire, some criteria were considered which includes getting consent from the organisation, handing the questionnaire to the participants and giving them time to complete and collect. The questionnaire was self-administered and completed by respondents who are also employees from different retail organisations in Ireland. Different retail sectors were used in order to diversify data collection and increase reliability. However, certain merits and demerits are associated with the use of questionnaires.

4.4.6 Merits - Questionnaire encourages a generation of a large amount of data which is important in quantitative research especially when the population of interest is large (Johnson and Turner, 2003), Also in a comprehensive research study, a questionnaire has an insignificant effect on the reliability because the participants have options of answers to choose from and according to the positivist perception Saunders et al. (2009) argue that questionnaires are the preferred method of data collection in testing relationships between variables. It is helpful for testing a hypothesis and can quantify outcomes for easy analysis.

4.4.7 Demerits - Samuel and Chipunza (2009) emphasise the increased disinterest in the use of questionnaires caused by the way most participants take them light-heartedly and sometimes complete them with less commitment. This suggests the possibility of unreliable answers from the participants. The process can also be termed to be non-flexible and firm. The findings can also be biased especially if they differ from the expected outcome. The analysis is done on data generated from a small percentage of a large population and as such the findings may be limited and unrealistic.

The procedural setting was designed to enhance cross-sectional and quantitative exploration of the influence of on the job training and the other independent variables on job satisfaction and how they can impact organisational growth in the Irish retail sector. The questionnaire was appropriate and simple and targeted the right audience. It was also tailored to convey suitable questions that will answer the underlying questions and to ensure a reliable outcome while facilitating participation.

4.5 The methods of data analysis

The generated data was edited, coded, classified and tabulated in order to run the analysis effectively with the SPSS software. The coded data was statistically analysed using SPSS producing results which helped in drawing inferences, suggesting implications and making recommendations based on the output.

4.5.1 Research population and sample population - According to Polit and Hungler (1999) the population is the totality of all respondents who fall into the specifications which represent the experimenter's chosen participants and the population of interest. On the other hand, a population sample is a small portion of the research population which forms the representative or illustrative sample of the overall population (Dotrik and Higgins, 2001). In this study, the population of interest is employees from different retail organisations in the Republic of Ireland while samples were generated from Dublin Kildare, Dundalk and Cork as a representative sample of Ireland.

4.5.2 Sample Size and Technique - Participants were male and female of age 25-56 and randomly selected. Every participant was given the opportunity to participate voluntarily and in line with the ethical conditions. And the questionnaire was completed with pencil and paper and took about 15-20 minutes to complete. A non-probability

technique was used because according to Saunders et al (2009) a non-probability technique allows subjective judgement. Therefore, the procedure used in selecting the participants was more self-selection and convenience where participants were allowed to voluntarily participate.

4.5.3 Limitations of the Data Collection - Limitations are those influences which overwhelm the experimenter and seem difficult to control either as a result of a lack of resources for control or limited literature in the area of study (Harvey, 2002). These limitations can also be restrictions on methodology, technique or non-representativeness of the population of interest hence impacting on the results of the research.

The time limit did not allow for a representative number proposed in the study which is most likely a critical factor to be mindful of while considering the reliability of the findings. There was also a possibility of sampling error; this suggests the possibility of collecting and estimating data rather than the data that would be obtained in an actual situation such as a census. Restrictions on some retail organisations contributed to the delay in data collection. The use of a solitary method (quantitative) may also have contributed to the limitations because individual expressions are important in expressing their feelings.

4.6 Job satisfaction Scale (Schmidt, 2010)

The job satisfaction questionnaire was used and was intended to help in understanding the extent of influence of on the job training and the other independent variables used in the study have on job satisfaction. This was aimed to assist the employees to elucidate the characteristics of the job that contribute toward job satisfaction. Also, the participant's answers to the questions indicate the level of satisfaction and dissatisfaction that the participants derive resulting from being trained on the job.

A five -item measure of job satisfaction assessed the judgement of job satisfaction (Schmidt, 2007). The scale measures levels of job satisfaction rated from 1("strongly disagree or disagree/don't agree") to 5 ("strongly agree or agree/slightly agree or don't know"). Scores w range from 10-50 with 42-50 = very high, 39-41=high, 32-38=average, 27-31=Low, 10-26 = very low and a recorded Cronbach's alpha of .87

Four other independent variables were used to measure job satisfaction and they include rewards, communication flow, employee skill and organisational culture.

Reward was measured using questions like, I am appreciated for the work I do and the responses ranged from 1(strongly disagree) to 5(strongly agree) among other questions

Communication flow was measured using questions like, I get along with my supervisors and co-workers and the response ranged from 1(strongly disagree) to 5(strongly agree)

Employee skill was measured using questions like, all my talents and skills are used at work and the response ranged from 1(strongly agree) to 5(strongly disagree)

Organisational culture was measured using questions like on the whole, I believe work conditions are good for my physical health and the company culture is good with responses ranging from 1(strongly disagree) to 5(strongly agree) among other questions.

4.7 Summary

This chapter intended to discuss the practical and appropriate methodological approach, the justification for the choice, sample sizes, method of data collection and others as mentioned above. In the cause of this using a step by step approach and searching for information, it was noticed that the approach to every research differs depending on the study is set to achieve. This has added to the knowledge and understanding compared to what it was before the starting of this project work. This section has also revealed the fact that the quality of any research is dependent on the use of right philosophy, thus: the positivist, interpretive or axiological philosophy.

Chapter Five – Analysis and Findings

5.0 Introduction

This chapter analyses and discusses the results of the methodical approaches towards answering the research questions outlined as follows;

Q1: Do different groups such as (male and female, different levels of experience, different departments exhibit different levels of job satisfaction with on the job training?

Q2: What influence does on the job training have on job satisfaction within the Irish retail sector?

Q3: What is the relationship between organisational culture, communication flow and job satisfaction?

A statistical analysis is conducted using SPSS on questions 1 and 2 while question 3 is answered by drawing inferences from information gathered from participants. The output of the statistical analysis facilitates the investigation, highlighting the results and identifying the implications of the findings. These findings are presented in tables, graphs and charts with each labelled for easy identification. The first set of analyses presents the reliability test results of the scales used for the study; the second set investigates the employee's level of satisfaction in the context of gender, length of service and department; the third set of results shows the correlation between on the job training, organisational culture and communication flow and job satisfaction. The characteristics and statistical test results are shown and the demographic variables are also analysed to understand group differences in job satisfaction in relation to training.

The analysis focuses on the reliability of job satisfaction with the following demographics;

Job satisfaction - Gender

Job satisfaction - Length of service

Job satisfaction - Department

Job satisfaction - On the job training

The above groups are chosen because it is easier to identify their normality and differences and these are shown in the analysis section below.

5.1 Scale Reliability Results

The reliability results of the scales used are presented below. This was conducted to ensure that the scales are reliable and able to measure what it is set to measure by ensuring a Cronbach alpha of .70 and above.

5.1.1 Training Scale Reliability Results

Case Processing Summary

		N	%
Cases	Valid	99	100.0
	Excluded[a]	0	.0
	Total	99	100.0

a. Listwise deletion based on all variables in the procedure.

Table 1: on the job training Scale Case Summary

Reliability Statistics

Cronbach's Alpha	N of Items
.879	8

Table 2: Training Scale Reliability Results

Tables 1 and 2 above represent the reliability analysis of on the job training scale with 99 valid answers for 8 items amounting to the overall training combined score with a Cronbach alpha value of .879

5.1.2 Communication Scale Reliability

Case Processing Summary

		N	%
Cases	Valid	99	100.0
	Excluded[a]	0	.0
	Total	99	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3: Communication Flow Scale Results   Summary

Reliability Statistics

Cronbach's Alpha	N of Items
.928	4

Table 4: Communication Scale Reliability

Tables 5 and 6 signify the reliability analysis for organisational culture questions with 99 valid responses across 3 items causing the total organisational culture combined score with a Cronbach alpha reliability of .915

5.1.3 Organisational Culture Scale Reliability

Case Processing Summary		N	%
Cases	Valid	99	100.0
	Excluded[a]	0	.0
	Total	99	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5: Organisation Scale Case Summary Results

Reliability Statistics

Cronbach's Alpha	N of Items
.915	3

Table 6: Organisation Scale Reliability

Tables 5 and 6 signify the reliability analysis for organisational culture questions with 99 valid responses across 3 items causing the total organisational culture combined score with a Cronbach alpha reliability of .915

5.1.4 Job Satisfaction Scale Reliability

Case Processing Summary		N	%
Cases	Valid	99	100.0
	Excluded[a]	0	.0
	Total	99	100.0

a. Listwise deletion based on all variables in the procedure.

Table 7: Job Satisfaction Case Scale Summary   Results

Reliability Statistics

Cronbach's Alpha	N of Items
.959	11

Table 8: Job Satisfaction Scale Reliability

Tables 7 and 8 denote the reliability analysis of the job satisfaction scale with 99 valid replies on 11 items which amount to the general composite score with a Cronbach alpha value of .959

5.1.5 Test of normality for dependent variable job satisfaction

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
JOBSATIS	.173	99	.000	.840	99	.000

a. Lilliefors Significance Correction

Table 9: Test of Normality for Dependent

Variable Job Satisfaction

Table 9 above denotes the test of normality for the dependent variable and this test relies on the Schapiro -Wilk for analysis to prove or disprove normality of the scale used. Every test has the null and alternative hypothesis. In the test of normality, the null associated with the Schapiro-Wilk statistics is one of no difference. So testing a sample with a predefined normally distributed data set, the null hypothesis is assumed to be normally distributed. To reject the assumption, the significance of the test must be $P < 0.05$

5.1.6 Job satisfaction Distribution histogram

Fig. I: Job Satisfaction
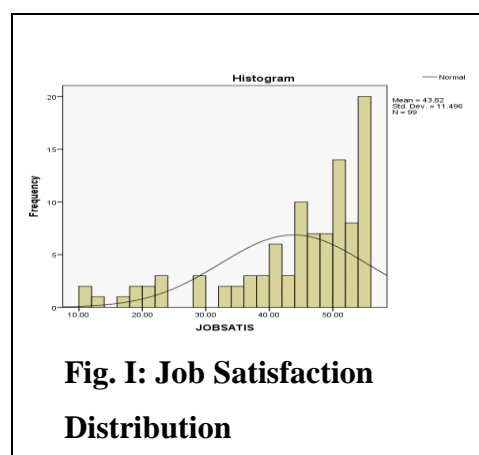
Distribution

Figure 1 above is the job satisfaction distribution plot and can be used to assess the normality. The horizontal axis is the employee's possible level of job satisfaction which ranges from 10-50 with 50 indicating a high level of satisfaction and 10 indicating a

lower level of satisfaction. The vertical axis represents the number of observations that fall within each of the sub-intervals. The histogram can give an idea of the normality but this analysis relies on the results of the Schapiro-Wilk statistic.

The result of the descriptive statistics for dependent variable job satisfaction is attached in the appendix.

5.2 Answering Research question

Q1: Do different groups exhibit different levels of job satisfaction with on the job training?

