



UGANDA MANAGEMENT INSTITUTE

**HUMAN RESOURCE DEVELOPMENT PRACTICES AND JOB SATISFACTION IN THE
TELECOMMUNICATIONS SECTOR: A CASE OF MOBILE TELEPHONE
NETWORK, UGANDA**

BY

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DECLARATION

I, Charles Walakira, hereby declare that, this dissertation titled “Human Resource Development Practices and Job Satisfaction in Mobile Telephone Network (MTN), Uganda” is my original work and has never been presented to any university or institution of higher learning for any academic award.

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APPROVAL

This dissertation titled “Human Resource Development Practices and Job Satisfaction in Mobile Telephone Network, Uganda”, was done under our supervision and has been submitted for examination with our approval as supervisors.

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DEDICATION

This work is dedicated to: my Wife, Kizza Maureen: Parents; Salongo and Nalongo Kayanja: Brothers; Christopher, Godfrey, Samuel, Kenneth, Nelson, James, Ivan, Moses, Steven and William: Sisters; Robina, Juliet, Olivia, Grace and Esther: Children; Raymond, Valeria, Michelle and Elizabeth.

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TABLE OF CONTENTS

Declaration	i
Approval	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	x
List of Figures	xii
List of Abbreviations	xiii
Abstract	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	1
1.2.1 Historical Perspective	2
1.2.2 Theoretical perspective	4
1.2.3 Conceptual Perspective	5
1.2.4 Contextual Perspective	6
1.3 Statement of the Problem	7
1.4 Purpose of the Study	8
1.5 Objectives of the Study	8
1.6 Research Questions	9
1.7 Hypotheses of the Study	9
1.8 Conceptual Framework or Model	10
1.9 Significance of the Study	11

1.10	Justification of the Study	12
1.11	Scope of the Study	13
1.12	Operational Definitions.....	13
 CHAPTER TWO: LITERATURE REVIEW		15
2.1	Introduction.....	15
2.2	Theoretical Review	15
2.3	Review of Literature on human resource development practices and job satisfaction.....	17
2.3.1	Employee Training and Job Satisfaction	17
2.3.2	Employee Involvement and Job Satisfaction	22
2.3.3	Employee Mentoring and Job Satisfaction	26
2.3.4	Leadership Styles and Job Satisfaction.....	28
2.4	Summary of the Literature Review	33
 CHAPTER THREE: METHODOLOGY.....		34
3.1	Introduction.....	34
3.2	Research Design.....	34
3.3	Study Population.....	35
3.4	Determination of the Sample Size	36
3.5	Sampling Strategies and Procedure	37
3.6	Data Collection Methods	38
3.7	Data Collection Instruments	39
3.7.1	Self-Administrated Questionnaire	40
3.7.2	Interview Guide	40
3.8	Data Quality Control.....	40

3.8.1 Validity of Instruments	41
3.9 Data collection Procedure	43
3.10 Data Analysis	44
3.10.1 Quantitative data analysis	44
3.10.2 Qualitative data analysis	44
3.11 Measurement of Variables	45
3.12 Ethical Considerations	45

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION

OF RESULTS.....47

4.1 Introduction.....	47
4.2 Response Rate.....	47
4.3 Results on the Background Characteristics of Respondents.....	48
4.3.1 Description of respondents by gender.....	49
4.3.2 Description of respondents by marital status	49
4.3.3 Description of respondents by age	50
4.3.4 Description of respondents by academic qualification	51
4.3.5 Description of respondents by period of working.....	52
4.4 Description of the Dependent Variable: Job Satisfaction	52
4.5 Description of the independent Variable: Human Resource Development Practices.....	57
4.5.1 Employee Training.....	57
4.5.2 Employee Involvement	65
4.5.3 Employee Mentoring	73
4.6 Description of the Extraneous Variable: Leadership styles.....	82

CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION

AND RECOMMENDATIONS90

5.1 Introduction.....90

5.2 Summary of the Main Study Findings.....90

5.2.1 Employee Training and Job Satisfaction90

5.2.2 Employee Involvement and Job Satisfaction.....91

5.2.3 Employee Mentoring and Job Satisfaction91

5.2.4 Leadership Styles and Job Satisfaction.....92

5.3 Discussion.....93

5.3.1 Employee training has a significant positive relationship with job satisfaction in
MTN Uganda Limited.....93

5.3.2 Employee involvement has a significant positive relationship with job satisfaction in
MTN Uganda Limited.....96

5.3.3 Employee mentoring has a significant positive relationship with job satisfaction in
MTN Uganda Limited.....99

5.3.4 Leadership styles have a significant positive relationship with job satisfaction in
MTN Uganda Limited.....101

5.4 Conclusions of the Study.....104

5.4.1 Employee Training and Job Satisfaction104

5.4.2 Employee Involvement and Job Satisfaction.....105

5.4.3 Employee Mentoring and Job Satisfaction106

5.4.4 Leadership Styles and Job Satisfaction.....106

5.5 Recommendations of the Study.....107

5.5.1 Employee Training and Job Satisfaction107

5.5.2 Employee Involvement and Job Satisfaction.....107

5.5.3 Employee Mentoring and Job Satisfaction	107
5.5.4 Leadership Styles and Job Satisfaction.....	108
5.6 Limitations of the Study.....	108
5.7 Contributions of the Study.....	108
5.8 Areas Recommended for Future Research	109
 REFERENCES.....	 110
 APPENDICES	 i
Appendix A: Self-Administered Questionnaire	i
Appendix B: Interview Schedule for MTN Uganda Employees	i
Appendix C: Content Validity Index Calculations for the Questionnaire	i
Appendix D: Reliability Analysis – Cronbach Alpha.....	i

LIST OF TABLES

Table 1:	Sample population.....	36
Table 2:	Reliability indices for the respective sections of the questionnaire.....	43
Table 3:	Response Rates.....	48
Table 4:	Respondents by gender.....	49
Table 5:	Respondents by marital status.....	50
Table 6:	Respondents by age	50
Table 7:	Respondents by academic qualification	51
Table 8:	Respondents by period of service	52
Table 9:	Descriptive statistics on respondents' self-rating on job satisfaction	53
Table 10:	Common summary descriptive statistics on respondents' self-rating on job satisfaction.....	56
Table 11:	Descriptive statistics on respondents' self-rating on employee training	58
Table 12:	Common summary descriptive statistics on respondents' self-rating on employee training.....	62
Table 13:	Pearson's linear correlation coefficient between employee training and job satisfaction	64
Table 14:	ANOVA results on regression of job satisfaction on employee Training.....	64
Table 15:	Regression of job satisfaction on employee training.....	65
Table 16:	Descriptive statistics on respondents' self-rating on employee involvement.....	66

Table 17:	Common summary descriptive statistics on respondents' self-rating on employee involvement.....	70
Table 18:	Pearson's linear correlation coefficient between employee involvement and job satisfaction.....	72
Table 19:	ANOVA results on regression of job satisfaction on employee involvement.....	72
Table 20:	Regression of job satisfaction on employee involvement	73
Table 21:	Descriptive statistics on respondents' self-rating on employee mentoring.....	74
Table 22:	Common summary descriptive statistics on respondents' self-rating on employee mentoring.....	78
Table 23:	Pearson's linear correlation coefficient between employee mentoring and job satisfaction	80
Table 24:	ANOVA results on regression of job satisfaction on employee mentoring.....	81
Table 25:	Regression of job satisfaction on employee mentoring.....	81
Table 26:	Descriptive statistics on respondents' self-rating on leadership styles	83
Table 27:	Common summary descriptive statistics on respondents' self-rating on leadership styles.....	86
Table 28:	Pearson's linear correlation coefficient between leadership styles and job satisfaction.....	88
Table 29:	ANOVA results on regression of leadership styles on job satisfaction	89
Table 30:	Regression of job satisfaction on leadership styles.....	89

LIST OF FIGURES

Figure 1: Conceptual framework relating human resource development practices to job satisfaction.....	10
Figure 2: Scatter graph showing correlation between employee training and job satisfaction.....	63
Figure 3: Scatter graph showing correlation between employee involvement and job satisfaction.....	71
Figure 4: Scatter graph showing correlation between employee mentoring and job satisfaction.....	79
Figure 5: Scatter graph showing correlation between leadership styles and job satisfaction.....	87

LIST OF ABBREVIATIONS

ANOVA	-	Analysis of Variances
MTN	-	Mobile Telephone Network
SPSS	-	Statistical Package for Social Scientists
UMI	-	Uganda Management Institute

styles ($r = 0.168^*$ & $\text{Sig.} = 0.033$) have a positive relationship with job satisfaction.