In order to answer Q1, 3 demographic variables were associated with job satisfaction.

   i. Job satisfaction and gender differences

  ii. Job satisfaction and length of service differences

 iii. Job satisfaction and department

5.2.1 Job satisfaction and gender difference

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Gender	N	Percent	N	Percent	N	Percent
JOBSATIS	Male	51	100.0%	0	0.0%	51	100.0%
	Female	48	100.0%	0	0.0%	48	100.0%

Table 10: Gender - Job Satisfaction Sample Size

A total of 99 valid responses from employees were generated, of which 51 were males and 47 females with one missing the non-valid response. The case summary in table 11 below signifies the number of males and females that responded while the histogram in fig.1 and fig.2 below respectively represents male and female distribution. The horizontal axis denotes the male and female level of satisfaction while the vertical axis denotes the number of male and female that participated. Towards zero in the horizontal axis indicates a dissatisfied male and female respectively while towards 60 indicates a high satisfaction level for male and female

Fig.2: JS Male Distribution | **Fig.3: JS Female Distribution**
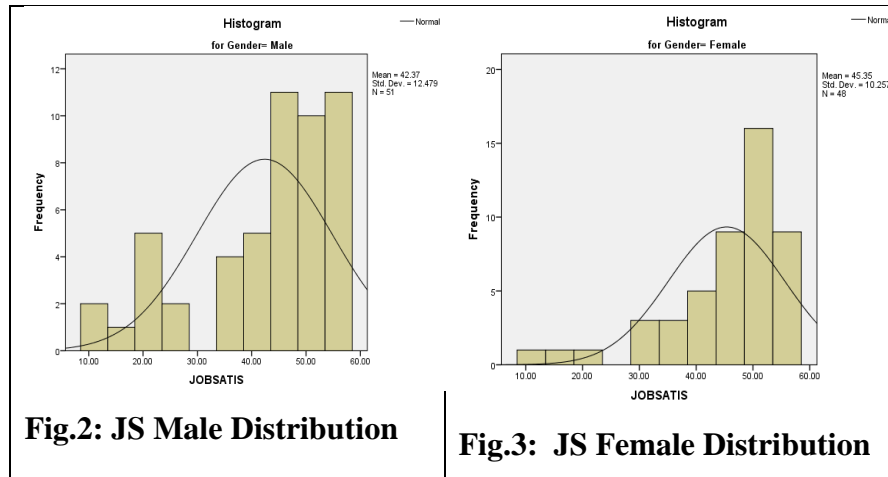
Attached in appendix are the descriptive statistics for male and female distributions. Also attached labelled in the appendix are the preliminary results tables correlation analysis.

5.2.2 Normality Test for Gender

Tests of Normality

	Gender	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
JOBSATIS	Male	.179	51	.000	.857	51	.000
	Female	.174	48	.001	.825	48	.000

a. Lilliefors Significance Correction

Table 11: Gender - Job Satisfaction Normality Results

The test of normality is as shown in 11 above. The results of the Shapiro-Wilk are used to test the hypothesis in order to verify whether the distribution is normal in male and female or not. The null hypothesis associated with the test assumes normality of the sample and in both male and female results there is an indication of significant deviation from normality where (Male = .857, df =51, p < .000), (Female =.825, df = 48, p < .000

44

5.2.3 Independent Sample Test (Mann Whitney U- Test)

Ranks

	Gender	N	Mean Rank	Sum of Ranks
JOBSATIS	Male	51	47.15	2404.50
	Female	47	52.05	2446.50
	Total	98		

Table 12: JS Female Distribution

Test Statistics[a]

	JOBSATIS
Mann-Whitney U	1078.500
Wilcoxon W	2404.500
Z	-.855
Asymp. Sig. (2-tailed)	.393
Exact Sig. (2-tailed)	.395
Exact Sig. (1-tailed)	.198
Point Probability	.001

a. Grouping Variable: Gender

Table 13: Grouping Variables: Gender

In order to ascertain whether there is a statistically significant difference in the mean scores for male and female in other works, whether the two groups differ significantly in terms of their job satisfaction, a Mann-Whitney U test is used. The mean rank in male and female groups is tested using the Mann-Whitney U test and the results are presented in tables 12 and 13 above. The results indicate that there is no significant difference between the levels of satisfaction of male and female with a mean rank of males (M = 47.15) and females (F = 52.05), (U = 1075.5 and p = .393)

5.2.4 Job satisfaction and Differences in length of service

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Length of Service	N	Percent	N	Percent	N	Percent
JOBSATIS	Less than 3 months	11	100.0%	0	0.0%	11	100.0%
	3 Mths-3 Years	18	100.0%	0	0.0%	18	100.0%
	4-9 Years	19	100.0%	0	0.0%	19	100.0%
	10-14 Years	25	100.0%	0	0.0%	25	100.0%
	15-19 Years	14	100.0%	0	0.0%	14	100.0%
	20-24 Years	4	100.0%	0	0.0%	4	100.0%
	25-29 Years	3	100.0%	0	0.0%	3	100.0%
	30-34 Years	3	100.0%	0	0.0%	3	100.0%
	35-39+ Years	2	100.0%	0	0.0%	2	100.0%

Table 14: Length of service - Job satisfaction sample size

Analysing from the case processing above, 99 employees took part in the study, 11 had less than 3 months service, 18 had 3 months to 3 years, 19 had 4-9 years, 25 had 10 -14 years, 14 had 15 to 19 years, 4 had 20 to 24 years, 3 had 25 to 29 years, 3 had 30 to 34

years and 2 had 35 to 39 years and above. Table 15 below shows the case summary of the processing.

Histogram for length of service

Fig 4: Job satisfaction Less than 3 months' service distribution

Fig 5: Job satisfaction 3 months to 3 years' service distribution

Fig 6: Job satisfaction 4-9 years' service distribution

Fig 7: Job satisfaction 10-14year Service distribution

Fig 8: Job satisfaction 15-19 years' service distribution

Fig 9: Job satisfaction 20-24 years' service distribution

Fig 10: Job satisfaction 20-24 years' service distribution

Fig 11: Job satisfaction 20-24years' service distribution

The histograms in figures 4 to 11 indicate the distributions of employees' length of service in relation to their level of job satisfaction with on the job training. Levels of job satisfaction with training are shown on the horizontal axis while the vertical axis represents the number of employees that filled the job satisfaction questionnaire. Along the horizontal axis are the levels of job satisfaction. Using figure 4 as an example the closer employees are to 20 the less satisfied they are and the closer they are to 50 the more satisfied they are. Comparing employees with less than 3 months' service and those that have stayed for 35 – 39 years and above, it can be inferred that the less time an employee stays in an organisation the more satisfied they are in the organisation.

The descriptive statistics of Job satisfaction, job satisfaction and gender, the length of service; departments and training are shown in tables 30-34 respectively in appendix D.

5.2.5 Normality Test for Length of Service

Tests of Normality

	Length of Service	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
JOBSATIS	Less than 3 months	.200	11	.200*	.898	11	.173
	3 Mths-3 Years	.261	18	.002	.826	18	.004
	4-9 Years	.207	19	.032	.832	19	.003
	10-14 Years	.256	25	.000	.739	25	.000
	15-19 Years	.185	14	.200*	.847	14	.020
	20-24 Years	.250	4	.	.963	4	.798
	25-29 Years	.286	3	.	.930	3	.490
	30-34 Years	.267	3	.	.952	3	.578
	35-39+ Years	.260	2	.			

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 15: Length of service - Job Satisfaction Normality   Results

Table 16 above shows the results of the Shapiro-Wilk test of normality conducted to identify the presence or absence of normality in the different groupings of the length of service distributions. This is because the null hypothesis associated with the sample under consideration assumes normality until proved otherwise.

The results of the test of normality shown below indicate a significant deviation from normality showing (L < 3 months   = .898, df =11, p = .173), (L3 months -3years - .826, df = 18, p = .004), (L4-9years = .823, df = 19, p = .003) (L10-14years = .739, df = 25,

47

p < .000) (L15-19years = .847, df = 14, p = .020), (L20-24 = .963, df = 4, p =.798), (L25-29 = .930, df = 3, p = .490) (L30-34 =.952, df = 3, p =.578).

The above table has shown some deviancies from normality in seven groups and as such the Kruskal-Wallis H Test is used to ascertain if there are significant variations in an employee's satisfaction with on the job training between one group's length of service and another. The null hypothesis is associated with the test of in mean ranks and hence the Kruskal-Wallis H Test is conducted to check the difference in mean rank among the groupings.

5.2.6 The Kruskal-Wallis H Test for difference in mean rank

Ranks

	Length of Service	N	Mean Rank
JOBSATIS	Less than 3 months	11	37.36
	3 Mths-3 Years	18	41.89
	4-9 Years	19	46.55
	10-14 Years	25	58.60
	15-19 Years	14	58.36
	20-24 Years	4	37.88
	25-29 Years	3	56.17
	30-34 Years	3	33.83
	Total	97	

Table 17: Grouping Variable, Length of service

Test Statistics[a,b]

	JOBSATIS
Chi-Square	9.359
df	7
Asymp. Sig.	.228

a. Kruskal Wallis Test

b. Grouping Variable: Length of Service

Table 16: Kruskal –Wallis H Test: Mean

Tables 16 and 17 above are the results of the Kruskal-Wallis H test. A significant difference is revealed between employees in relation to their number of years of experience as seen above with less than 3 months (MR = 37.36), 3 months -3 years (MR = 41.89), 4-9 years (MR = 46.55), 10-14 years (MR = 58.60), 15-19 years (MR = 58.36). 20-24 years (MR =37.88), 25-29 years (MR = 56.17) 30-34 (MR =33.83), (H = 9.359), (p = .228)

5.2.7 Job satisfaction and differences in departments

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
	Department	N	Percent	N	Percent	N	Percent
JOBSATIS	Director	10	100.0%	0	0.0%	10	100.0%
	Sale Rep	21	100.0%	0	0.0%	21	100.0%
	Admin	12	100.0%	0	0.0%	12	100.0%
	Professional	11	100.0%	0	0.0%	11	100.0%
	Marketing	10	100.0%	0	0.0%	10	100.0%
	Customer service	16	100.0%	0	0.0%	16	100.0%
	Group Leader	8	100.0%	0	0.0%	8	100.0%
	Others	11	100.0%	0	0.0%	11	100.0%

Table 18: Job satisfaction- departmental group sizes

The questions for the department section was taken by 99 employees of which 10 worked in the directorate department, 21 in the sales department, 12 in the administrative department, 11 in the professional department, 10 in marketing, 16 in customer service, 8 in the group leader's department and 11 in 'others' which include accountants, managers, cleaners and other workers not included in the groups. These are shown in the cases summary table above.

Histogram for differences in department

Fig 12: Job satisfaction-director Department distribution	Fig13: Job satisfaction-sale rep department distribution	Fig 14: Job satisfaction-admin department distribution

49
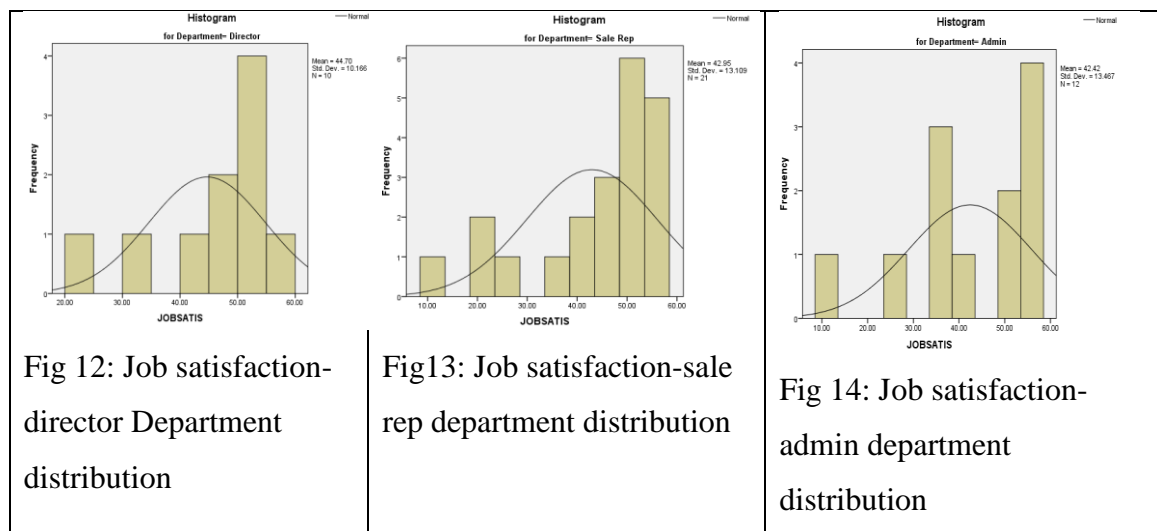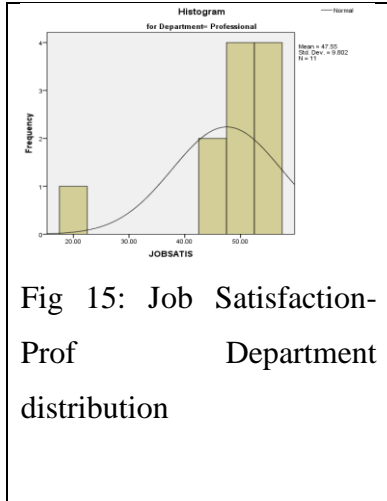
Fig 15: Job Satisfaction-Prof Department distribution
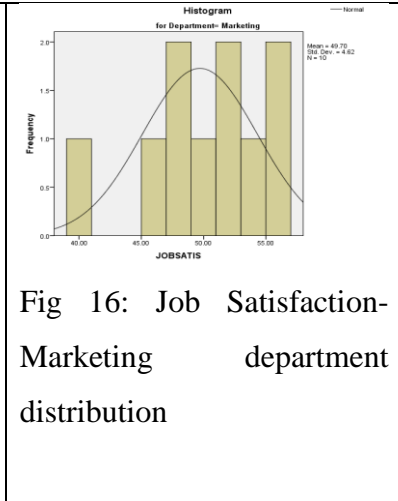
Fig 16: Job Satisfaction-Marketing department distribution
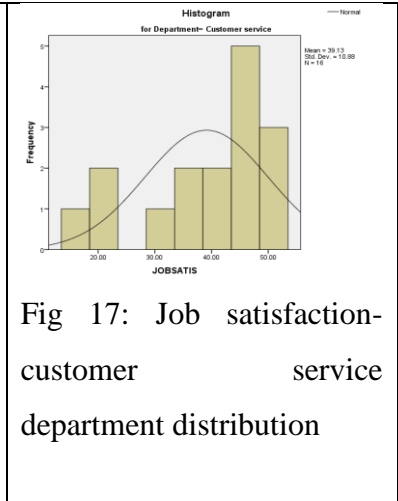
Fig 17: Job satisfaction-customer service department distribution
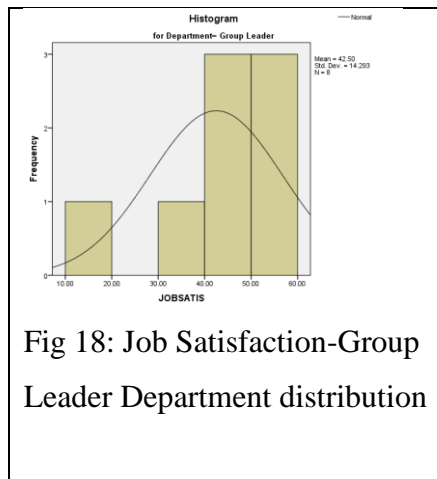
Fig 18: Job Satisfaction-Group Leader Department distribution
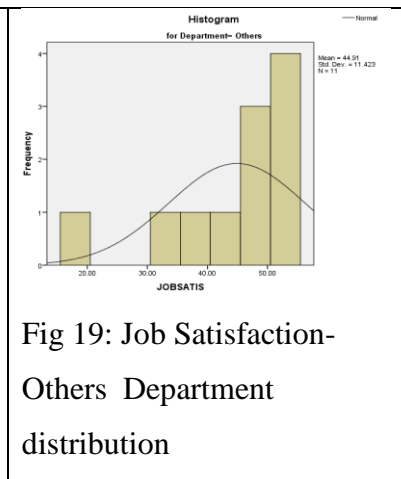
Fig 19: Job Satisfaction-Others Department distribution

The distribution and job satisfaction levels of the employees' departmental categories are denoted in the histograms shown in Figures 12 - 19   above. The horizontal axes denote their satisfaction level with training; the vertical axes represent the number of employees who completed the satisfaction with training scale. As shown above, there are differences in levels of satisfaction in different categories. Using figure 13, which represents the sales representative department of 21 employees that were trained on the job, 3 were satisfied with their job while in the administration department of 12 employees, 2 were satisfied. This suggests that there are differences in job satisfaction among the departmental categories.

5.2.8 Test of Normality Test for Department

Tests of Normality

	Department	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
JOBSATIS	Director	.212	10	.200[*]	.876	10	.116
	Sale Rep	.202	21	.026	.833	21	.002
	Admin	.213	12	.138	.861	12	.050
	Professional	.268	11	.027	.685	11	.000
	Marketing	.126	10	.200[*]	.932	10	.473
	Customer service	.209	16	.060	.868	16	.025
	Group Leader	.208	8	.200[*]	.845	8	.084
	Others	.189	11	.200[*]	.843	11	.034

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 19: Job satisfaction Normality Result for Departments

Table 21 represents the results of the tests of normality using the Shapiro-Wilk test to test for normality in the samples of department categories. As always the assumptions of the null hypothesis assumes normality of the sample under consideration. In relation to this study there is a significant deviation or non-conformity in the departmental categories as shown in the table above with (WDIREC. = .876, df = 10, p = .116), (WSALEREP = .833, df = 21, p = .002), (WADMIN = .861, df = 12, p =.050), (WProf. = .685, df = 11, p <.000), (Wmark. = .932, df = 10, p = .473), (WCUSTSER. = .868, df = 16, p = .025), (WGROUPLED. = .845, df = 8, p = .084), (WOTHERS = .843, df = 11, p = .034)

Kruskal- Wallis H Test Mean Rank

Ranks

	Department	N	Mean Rank
JOBSATIS	Director	10	50.60
	Sale Rep	21	49.43
	Admin	12	48.33
	Professional	11	59.91
	Marketing	10	63.90
	Customer service	16	34.03
	Group Leader	8	49.31
	Others	11	53.55
	Total	99	

Test Statistics[a,b]

	JOBSATIS
Chi-Square	8.858
df	7
Asymp. Sig.	.263

a. Kruskal Wallis Test

b. Grouping Variable: Department

Table 20: Kruskal- Wallis H Test Mean Rank

Table 21: Grouping Variables: Department

As a result of the identified difference in normality in some departmental groups, the Kruskal-Wallis H Test is used to see whether or not there is a significant difference between the levels of an employee's job satisfaction with training across the departments. Tables 20 and 21 denote the results of the test and a significance difference is revealed within the different groups with Director (Mr = 50.60), SaleRep (Mr = 49.43), Admin. (Mr = 48.33), Prof. (Mr = .59.91, Mark. (Mr = 63.90), CustSer. (Mr = 34.03), GroupLed. (Mr = 49.34), Others (Mr = 53.55), (H = 8.658, p = .263).

5.2.9 Results of Correlations

Correlations		TRAIN	COMMFLO	OGANICUL	JOBSATIS
TRAIN	Pearson Correlation	1	-.685**	-.700**	-.729**
	Sig. (2-tailed)		.000	.000	.000
	N	97	97	97	97
COMMFLO	Pearson Correlation	-.685**	1	.864**	.762**
	Sig. (2-tailed)	.000		.000	.000
	N	97	99	99	99
OGANICUL	Pearson Correlation	-.700**	.864**	1	.749**
	Sig. (2-tailed)	.000	.000		.000
	N	97	99	99	99
JOBSATIS	Pearson Correlation	-.729**	.762**	.749**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	97	99	99	99

**. Correlation is significant at the 0.01 level (2-tailed).

Table 22: Correlation results

Table 22: Correlation results between on the job training, communication flow, organisational culture and job satisfaction

A correlation analysis was conducted between the variables to investigate the relationship between the on the job training, communication flow, organisational culture and the dependent variable job satisfaction. In relation to this study, the aim is to see whether any change in on the job training, effective communication flow and good organisational culture will cause some positive changes in the dependent variable.

Table 23 is a simplified form of table 22 in a correlation matrix for easy understanding

Scale	1 OTJT	2 COMFLO	3 ORGCUL	4 JOBSATIS
1. OTJT	1			
2. COMFLO	-.69**	1		
3. ORGCUL	-.70**	.86**	1	
4. JOBSATIS	-.73**	.76**	.75**	1

**Correlation is significant at the 0.01 level (2-tailed)

Table 23: Correlation matrix for relationship between the variables

Table 23 is a simplified correlation matrix to show the both negative and positive correlation between the dependent and independent variables. As can be seen in the table above, on the job training has a negative association with the job satisfaction contrary to some literature while effective communication flow and good organisational culture have a strong positive relationship with the job satisfaction. Good to know and an important note for employers

5.3 Answering Research Question 2

Q2: What influence does on the job training have on job satisfaction within the Irish retail sector?

The relationship between training and job satisfaction is investigated using the Pearson product –moment correlation coefficient. Preliminary analysis was conducted to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a strong, negative correlation between the two variables, r = -.73**, n =97, p < 0.01 at 2-tail level. This rejects the alternative hypothesis suggesting the satisfaction employees' exhibit may not be as a result of on the job training but other factors. This also suggests that employees can avail of on the job training and yet not be satisfied with their job hence a reason for employees to match on the job training with other necessary strategies that will increase the impact of on the job training rather than invest in it and neglect other contributing factors (Costen and Salazar, 2011). This finding, therefore, supports

the null hypothesis (H0) 2 which hypothesised that there will be no significant association between on the job training and job satisfaction.

5.4 Answering Research Question 3

What is the relationship between organisational culture, communication flow and job satisfaction?

The relationship between job satisfaction and communication flow was also investigated and the results showed a strong positive correlation with r = 76**, n = 99, p < 0.01 at 2-tail. This suggests employees that communicate effectively with other employees are more satisfied than those that do not hence, supporting the previous literature, Poulson (2008), who argues that effective communication flow has a positive impact on an employee's job satisfaction. This, therefore, supports the alternative hypothesis that communication flow will be positively associated with job satisfaction.