The ABSTRACT

The purpose of the study was to establish the relationship between human resource development practices and job satisfaction in Mobile Telephone Network-Uganda.

The study was guided by four objectives that are to establish the relationship between (i) employee training, (ii) employee involvement, (iii) employee mentoring, (iv) leadership styles and job satisfaction. A co-relational research design was employed using both qualitative and quantitative research approaches. A sample of

252 respondents participated in the study by answering the questionnaire and interview guide. Frequencies and percentages were used to show the distribution of respondents on different items. Pearson's Linear Correlational Coefficient (r) was used to determine the level of correlation between the variables. The study findings

showed that (i) employee training ($r = 0.226^{}$ & $\text{Sig.} 0.004$), (ii) employee involvement ($r = 0.250^{**}$ & $\text{Sig.} = 0.001$), (iii) employee mentoring ($r = 0.289^{**}$ & $\text{Sig.} = 0.000$) and (iv) leadership researcher concluded that (i) training ultimately benefits**

both the employee and the organization. (ii) when employees are involved in organizational activities, they gain a professional and personal stake in the organization. (ii) Mentoring programs help employees grow develop and learn new skills under the direction and (iv) a leaderless organization is like an army without generals. The researcher therefore, recommended that; MTN (U) Limited should

provide on-the-job and off-the-job training opportunities to her employees to enhance their job satisfaction. MTN (U) Limited should involve her employees in the different organizational activities to enhance their job satisfaction. MTN (U) Limited

should mentor her employees during performance a way of enhancing their job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

One of the most pressing problems facing business organizations today is how to increase employees' feelings of job satisfaction which has in most cases affected productivity, effectiveness and/ or efficiency. The happier people are within their jobs, the more satisfied they are said to be. In fact, the success of any organization depends on how satisfied its employees are (Neil, 2005). The study examined the relationship between human resource development practices and employee job satisfaction in telecommunication business organizations using Mobile Telecommunication Network (MTN), Uganda as a case study. Human resource development practices in the study were conceived as the independent variable while job satisfaction was the dependent variable. Human resource development practices were measured in form of employee training, involvement and mentoring while job satisfaction was measured in form of productivity, turnover rate, job stress, attendance and commitment. This chapter therefore, presented the background, statement of the problem, purpose, specific objectives, research questions, hypotheses, scope, significance and justification of the study.

1.2 Background to the Study

The background was classified under four linked perspectives namely; a historical perspective which gave a past overview of the study variables, theoretical perspective which gave a theory which underpinned the study, conceptual perspective which gave definitions of key variables and contextual perspective which showed the problem at the ground that prompted the researcher to conduct the study.

1.2.1 Historical Perspective

The concept of job satisfaction has been studied extensively. Fredrick Taylor (1916 cited in Kalleberg, 1990), one of the pioneers of management, believed that workers motivation was largely due to their interest in money. Taylor also proposed that the most satisfying situation was one in which a worker could make the most money with the least effort. Both productivity and satisfaction would result, if workers were given fair wages and work that could be done quickly without excess fatigue (Neil, 2005). The scientific management by Taylor had a significant impact on the study of job satisfaction. Taylor argued that there was a single best way to perform any given work task. Taylor's works contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages (Syptak and Marsland, 2006). The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving the researcher with new questions to answer regarding job satisfaction (Garcez, 2007).

One of the biggest precludes to the study of job satisfaction were the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity (Garcez, 2007). These studies ultimately showed that novel changes in work condition temporarily increase productivity called the Hawthorne effort. It was found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay which paved the way for researchers to investigate other factors in job

satisfaction. Some scholars argue that Maslow's hierarchy of social needs, a motivation theory, laid the foundation for job satisfaction theory. This explains that people seek to satisfy five specific needs in life, which includes physiological, safety, social, self-esteem and self-actualization needs (Howe, 2003). This model served as a good basis from which early researchers could develop job satisfaction theories. For example, affect theory of Edwin Locke, which is arguably the most famous job satisfaction model and the dispositional theory which suggests that people have innate disposition, that cause them to have tendencies towards a certain level of satisfaction, regardless of one's job and the two factor theory by Fredrick Herzberg (Lindner, 1998).