The relationship between job satisfaction and organisational culture also revealed a strong positive correlation with r = .75**, n = 99, p < 0.01, 2-tailed. This suggests employees from companies with good organisational culture are satisfied with their job. This also is in accordance with previous literature which argues that investing in human capital increases an employee's job satisfaction hence good organisational culture positively impacts an employee's job satisfaction (Lee, Back and Chan, 2015).

Chapter Six – Findings and Discussions

6.0 Introduction

The synopsis and overall view of the dissertation framework are discussed in this chapter, the research topic is restated in relation to the literature and the methods, analysis and subsequent findings are discussed in relation to the research questions. The implications of the findings and hands-on recommendations are suggested for future improvement and a final section to make conclusions based on the overall knowledge, idea and acquired skill tailored toward future research.

The 21st-century labour market has changed the perception of both employers and employees. Employers think strategically and employees have become enthusiastic hence, career progression and job satisfaction has become the key to building a competitive workforce. The aim of every sector such as the retail sector is to produce a committed workforce in order to increase productivity but to achieve this; they need a conducive and encouraging workplace.

6.1 Research Framework

In respect of the above, this study was designed to investigate the extent to which on the job training impacts job satisfaction while examining other contributory factors. The results showed a strong negative correlation between on the job training and job satisfaction which supports Georgellis and Lange (2007) that showed evidence of a weak relationship between on the job training and job satisfaction. Also, a strong positive relationship was revealed between communication flow and job satisfaction. This study also revealed a strong association between organisational culture and an employee's job satisfaction. This suggests that even though a lot of literature argues that on the job training is associated with job satisfaction, there may be hidden contributors rather than on the job training. Again, inferring from the answers given by the participants, reward and employee skills were shown to receive positive answers in favour of increased job satisfaction.

In relation to research question 1, the Mann-Whitney U Test showed no differences in levels of job satisfaction between male and female employees. Research question 2

rejects the alternative hypothesis with a strong negative association between on the job training and job satisfaction and research question 3 supports the alternative hypothesis with a strong positive relationship between job satisfaction and both communication flow and organisational culture with r = .76** and .75** respectively. These results were also evident in the study conducted by (Lee, Back and Chan, 2015).

6.1.1 Research Findings

The statistical analysis conducted revealed a strong negative correlation between on the job training and job satisfaction suggesting that the more employee avail of training, the less satisfied they are with their job. This contradicts the previous literature Dearden, et al. (2006) and Karim et al. (2012) who argued that an employee's job satisfaction increased after on the job training. This suggests that increased job satisfaction may not be as a result of on the job training but other factors (Georgellis and Lange, 2007). The result further suggests that there is no significant difference between male and female job satisfaction levels with mean rank of males (M = 47.15) and the female (F = 52.05), (U = 1075.5 and p = .393)

6.2 Other findings with the demographics were as follows

A strong positive correlation between job satisfaction and communication flow with r = 76**, n = 99 and p < 0.01 and this supports Pouslston (2008) who argues that effective communication flow has a positive impact on employees' job satisfaction.

Organisational culture is strongly associated with job satisfaction with r = .75**, n = 99 and p < 0.01. This also supports Lee et al. (2015) who claim that investing in human capital increases employee job satisfaction.

6.2.1 Differences in levels satisfaction among different lengths of service

The result of this exploration shows that employees with fewer than 10-14 years of experience have significant and positive satisfaction with their job in relation to on the job training while those that have stayed less than 3 months or more than 20 years responded negatively as indicated in table 16. This could be justified by the fact that

those employees that are in the middle are still enjoying the training while those that are there only a few years are still trying to get used to the system and those that have stayed a very long time are getting tired and bored with the system hence the depreciation in satisfaction. The dissatisfaction with those that have stayed more years can also be linked to the study by Trahant (2009) who argues that employees are fully engaged in their work for the first few years after which the level of commitment and satisfaction decreases.

6.2.2 Differences in satisfaction between Departments

Table 23 shows that there are differences in the responses of the employees from different departments suggesting that the type of department impact their level of satisfaction. The well-positioned employees such as the directors and the professionals showed a higher mean rank of satisfaction than those in lower departments such as the customer service staff and group leaders. This may suggest that the lower class employees receive less attention from the workplace which impacts their job satisfaction and can also be associated with a lack of effective communication with the management (Pouslston, 2008).

Inferences drawn from data collected from participants in relation to employee skills and rewards.

In regards to reward and employee skills, although there were not specific research question asked based on employee skill and rewards, the information gathered from participants showed that the more skills employees have, the more confident they have in themselves and the better they feel. This can therefore be inferred to be associated with the satisfaction that they have with their job.

In relation to reward, larger number of employees agrees to give their best when they are rewarded for the job they do and also argues that they are less encouraged to work if they are not rewarded. Some said that reward can be either inform of increased wages of holiday pay. This suggests that employee skill and reward has a relationship with job satisfaction.

6.3 Summary

This section aims to discuss the overall findings in this research. Having gone through the step by step process of analysis, it can be suggested that on the job training is not the only factor contributing to employee job satisfaction. There is a strong positive relationship between effective communication and well-built organisational culture and job satisfaction supporting the study by Jones (2008) that organisational cultures that empower and give employees a sense of relaxation produces more satisfied employees. According to Mustapha (2013), the effect of on the job training will not be felt if employees are not happy with the culture or cannot communicate effectively with their managers and co-workers. It is, therefore, important the retail sector appreciates the fact that investing in on the job training without considering other important factors can only amount to wasted investment. In order to get the best out of employees it is important to improve the working conditions to enhance an employee's job satisfaction and only then will on the job training be worthwhile (Paille et al., 2013).

6.4 Implications of the findings

This study may have shown a negative relationship between on the job training and job satisfaction; however, on the job training may be closely related to increased job satisfaction. However, it is important to know that job satisfaction is influenced by other factors such as communication flow, organisational culture, employee skills and reward. Considering the significance of this study, the implications of the outcomes suggest that the retail sector should do more than just training employees who are under-skilled and instead build a sector that can stand out through novel work practices that will improve an employee's job satisfaction and increase productivity. As outlined by Kara et al. (2012), an employee's job satisfaction is influenced by working management style and personal fulfilment. Again, effective communication and good organisational culture have been shown to impact strongly on an employee's job satisfaction. This implies that investing in these areas is investing would improve employees enthusiasm and commitment to work which will, in turn, lead to increased productivity (Nijman et al., 2006). This research may also produce more reliable results with a larger sample size; the fact that job satisfaction is more subjective than objective is also considered an issue because what one employee sees as satisfactory may not be for another. Therefore, there

is a possibility of bias in the answers to the questions. A lot of respondents may have just filled the questionnaire with a less concerned attitude or lack of interest in the study and this may have reflected in their answers.

6.5 Summary

The chapter discussed the overall framework of this study in relation to the outcomes. The study can be said to be successful especially having reviewed a lot of literature and comparing what already exists with the present study. There is a good reason to encourage employers to invest in human capital as it seems to be a good strategy toward realising the effects of on the job training and achieving competitive advantage.

7.0 Introduction

The study intended to investigate the extent to which on the job training influences job satisfaction. It also sought to explore other factors such as organisational culture and communication flow, reward and employee skill in relation to job satisfaction within the Irish retail sector. The findings and inferences drawn are based on the outcome of the analysis. The implications and suggestions are tailored towards improving the shortfalls while creating awareness to future researchers in relation to possible gaps in the study. Advisory

7.1 Further Study

The study has touched a number of areas but could not fully investigate them due to time constraints. Such areas as how much skill an employee needs to work effectively and gain satisfaction and the amount of training that an unskilled employee needs to meet the requirements of the new generation workplace are important areas to be investigated. It would also be informative to further research the kind of reward that is associated with employee satisfaction as well as comparing on the job training with formal training in order to understand which one is more effective in increasing job satisfaction. Also by conducting this study qualitatively, further research can assess an employee's feelings and their real thoughts about the topic. This will give the researcher the opportunity to observe employees and analyse their emotions and body language which might say more than what they just answer a questionnaire.

It might also be worth conducting this research as a longitudinal study rather than a cross-sectional study. In that way, the researcher would be able to take note of the changes that may affect the employees from one point in time to another. This could help in the identification of what really impacts job satisfaction.

7.2 Research Strengths and Limitations

The study has been successful with some good findings but not without limitations and this can be seen in this section. As earlier mentioned, this study was done quantitatively

by randomly gathering data from large numbers of respondents which were selected for inclusion based on the required qualities and as such the questions were structured and may not have given enough room for explanations.

7.3 Strengths

Having used a well-designed selection process the findings of this research can be generalised as a representation of the target population. This project has also documented facts about the content and application of the survey instrument for future researchers. The data is relatively easy to analyse, it can also be consistent, precise and reliable. Possibly the study can be replicated in different population to verify the findings. The study has also given future researchers a good insight of into how to improve what has already been done.

7.4 Limitations

As mentioned above, the study used both secondary and primary data and the secondary data which is the literature relating to the topic may be difficult to assess. It can also be difficult to understand the context of the phenomenon. It may be difficult to capture the required participants or recruit a large enough sample for the study. This is most likely to influence the results of the study. Also using a mixed method of approach, like quantitative and qualitative, may create more opportunity for the researcher to get a more comprehensive perception of the respondents. A qualitative study using interviews would create an atmosphere to examine expressions and interpret body language and emotions while the use of a solitary design can be more restrictive. A structured questionnaire was used and this may have created an unnatural situation which may have caused some respondents to withdraw. Some variables of the study were not tested due to time constraints and may have also impacted the findings.

7.5 Recommendations

As already said above, on the job training is not enough as a solitary factor to impact employee job satisfaction, it is vital to consider other factors in order to make meaning out of the influence of on the job training. Although a lot of employers invest in on the job training it is recommended that considerations are given to other challenges that

employees face in life which may cause some psychological and emotional breakdowns and in turn impact negatively on their job roles and satisfaction. Employers should, therefore, consider employing counsellors and psychologists who can give some sort of support to employees to help them talk about their worries because according to Nijman et al. (2006), talking lightens the heart and increases psychological well-being.

This study has identified the importance of the retail sector to invest more in human capital by improving the working conditions of employees. This will increase the positive impact of on the job training while increasing employee satisfaction. This will, in turn, improve the brand image of the sector, attract more talent and professionals and increase productivity which is the key towards competitiveness.

7.6 Chapter Summary

Conclusively, it may be indicated that on the job training is not worth the investment without considering other factors that employees seek in order to work effectively. Therefore employers should be strategic in incorporating on the job training with other essential factors strategic in order to achieve their aims and build a sector with satisfied workers. Surely investing in human capital is building organisation competitiveness but on the job training as a solitary factor does not lead to job satisfaction.

Chapter Eight – References

Altmann, R. (2015) A new vision for older workers, retain, retrain and recruit. Department for Work and Pensions, London

Abdul, R., Hakim, I.T., Ahmad, P.O. and Dardar, A. J. (2012) The Impact of Job Training, job satisfaction and Alternative Job Opportunities on Job Turnover in Libyan Oil Companies. *Procedia - Social and Behavioural Sciences, 40,* pp. 389 – 394.

Atif, A. N, Ijaz, R and Nadeem.S (2011) Employee retention relationship to training and development: A compensation perspective. *African Journal of Business Management* 5 (7), pp. 2679-2685.

Armstrong, M. (2009) Armstrong's handbook of performance management: an evidence-based guide to delivering high performance, 4th ed. London, Kogan Page

Ali and Ahmed, (2009) 'The Impact of Reward and Recognition Programs on Employee's Motivation and Satisfaction: An Empirical Study'. *International Review of Business Research* 5(4): pp270-279

Alipour, M., Salehi, M. and Shahnavaz, A. (2009) A Study of on the Job Training Effectiveness: Empirical Evidence of Iran. *International Journal of Business and Management*, 4(11), pp. 63-68

BIS (2013) *A Strategy for Future Retail: Industry and Government Delivering in Partnership.* HM Government, London.

Bakare, K.O (2012) Training needs of hotel employees as correlate of job satisfaction in Ile – Ife Osun State, *JABU international journal of social and management sciences, 4(1), pp. 17-24*

Blume, B. D., Ford, J. K., Baldwin, T. T. and Huang, J. L. (2010) 'Transfer of training: a meta-analytic review'. *Journal of Management, 36, pp.1065–105*

Brace I. (2008) Questionnaire designs: How to plan, structure and write survey material for effective market research. 2nd ed. London: Kogan Page

Barnett, R. and Bradley, L. (2007) 'The impact of organizational support for career development on career satisfaction'. *Career Development International*, 12(7), pp. 617-36.

Booth, S. and Hamer, K. (2007) 'Labour turnover in the retail industry'. *International Journal of Retail and Distribution Management,* 35(4), pp. 289-307.

Ballot, G., Fakhfakh, F. and Taymaz, E. (2006) 'Who benefits from training and R&D, the firm or the workers?' *British Journal of Industrial Relations*, 44 (3), pp. 473-495.

Brinkerhoff, R.O. (2006) Increasing impact of training investment: an evaluation strategy for building organizational learning capability, *Industrial and Commercial Training*, 38 (6), pp. 302-307.

Bresnahan, T.F., Brynjolfsson, E., & Hitt, L.M. (2002) Information technology, workplace organization, and the demand for skilled labour: Firm-level evidence. *MIT Sloan School Working Paper, pp.154*.

Brown, J. (2002) 'Training needs assessment: A must for developing an effective training program'. *Public Personnel Management,* 31(4), pp. 569-574.

Berger, J.O. and Sellke, T. (1987) Testing a point null hypothesis: the irreconcilability of P values and evidence. *Journal of the American Statistics Association*, 82 p.112-122

CIPD (2014) 'Learning and Development: New Challenges, new approaches' [Online at] http://www.cipd.co.uk/binaries/learning-and-development_2014.pdf {Accessed: 26 July 2016}

Cheng, Y., & Waldenberger, F. (2013) Does training affect individuals' turnover intention? Evidence from China. *Journal of Chinese Human Resource Management, 4*(1), 16-38

CIPD (2011) 'Harnessing the power of employee communication [Online at] http://www.cipd.co.uk {Assessed: 27 July 2016}

Costen, M. and Salazar, J., (2011) 'The Impact of Training and Development on Employee Job Satisfaction, Loyalty, and Intent to Stay in the Lodging Industry'. *Journal of Human Resources in Hospitality and Tourism,* 10(3), pp. 273-284.

Chiaburu, D.S., Dam, K. V., & Hutchins, H. M. (2010) Social support in the workplace and training transfer: A longitudinal analysis. *International Journal of Selection and Assessment, 18*(2), 187-200.

Choo, S. and Bowley, C. (2007) Using training and development to affect job satisfaction within franchising. Journal of Small Business and Enterprise Development, 14(2), 339-352.

Cummings, T.G. and Worley, C.G. (2005) *Organization Development and Change.* Ohio: South-Western

Dhār, L. (2015) 'Service Quality and the Training of Employees: The Mediating Role of Organizational Commitment'. *Tourism Management*, 46, pp.419-430 [Online at] http://www.researchgate.net/profile/Rajib_Dhar2/publication/264975855_Service_quality-
and_the_training_of_employees_The_mediating_role_of_organizational_commitment/links/53f95b0f 0cf20a45496a807e.pdf {Available: 23 August 2016)

Dich, L., McKee, H. A., & Porter, J. E. (2013) Ethical Issues in Online Course Design: Negotiating Identity, Privacy, and Ownership. *Selected Papers of Internet Research*

Dearden, L., Reed, H. and Van Reenen, J. (2006) 'The impact of training on productivity and wages: evidence from British panel data'. *Oxford Bulletin of Economics and Statistics* 68 (4): pp. 397-421.

Duncan, C. S., Selby-Lucas, J. D., Swart, W. (2002) Linking Organizational Goals and Objectives to Employee Performance: A Quantities Perspective. Journal of American Academy of Business, 314-318

European Commission (2012) Vocational Education and Training for Better Skills, Growth and Jobs

European Commission, (2010) *New skills for new jobs: Action now*, report by the Expert Group, (Brussels).

Fiske, J. (2011) Introduction to Communication Studies, Routledge, London.

Forgacs, L. (2009) Recruitment and Retention across Continents. *Journal of talent and development*, 63(6), pp. 40-44

GovilL, S.K. and Usha, K. (2014) 'The importance of training in an organization'. *Advances in Management,* **7**(1), pp. 44-46.

Grohmann, A. and Kauffeld, S. (2013) Evaluating training programs: development and correlates of the Questionnaire for Professional Training Evaluation, *International Journal of Training and Development*, 17 (2), pp. 135-155

Görlitz, K. (2011) 'Continuous training and wages - an empirical analysis using a comparison-group approach'. *Economics of Education Review*, 30 (4), pp. 691 - 701.

Govaerts, N, Kyndt, E., Dochy, F. and Baert, H. (2011) 'Influence of learning and working climate on the retention of talented employees'. *Journal of Workplace Learning,* 23 (1), pp. 35 – 55

Georgellis, Y. and Lange, T. (2007) 'Participation in continuous, on-the-job training and the impact on job satisfaction: longitudinal evidence from the German labour market'. *International Journal of Human Resource Management*, 18 (6), pp. 969-985

Garg, P. and Rastongi, R. (2006) 'New model of job design motivation employees Performance'. *Journal of Management Development* 25 (6), pp.572-587

Hasebur R, M., Abdullah Al Mamun, M. (2013) HRM Focus on Distinctive Human Capital and Strategy of Building-Retaining Competitive Advantage. *Global Journal of Management and Business Research, 13(11), pp.13-18*

Hart, C., Stachow, G.B., Farrell, A.M. and Reed, G. (2007) 'Employer perceptions of skills gaps in retail: issues and implications for UK retailers'. International Journal of Retail and Distribution Management, 35 (4), pp. 271-88.

Hung Tsai, K. Don Yu, K. and Yi Fu, S. (2005) 'Do employee benefits really offer no advantage on firm productivity': An examination of Taiwan's shipping industry. *Journal of the Eastern Asia Society for Transportation Studies* 6, pp. 838 - 850

Harvey, D. (2002) *Quantitative Research Methods* [Online at] http://%20/www.staff.ncl.ac.uk/david.harvey/aef801/introquantr.htmll {Assessed: 20 August 2016}

Harvey, L., Geall, V. and Moon, S. (1998) Work Experience: Expanding Opportunities for Undergraduates. Birmingham: Centre for Research into Quality, University of Central England.

IBEC (2015) Job training, a way forward. Recruitment, selection and Assessment

Jehanzeb, K., & Bashir, N.A. (2013) Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management, 5*(2), pp. 243-252

Jones, M.K., Jones, R.J., Latreille, P.L. and Sloane, P.J. (2009) 'Training, job satisfaction, and workplace performance in Britain: evidence from WERS 2004'. *Labor*, 23 (1), pp. 139 - 175.

Johnson, B. Turner, A. (2003) Data collection strategies in mixed methods research. *Handbook of mixed methods in social and behavioural research*, 297-319

James, C. and Roffe, I. (2000) The evaluation of goal and goal free training innovation. *Journal of European Industrial Training,* pp.12-20

Kokt, D. and Ramarumo, R. (2015) 'Impact of Organizational Culture on Job Stress and Burnout in Graded Accommodation Establishments in the Free State Province South Africa'. *International Journal of Contemporary Hospitality Management*, 27(6), pp.1198-1213

Kamil Erkan Kabaka, A. (2014) Strategies for employee job satisfaction: A case of service sectior. *Procedia - Social and Behavioural Sciences, 150*, pp. 1167 – 1176.

Karim, M. R., Huda, K. N. and Khan, R. S. (2012) Significance of Training and Post Training Evaluation for Employee Effectiveness: An Empirical Study on Sainsbury's Supermarket Ltd, UK. *International Journal of Business and Management*, 7(18), pp. 141-148.

Khalid, M.M., Ashraf, M., Azeem, M., Ahmed, R.I, and Ahmad, H.N. (2012) Proposing a Training Evaluation Strategy to Ensure Training Transfer in Public Sector Organizations in Pakistan: An exploratory Account, *International Journal of Human Resource Studies*, 2 (1), pp. 111-121.

Kraimer, M., Seibert, S. Wayne, J. Liden, C. and Bravo J. (2011) 'Antecedents and Outcomes of Organizational Support for Development: The Critical Role of Database'. *Journal of Applied Psychology,* 96(3) pp. 485-500.

Karthikeyan, K., Karthi, R., Graf, S. (2010) Impact of Training in Indian Banking Sector – An Empirical Investigation. *International Journal of Business and Management*, 5(7), pp. 77-83.

Kauffeld, S. and Lehmann-Willenbrock, N. (2010) 'Sales training: effects of spaced practice on training transfer'. *Journal of European Industrial Training,* 34, pp. 23–37.

Kolarova, D. V. (2010) The impact of participation in job training on employee turnover intention and the mediatory function of job satisfaction. Tilburg University

Kumar, S., & Phrommathed, P. (2005) Research methodology [Online at] http://link.springer.com/content/pdf/10.1007/0-387-23273-7_3.pdf {Assessed: 22 August 2016)

Kvanvig, J. L. (2003) 'Knowledge and Understanding'. In the value of knowledge and the pursuit of understanding, Cambridge University Press. pp. 185–203

Lee, S., Back, J. and Chan, W. (2015) 'Quality of Work Life and Job Satisfaction among Frontline Hotel Employees: A Self-Determination and Need Satisfaction Theory Approach'. *International Journal of Contemporary Hospitality Management*, 27(5), pp.768-789

Leonard, K. (2013) The Corporate Learning Facebook 2013: Benchmarks, Trends, and Analysis of the U.S. Training Market, Bersin by Deloitte.

Leuven, E. and Oosterbeek, H. (2008*) 'An alternative approach to estimate the wage returns to work-related training'. *Journal of Applied Econometrics, 23 (4), pp. 423 - 434*

McGinley, S., O'Neill, J. Damaske, S. and Mattila, S. (2014) 'A Grounded Theory Approach to Developing a Career Change Model in Training'. *International Journal of Business Management,* (38), pp. 89-98.

Mustapha, N. (2013) 'The Influence of Financial Reward on Job Satisfaction among Academic Staffs at Public Universities in Kelantan, Malaysia'. *International Journal of Business and Social Science*, 4(3)

Muhammad, S.K. (2012) Examining effect of training on job satisfaction of NGO sector employees in Islamabad. Master of Science thesis of Mohammad Ali Jinnah University, Islamabad

Maxwell, G., & Ogden, S. (2011) Career development of female managers in retailing: Inhibitors and enablers. *Journal of Retailing and Consumer Services*, *13*, pp. 111–120.

Melero, E. (2010) 'Training and promotion: allocation of skills or incentives?' *Industrial Relations,* 49(4), pp. 640 - 667.

MacLeod, D. and Clarke, N. (2009) 'Training for success: Enhancing performance through employee training' *Department for Business, Innovation and Skills* [Online at] http://www.engageforsuccess.org/wp-content/uploads/2012/09/file52215.pdf {Accessed 20 June 2016}

Mould, G. J. (1964) The science of educational research. New Delhi, Eunasia publishing house, PVT Ltd. pp.308

Nadeem, M. (2010) Role of Training in Determining the Employee Corporate Behaviour with Respect to Organizational Productivity: Developing and Proposing a Conceptual Model *International Journal of Business and Management*, 5(12), pp. 206-211

Nijman, D.J.J.M., Nijhof, W.J., Wognum, A.A.M. and Veldkamp, B.P. (2006) 'Exploring differential effects of supervisor support on transfer of training'. *Journal of European Industrial Training*, 30 (7), pp. 529-549

Nel, P.S. (2006) Training and development of employees and career management at organisational level. *Human Resources Management*, 6th edition, Oxford, pp. 438. CapeTown.

Paille, P. Grima, F. and Bernardeau, D., (2013) 'When Subordinates Feel Supported by Managers: Investigating the Relationships between Support, Trust, Commitment, and Outcomes'. *International Review of Administrative Sciences,* 79(4), pp.681-700

PHAST (2011) Introduction to study design, cross-sectional studies [Online at] http://www.healthknowledge.org.uk/e-learning/epidemiology/practitioners/introduction-study-design-css {Assessed: 3 August 2016}

Patel, L. (2010) ASTD State of the industry report 2010. Alexandria, VA. American Society for Training and Development

Poulston, J. (2008) 'Hospitality Workplace Problems and Poor Training: A Close Relationship', *International Journal of Contemporary Hospitality Management*, 20(4), pp.412-427

Patrick, L., and Owens, Jr. (2006) One more reason not to cut your training budget: The relationship between training and organizational out comes. *Public Personnel Management, 35*(2)

Russel J. S, Terborg J. R. and Powers M. L. (2012) Organizational performance and organizational level training and support.

Rabe, M. and Giacomuzzi, S. (2012) Effect of Training Courses on Coping Strategies *Advances in Business-Related Scientific Research Journal*, 3(2): pp. 135-146

Russel J. S, Terborg J. R and Powers M. L. (2012) Organizational performance and organizational level training and support.

Rescher, N. (2004) Value matters: studies in axiology (Vol. 8). United Kingdom. Gazelle book service limited

Rowden, R. W., and Conine Jr., C. T. (2003) The relationship between workplace learning and job satisfaction in U.S. small commercial banks. *AHRD Conference Proceedings, pp.*459–466)

Saunder, M., Lewis, P. and Thornhill, A. (2016) Research method for business student. 7th ed. New York: Pearson Education Limited

Sasithornsaowapa, N. (2013) Female executive career success and satisfaction in Bangkok, Thailand. *International Journal of Social, Education, Economics and Management Engineering*, 7(8), pp.1130–1132

Singh K (2012) Impact of HR Practices on Perceived Firm Performance in India. *Asia Pacific Journal of Human Resource,* 42(3), pp.301.

Saigon, H., Salleh, S., Balakrishnan, A., H.E. C. Imray and Saedon, M. (2012) The role of feedback in improving the effectiveness of workplace based assessments: *a systematic review, BMC Medical Education,* 12 (25), pp. 1-8.

Saks, A.M and Burke, L.A, (2012), 'An investigation into relationship between training evaluation and the transfer of training' International Journal of Training and Development 16(2): pp.118-27

Shashi, K., Gupta and Rangi, P. (2012) 'Research Methodology (Methods, Tools and Techniques)'. Kalyani Publishers

Schein, E. H. (2011) Leadership and organisational culture. New York, NY: Wiley

Shamash, J. & Sims, C. (2011) Training in Economic Downturns, Briefing Note, City & Guilds Centre for Skills Development London

Sekaran, U. and Bougie, R. (2011) Research methods for business: A skill building approach. Chichester: John Wiley

Schmidt, S.W. (2010) 'The relationship between satisfaction and job training'. *International Journal of Adult Vocational Education and Technology*, pp. 19-28

Samuel, M.O. and Chipunza, C. (2009) Employee retention and turnover: Using motivational variables as a solution. *African Journal of Business Management*, 3(8), pp.410-415.

Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business Students. 5th ed. Essex: Pearson Education Limited.

Sahinidis, G. and Bouris, J. (2008) 'Employee perceived training effectiveness relationship to employee attitudes'. *Journal of European Industrial Training*, 32(1), 63-76.

Santos, A. and Stuart, M. (2003) Employee perceptions and their influence on training effectiveness. *Human Resource Management Journal, 13*(1), pp.27-44

The Retail Bulletin, (2014) HR delivering business improvements through innovation [Online at] http://www.theretailbulletin.com/news/hr_delivering_business_improvements_through_innovation {Accessed: 25 July 2016}

Trahant, B. (2009) 'Driving better performance through continuous employee engagement'. *Public Manager*, 38(1), pp.54-59

Tracey, J.B. and Hankin, T.R. (2008) 'Contextual factors and cost profiles associated with employee turnover'. Cornell Hospitality Quarterly, 49(1), pp.12-27

Tharenou, P., Saks, A. M. and Moore, C. (2007) 'A review and critique of research on *Human Resource Management Review*, 17: pp. 251-273.

Tessema, M. and Soeters, J. (2006) Challenges and prospects of HRM in developing countries: Testing the HRM performance link in Eritrean civil service. *International Journal of Human Resource Management*, 17(1), pp. 86-105.

Van Aken, J.E. (2005) Management research as a design science: articulating the research products of mode 2 knowledge production in management. *British Journal of Management*, 15 (3), 19–36.

Wolf, A. (2011) *Review of Vocational Education – The Wolf Report.* Department for Business Innovation and Skills, London.

Wright, P. M., Gardner, T. M., Moynihan, L. M. & Allen, M. R. (2005) The relationship between HR practices and firm performance: Examining causal order. *Personnel Psychology,* 58, 409-446

Yates, K. (2006) Internal Communication Effectiveness Enhances Bottom-Line Results". *Journal of Organizational Excellence,* pp. 71-79.

Zheng, C. (2009) 'Keeping talents for advancing service firms in Asia'. *Journal of Service Management,* 20 (5): pp.482 – 502

Chapter 9 - Reflective Journal

"Experience of work is not enough in itself. It is the learning that comes from it that is important" - (Harbey, Geall & Moon, 1998 pg. 122)

9.0 Introduction

The publication of a keynote was published in the late 19th century emphasising the relevance of learning through reflection (Kolb, 1984). According to Williams and Grundnoff (2011), the suggestions published were implemented in scholastic schemes to professionally improve scholastic learning and development. Findlay, Dempsey and Warren-Forward (2010) argues that reflection is an essential component of lifelong scholarship in which the learner identifies and seeks an answer to questions in order to improve. This can be narrated or written in form of personal journal and leads to innovation and appreciation of oneself. Therefore, reflective journal enables scholars to stand outside their experience, seeing things more objectively while being detached from emotional outcomes (Cowan and Cherry, 2012).

A reflective journal is, therefore, a personal record of learning episodes and experiences in the course of a program. It is expected to record events and occurrences during the period of learning. This basically comprises of personal experiences with the course content, acquired knowledge, assignments, exams, events, occurrences, observations, interactions and more over the skills acquired as a result of the research. The journal also sought to record the transitions, learning and insights that have taken place as a result of conducting the dissertation. It will serve as a source of feedback for future improvement.

As part of the dissertation criteria for the award of Master in Human Resource Management in National College of Ireland, it has become necessary to write a reflective journal of the journey towards achieving this enormous objective. The objectives would not have been achieved without personal discipline, organisation, determination and utilisation of the supports available in the college. The journey towards this goal achievement was in steps;

The orientation – The first month into the course was scary and full of fears of the unknown especially having just finished a BA (Hons) in psychology. But during the orientation, it became clear that it can be done with determination and the supports available in college.

The learning process – Learning was seen as a continuous process and as such asking questions were the inevitable. This is because for every question I asked in the course of this program, there was an answer. This helped to clear my doubts and made learning easier. Through the learning process, a lot of new skills, capabilities, knowledge and expertise ideas were instilled.

The whole journey of writing personal and group assignments, taking exams, presentations and writing a dissertation was really challenging. Reflecting back to the time of orientation, it is obvious that the step by step process involved in learning was the key that leads to this great achievement.

In relation to the topic of my research, on the job training is an area of employee development that has gained a lot of recognition recently. This is because the labour market is continuously changing with the changes in technology making it more competitive than it used to be leading to increased need for skills and competencies to match the needs of the customers both locally and internationally.

Without training people on the job, it will be difficult to use the newly mechanised systems and this obviously will hinder productivity hence running down the economy. Linking the work of Bhaskaran (2003) on the job training is a way of building a workforce that is competent enough to handle the day to day running of the organisation. But it is important to look at other factors that impact the employees who are the engine house of any organisation and in that way on the job training will be worthwhile.

Carrying out this study was one of the most challenging things I have done. It got my critical thinking working and my writing skill and my use of grammar functioning.

From collecting data for this project to analysing the data was really challenging but really worth the trouble. Working independently was one of the skills that I love I developed and I also cherish so much. Time management has always been an issue but I can now plan and execute my work within a given time range which is fantastic to me.

This study exposed me to learning how to use excel and work on SPSS without supervision, analysing my data through continuous independent study and making mistakes and correcting them. It was indeed a process of learning, skill and knowledge acquisition. Having done this research and with the experience, I recommend that more attention is given to employee's job satisfaction because that is the only way they can give their best and for the interest of the origination especially in the Irish retail sector. Investing in human capital is also investing in organisational growth and the cost is worth the benefit so let us give it a go and change the perception of people about the retail sect

However, on reading this piece of document stands to I will be able to see where I started and where I have reached thereby seeing reasons to reward myself, increase my motivations and enthusiasm to work harder in order to fulfil my full potentials and actualize my life dreams. It is a reflective journal and so has given me the opportunity to look back and see how my previous learning has linked to my present ideas about the spontaneous changes in the field of HR especially in relation to technological modifications. This reflection has also helped me to learn how to approach situations when they arise using my new skills, competencies and enhanced knowledge.

Apparently, through this reflection, I have learnt to appreciate my past as a foundation that has helped me to build my present and as a tool towards my future improvement. And as a link between where I was, where I am and where I want to be.

If I am opportune to do this research again, I will consider conducting a mixed method and with a larger sample size.

.

Chapter 10 – Appendices

Appendix A: Research information

This letter is to communicate participants in an understandable language about the study what and assured them of maintaining their privacy. The nature, outcome and any expected risk is also communicated to them.

I am required to carry out a research study as part of the requirement for my masters in human resources management in the national college of Ireland.
The study is investigations of the extent to which on the job training influences job satisfaction while examine other contributory factors such as organisational culture and communication flow among others. The study will involve collecting data from participants through questionnaire. The survey methods will highlight possible association between the variables. The questionnaires will take approximately 20-30 minutes and the answers will assist in identifying any relationships and differences.

You are chosen to take part in this study because you fall into the group of people for the required information. You are not under any obligations to participate rather you can but voluntarily. A copy of the information sheet and consent form will be given to you and you can chose to discontinue at any time.
 Anonymity is assured and your identity will not appear in the thesis but if any of the information you have given should appear, it will anonymous. All data collected will be kept for the period of the study and six months and after which it can be destroyed.

The results of the research will be presented in the thesis and submitted to the National College of Ireland. The thesis may be published in research journal or peer review journal. **Possible disadvantages:**
The possible risk in this study is the emotional stress that the respondent can experience in the course of writing about his bad experiences. But in general there are no negative consequences envisaged. This study has been approved by the national college of Ireland ethics committee. If you have any concerns about the study please contact me on **nneoma83@yahoo.com.**

Appendix B: Consent Form

*P**lease tick yes or no in the box**

I agree to take part in the study having read and understood what the study is about   Y/N

I am participating out of my own free will   **Y/N**

The researcher is given the permission to document, record and publish results from my questionnaire if need be   **Y/N**

 I give consent to future students to use the published outcome of the study   **Y/N**

I understand that I can withdraw from the study at any time without any penalty   **Y/N**

I can withdraw the data collected from me within two weeks   **Y/N**

I know that anonymity will be ensured and identity veiled   **Y/N**

Appendix C: Questionnaires

What is your age?
- 25 or under
- 26-40 years
- 41-55 years
- 56 or above

What is your gender?
- Male
- Female

What is your highest level of education?
- Primary school only
- Secondary school
- Vocational /technical school
- College degree
- Master's degree
- Professional/Doctorate degree
- Others

What is your marital status?
- Married
- Separated

- Divorced
- Single
- Cohabiting
- Widowed
- Others

How many children under 16 years old do you have?

- None
- 1
- 2
- 3
- 4 and above

Please select your department

- Officer/Director/Manager/Supervisor
- Sales Representative
- Administrative/Technical support
- Professional Services
- Marketing
- Customer service
- Group Leader
- Others

How long have you worked for in this organisation?

- Less than 3 months
- 3 months – 3 years
- 4-9 years
- 10-14 years
- 15-19 years
- 20-24 years
- 25-29 years
- 30-34 years
- 35-39+years

On-the-job training evaluation/organisational culture/communication flow questionnaire

Have you been trained before?   Y/N

For the following section 1= Do not agree at all; 5 = completely agree

'Please rate how much you agree with following statement'.

The training was based on the skills and competencies I needed   1 2 3 4 5

The training kept me focused because the content was useful   1 2 3 4 5

The skills and knowledge received impacted me positively   1 2 3 4 5

The trainer's knowledge and skills facilitated my job satisfaction   1 2 3 4 5

On the job training enhanced my communication flow and satisfaction   1 2 3 4 5

My interpersonal skills were improved after on the job training   1 2 3 4 5

I feel more effective and able to do my job unsupervised   1 2 3 4 5

I am more competent than I was before the on the job training   1 2 3 4 5

Organisational culture

How can you describe the culture of your organisation?

_____

_____

_____

If yes, please give details

_____

_____

Does the workplace environment increase you satisfaction to work?   Y/N

If yes please give details

_____

_____

Does the organisational culture increase make you feel better about your work   Y/N

If yes please give details

_____

_____

_____

For the following section 1= Do not agree at all; 5 = completely agree

'Please rate how much you agree with following statement'.

The training was based on the skills and competencies I needed   1 2 3 4 5

The training kept me focused because the content was useful   1 2 3 4 5

The skills and knowledge received impacted me positively   1 2 3 4 5

The trainer's knowledge and skills facilitated my learning   1 2 3 4 5

On the job training enhanced my communication flow   1 2 3 4 5

My interpersonal skills were improved after on the job training   1 2 3 4 5

I feel more effective and able to do my job unsupervised   1 2 3 4 5

I am more competent than I was before the on the job training   1 2 3 4 5

How does reward make you feel?

_____

_____

_____

_____

_

Do you feel better when you are rewarded by your employee?   Y/N

If yes, please provide details

_____

_____

_____

_____

Do you think that you will work differently if you are not rewarded?   Y/N

If yes please explain

_____

_____

_____

___

Do you think that your skills make you feel more confident to work?

How can you explain the impact of your skill on the way you feel with your job?

Do you think that your workplace encourages skill development?   Y/N

If yes please explain

_____

_____

_____

Job Satisfaction (Grohmann and Kauffeld, 2013)

For this section 1=strongly Disagree, 2=Disagree, 3=Don't Agree, 4=Agree, 5=Strongly

Agree

Training on the job has increased my satisfaction

with the job I do   1 2 3 4 5

If I am not promoted or rewarded for my effort

I feel unappreciated and dissatisfied   1 2 3 4 5

The more I understand the organisational culture

the more satisfied I am with my job   1 2 3 4 5

I communicate effectively with my supervisor &

other employees   1 2 3 4 5

The organisational culture is good for my physical health   1 2 3 4 5

I am satisfied with my job because my organisation

appreciates my efforts through pay increase   1 2 3 4 5

I feel that my job is secured and this increases

my job satisfaction   1 2 3 4 5

All my skills and talent are used at work   1 2 3 4 5

I feel good about working in this organisation   1 2 3 4 5

I am influenced by the fact that my organisation rewards

my effort through holiday pay   1 2 3 4 5

The number of months of training is associated with

my improved skills and increased job satisfaction   1 2 3 4 5

Descriptives

			Statistic	Std. Error
JOBSATIS	Mean		43.8182	1.15536
	95% Confidence Interval for Mean	Lower Bound	41.5254	
		Upper Bound	46.1110	
	5% Trimmed Mean		44.8782	
	Median		47.0000	
	Variance		132.150	
	Std. Deviation		11.49566	
	Minimum		11.00	
	Maximum		55.00	
	Range		44.00	
	Interquartile Range		13.00	
	Skewness		-1.320	.243
	Kurtosis		.980	.481

Table 30: Job Satisfaction Descriptive statistic

Descriptives

	Gender			Statistic	Std. Error
JOBSATIS	Male	Mean		42.3725	1.74737
		95% Confidence Interval for Mean	Lower Bound	38.8629	
			Upper Bound	45.8822	
		5% Trimmed Mean		43.3083	
		Median		46.0000	
		Variance		155.718	
		Std. Deviation		12.47872	
		Minimum		11.00	
		Maximum		55.00	
		Range		44.00	
		Interquartile Range		14.00	
		Skewness		-1.083	.333
		Kurtosis		.131	.656
	Female	Mean		45.3542	1.48051
		95% Confidence Interval for Mean	Lower Bound	42.3758	
			Upper Bound	48.3326	
		5% Trimmed Mean		46.5185	
		Median		49.0000	
		Variance		105.212	
		Std. Deviation		10.25731	
		Minimum		11.00	
		Maximum		55.00	
		Range		44.00	
		Interquartile Range		12.50	
		Skewness		-1.654	.343
		Kurtosis		2.761	.674

Table 31: Job Satisfaction and Gender Descriptive Statistics

Descriptives

	Length of Service			Statistic	Std. Error
JOBSATIS	Less than 3 months	Mean		40.2727	3.59062
		95% Confidence Interval for Mean	Lower Bound	32.2723	
			Upper Bound	48.2731	
		5% Trimmed Mean		40.6364	
		Median		45.0000	
		Variance		141.618	
		Std. Deviation		11.90674	
		Minimum		19.00	
		Maximum		55.00	
		Range		36.00	
		Interquartile Range		17.00	
		Skewness		-.849	.661
		Kurtosis		-.380	1.279
	3 Mths-3 Years	Mean		41.7778	2.92784
		95% Confidence Interval for Mean	Lower Bound	35.6006	
			Upper Bound	47.9550	
		5% Trimmed Mean		42.7531	
		Median		44.5000	

1

			Statistic	Std. Error
	Variance		154.301	
	Std. Deviation		12.42176	
	Minimum		11.00	
	Maximum		55.00	
	Range		44.00	
	Interquartile Range		10.00	
	Skewness		-1.411	.536
	Kurtosis		1.473	1.038
4-9 Years	Mean		43.4211	2.72665
	95% Confidence Interval for Mean	Lower Bound	37.6926	
		Upper Bound	49.1495	
	5% Trimmed Mean		44.5789	
	Median		49.0000	
	Variance		141.257	
	Std. Deviation		11.88517	
	Minimum		11.00	
	Maximum		55.00	
	Range		44.00	
	Interquartile Range		13.00	
	Skewness		-1.502	.524

2

			Statistic	Std. Error
	Kurtosis		1.896	1.014
10-14 Years	Mean		47.0800	2.03873
	95% Confidence Interval for Mean	Lower Bound	42.3723	
		Upper Bound	51.2877	
	5% Trimmed Mean		48.1222	
	Median		51.0000	
	Variance		103.910	
	Std. Deviation		10.19363	
	Minimum		20.00	
	Maximum		55.00	
	Range		35.00	
	Interquartile Range		8.50	
	Skewness		-1.730	.464
	Kurtosis		2.091	.902
15-19 Years	Mean		47.9286	2.02583
	95% Confidence Interval for Mean	Lower Bound	43.5520	
		Upper Bound	52.3051	
	5% Trimmed Mean		48.3651	
	Median		49.0000	
	Variance		57.456	

3

Table — fragment 4

			Statistic	Std. Error
	Std. Deviation		7.57998	
	Minimum		33.00	
	Maximum		55.00	
	Range		22.00	
	Interquartile Range		9.75	
	Skewness		-1.005	.597
	Kurtosis		-.050	1.154
20-24 Years	Mean		42.0000	4.94975
	95% Confidence Interval for Mean	Lower Bound	26.2477	
		Upper Bound	57.7523	
	5% Trimmed Mean		42.1111	
	Median		43.0000	
	Variance		98.000	
	Std. Deviation		9.89949	
	Minimum		29.00	
	Maximum		53.00	
	Range		24.00	
	Interquartile Range		18.50	
	Skewness		-.590	1.014
	Kurtosis		1.500	2.619

Table — fragment 5

			Statistic	Std. Error
25-29 Years	Mean		47.0000	5.68624
	95% Confidence Interval for Mean	Lower Bound	22.5341	
		Upper Bound	71.4659	
	5% Trimmed Mean			
	Median		50.0000	
	Variance		97.000	
	Std. Deviation		9.84886	
	Minimum		36.00	
	Maximum		55.00	
	Range		19.00	
	Interquartile Range			
	Skewness		-1.244	1.225
	Kurtosis			
30-34 Years	Mean		36.3333	10.65103
	95% Confidence Interval for Mean	Lower Bound	-9.4944	
		Upper Bound	82.1610	
	5% Trimmed Mean			
	Median		41.0000	
	Variance		340.333	
	Std. Deviation		18.44813	

Table — fragment 6

			Statistic	Std. Error
	Minimum		16.00	
	Maximum		52.00	
	Range		36.00	
	Interquartile Range			
	Skewness		-1.065	1.225
	Kurtosis			
35-39+ Years	Mean		26.0000	14.00000
	95% Confidence Interval for Mean	Lower Bound	-151.8869	
		Upper Bound	203.8869	
	5% Trimmed Mean			
	Median		26.0000	
	Variance		392.000	
	Std. Deviation		19.79899	
	Minimum		12.00	
	Maximum		40.00	
	Range		28.00	
	Interquartile Range			
	Skewness			
	Kurtosis			

Table 32: Job satisfaction and length of service Descriptive (1, 2, 3, 4, 5, 6)

Descriptives — 1

Department			Statistic	Std. Error
JOBSATIS Director	Mean		44.7000	3.21472
	95% Confidence Interval for Mean	Lower Bound	37.4278	
		Upper Bound	51.9722	
	5% Trimmed Mean		45.3333	
	Median		47.0000	
	Variance		103.344	
	Std. Deviation		10.16585	
	Minimum		23.00	
	Maximum		55.00	
	Range		32.00	
	Interquartile Range		14.75	
	Skewness		-1.241	.687
	Kurtosis		1.041	1.334
Sale Rep	Mean		42.9524	2.86063
	95% Confidence Interval for Mean	Lower Bound	36.9852	
		Upper Bound	48.9196	
	5% Trimmed Mean		44.0370	
	Median		49.0000	
	Variance		171.848	
	Std. Deviation		13.10907	
	Minimum		11.00	
	Maximum		55.00	
	Range		44.00	
	Interquartile Range		17.00	
	Skewness		-1.240	.501
	Kurtosis		.546	.972
Admin	Mean		42.4167	3.89754
	95% Confidence Interval for Mean	Lower Bound	33.8602	
		Upper Bound	50.9731	
	5% Trimmed Mean		43.4630	
	Median		46.0000	
	Variance		181.356	
	Std. Deviation		13.46685	
	Minimum		11.00	
	Maximum		55.00	
	Range		44.00	
	Interquartile Range		17.75	
	Skewness		-1.189	.637

2

			Statistic	Std. Error
	Kurtosis		1.302	1.232
Professional	Mean		47.5455	2.95531
	95% Confidence Interval for Mean	Lower Bound	40.9606	
		Upper Bound	54.1303	
	5% Trimmed Mean		48.6616	
	Median		50.0000	
	Variance		96.073	
	Std. Deviation		9.80167	
	Minimum		20.00	
	Maximum		55.00	
	Range		35.00	
	Interquartile Range		8.00	
	Skewness		-2.567	.661
	Kurtosis		7.423	1.279
Marketing	Mean		49.7000	1.46097
	95% Confidence Interval for Mean	Lower Bound	46.3950	
		Upper Bound	53.0050	
	5% Trimmed Mean		49.9444	
	Median		50.5000	
	Variance		21.344	
	Std. Deviation		4.62000	
	Minimum		40.00	
	Maximum		55.00	
	Range		15.00	
	Interquartile Range		6.75	
	Skewness		-.901	.687
	Kurtosis		.849	1.334
Customer service	Mean		39.1250	2.72010
	95% Confidence Interval for Mean	Lower Bound	33.3272	
		Upper Bound	44.9228	
	5% Trimmed Mean		39.7500	
	Median		43.5000	
	Variance		118.383	
	Std. Deviation		10.88041	
	Minimum		16.00	
	Maximum		51.00	
	Range		35.00	
	Interquartile Range		14.50	
	Skewness		-1.003	.564
	Kurtosis		-.084	1.091

3

			Statistic	Std. Error
Group Leader	Mean		42.5000	5.05329
	95% Confidence Interval for Mean	Lower Bound	30.5509	
		Upper Bound	54.4491	
	5% Trimmed Mean		43.5000	
	Median		45.5000	
	Variance		204.286	
	Std. Deviation		14.29286	
	Minimum		12.00	
	Maximum		55.00	
	Range		43.00	
	Interquartile Range		18.50	
	Skewness		-1.574	.752
	Kurtosis		2.724	1.481
Others	Mean		44.9091	3.44424
	95% Confidence Interval for Mean	Lower Bound	37.2348	
		Upper Bound	52.5833	
	5% Trimmed Mean		45.8434	
	Median		49.0000	
	Variance		130.491	
	Std. Deviation		11.42326	
	Minimum		18.00	
	Maximum		55.00	
	Range		37.00	
	Interquartile Range		15.00	
	Skewness		-1.496	.661
	Kurtosis		2.144	1.279

Table 33: Job satisfaction and department descriptive statistics (1, 2, 3)

Descriptives^a

TRAIN			Statistic	Std. Error
JOBSATIS 8.00	Mean		48.3750	.71634
	95% Confidence Interval for Mean	Lower Bound	46.9435	
		Upper Bound	49.8065	
	5% Trimmed Mean		48.7049	
	Median		50.0000	
	Variance		32.841	
	Std. Deviation		5.73073	
	Minimum		34.00	
	Maximum		55.00	
	Range		21.00	
	Interquartile Range		10.00	
	Skewness		-.640	.299
	Kurtosis		-.540	.590
9.00	Mean		41.6000	2.63818
	95% Confidence Interval for Mean	Lower Bound	34.2752	
		Upper Bound	48.9248	
	5% Trimmed Mean		41.5556	
	Median		40.0000	
	Variance		34.800	
	Std. Deviation		5.89915	
	Minimum		34.00	

			Statistic	Std. Error
	Std. Deviation		17.10263	
	Minimum		12.00	
	Maximum		51.00	
	Range		39.00	
	Interquartile Range		33.00	
	Skewness		.035	.913
	Kurtosis		-2.255	2.000
12.00	Mean		46.0000	4.62601
	95% Confidence Interval for Mean	Lower Bound	33.1561	
		Upper Bound	58.8439	
	5% Trimmed Mean		46.2222	
	Median		50.0000	
	Variance		107.000	
	Std. Deviation		10.34408	
	Minimum		33.00	
	Maximum		55.00	
	Range		22.00	
	Interquartile Range		20.00	
	Skewness		-.529	.913
	Kurtosis		-2.705	2.000
16.00	Mean		20.5000	2.25216
	95% Confidence Interval for Mean	Lower Bound	15.4053	
		Upper Bound	25.5947	
	5% Trimmed Mean		20.3889	

	Maximum		50.00	
	Range		16.00	
	Interquartile Range		10.00	
	Skewness		.323	.913
	Kurtosis		.630	2.000
10.00	Mean		45.2857	4.39542
	95% Confidence Interval for Mean	Lower Bound	34.5305	
		Upper Bound	56.0409	
	5% Trimmed Mean		46.0952	
	Median		49.0000	
	Variance		135.238	
	Std. Deviation		11.62919	
	Minimum		21.00	
	Maximum		55.00	
	Range		34.00	
	Interquartile Range		12.00	
	Skewness		-1.897	.794
	Kurtosis		3.834	1.587
11.00	Mean		33.0000	7.64853
	95% Confidence Interval for Mean	Lower Bound	11.7643	
		Upper Bound	54.2357	
	5% Trimmed Mean		33.1667	
	Median		29.0000	
	Variance		292.500	

Median	19.5000	
Variance	50.722	
Std. Deviation	7.12195	
Minimum	11.00	
Maximum	32.00	
Range	21.00	
Interquartile Range	13.25	
Skewness	.209	.687
Kurtosis	-.898	1.334

a. JOBSATIS is constant when TRAIN = 13.00. It has been omitted.

Table 34: Training and Job Satisfaction Descriptive

Correlation analysis and preliminary testing

Correlations

		TRAIN	JOBSATIS
TRAIN	Pearson Correlation	1	-.729**
	Sig. (2-tailed)		.000
	N	97	97
JOBSATIS	Pearson Correlation	-.729**	1
	Sig. (2-tailed)	.000	
	N	97	99

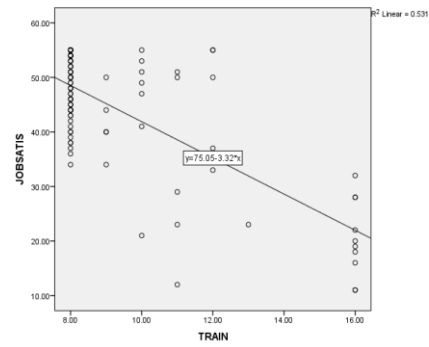**. Correlation is significant at the 0.01 level (2-tailed).

Table 24: Correlation between on the job training and job satisfaction

Table 25: Scatter plot preliminary test

In 25

above, the data points spread all over the place and suggest a very low correlation. This is evident in the negative correlation of -.729**.

Correlations

		COMMFLO	JOBSATIS
COMMFLO	Pearson Correlation	1	.762**
	Sig. (2-tailed)		.000
	N	99	99
JOBSATIS	Pearson Correlation	.762**	1
	Sig. (2-tailed)	.000	
	N	99	99

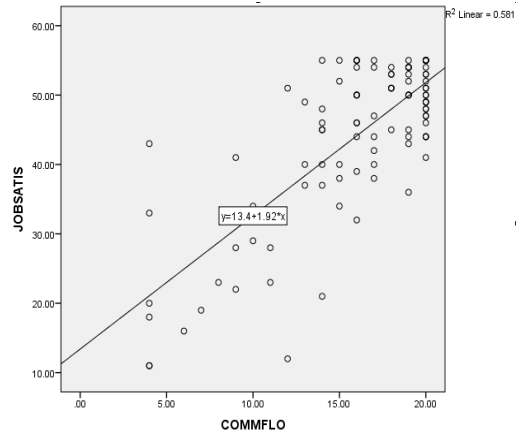**. Correlation is significant at the 0.01 level (2-tailed).

Table 26: Correlation between communication flow and job satisfaction

Table 27: Scatter plot preliminary test

The data points are arranged in a narrow cigar shaped suggesting a strong correlation evident in the strong positive correlation of +.762**

Correlations

		OGANICUL	JOBSATIS
OGANICUL	Pearson Correlation	1	.749**
	Sig. (2-tailed)		.000
	N	99	99
JOBSATIS	Pearson Correlation	.749**	1
	Sig. (2-tailed)	.000	
	N	99	99

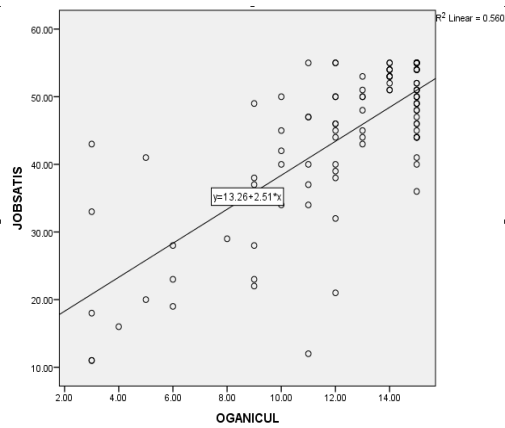**. Correlation is significant at the 0.01 level (2-tailed).

Table 28: Correlation between communication flow job satisfaction

Table 29: Scatter plot preliminary test

Table 29 also shows a neat and close data points arranged narrowly suggesting a strong positive association between the effective communication flow and job satisfaction with +.747** correlation at 0.01level (2- tailed)