During 1950s onwards, several large-scale surveys on job satisfaction were done in different contexts. The surveys were exploratory; their purpose was to deliver variables that were associated with job satisfaction. For example, Namubiru (2007) examined the relationship between performance related rewards and job satisfaction of employees in Finca Uganda Micro Finance Institution and found out that performance related rewards enhance employee job satisfaction. Kamagara (2005) researched on job related factors and employees job satisfaction in the banking sector using Centenary Rural Development Bank as the geographical scope and found out that besides monetary rewards, other job related factors (human resource, integration employee empowerment) had a positive relationship with job satisfaction. However none of these studies attempted to relate human resource development practices to job satisfaction in business organizations in Uganda using MTN (U) Ltd as the case study, which gap the study wished to fill.

1.2.2 Theoretical perspective

The study viewed job satisfaction as an outcome of employee motivation in any work environment. Therefore, the study was guided by Herzberg's Two-Factor Theory (Herzberg, 1957 cited in Aswathappa, 2002), which stipulates that there is a single continuum ranging from job dissatisfaction on the one end to job satisfaction on the other. Employees get satisfied if they get what they want and the more they want something, or the more important it is to those people, the more satisfied they become when they get it and more dissatisfied ones when they don't get it. Herzberg suggested that there should be a balance between the provision of hygienic factors (company policy, work environment, company car) and motivational factors (work itself, recognition, giving of more challenging tasks to employees). Furthermore, Breed and Breda (1997) indicated that job satisfaction may affect absenteeism, complaints, and labour unrest. Therefore, it is understood that satisfied workers will be much more productive and be retained within the organisation for a longer period, in contrast to displeased workers who will be less useful and who will have a greater tendency to quit their jobs (Crossman, 2003).

More importantly, satisfied workers not only perform better but also provide better service to customers, which could result in improving customer satisfaction. According to Dawson (2005), employee satisfaction is associated with positive employee behaviour. It is undeniable that satisfied workers generate customers who are satisfied and loyal. Under Herzberg's (1957) theory, workers who are satisfied with both motivation and hygiene factors would be top performers, and those who are dissatisfied with both factors would be poor performers. In other words, satisfaction is a consequence of past events. Therefore, it was on the basis of this theory that the study proposed that employee job satisfaction in

telecommunication business organizations in Uganda using MTN Uganda as the geographical scope had a great influence on the extrinsic outcomes of the job and how the job holders view those outcomes.

1.2.3 Conceptual Perspective

In the study, the dependent variable was job satisfaction. Job satisfaction is the state of complete fulfillment of a need or attainment of desired goals. Dibble (1999) defines job satisfaction as the extent to which an individual's needs are satisfied and how much the individual perceives that satisfaction as stemming from his/her job. Mullins (1999) looks at job satisfaction as the pleasurable or positive emotional state resulting from appraisal of one's job experience. Tripathi (2004) defines job satisfaction as an employee's general attitude towards his job. Flippo (1980) defines job satisfaction as a pleasure or positive emotional state resulting from the appraisal of one's job or job experiences. The above definitions do not differ much from Kayizzi (1990) who looked at job satisfaction to refer to all working conditions surrounding work which makes a worker feel happy and contented in order to give sufficient input for the job. In the study, job satisfaction referred to productivity levels, turnover rate, job stress levels, levels of attendance and commitment levels.

The independent variable in the study was human resource development practices. According to Saleemi (1997), human resource development practices refer to the provision of learning and training opportunities in order to improve individual, team and organizational performance. In this study, human resource development practices referred to employee training, employee involvement and employee mentoring in the various

departments in MTN Uganda. Tripathi (2004) defines employee training as the process whereby people learn the skills, knowledge, attitudes and behaviors needed in order to perform their job effectively. In the study, employee training is conceptualized as workshops, seminar, conferences and meetings. Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs (Mullins, 1999). Employee involvement was conceptualized as team work, communication, recognition and decision making. Mentoring is a formal or informal relationship established between an experienced, knowledgeable employee and an inexperienced or new employee, while employee mentoring was conceptualized as coaching, counseling, guiding and delegation.

1.2.4 Contextual Perspective

The study was conducted in MTN which launched commercial services in Uganda on October 21st, 1998, just six months after acquiring and signing of the license. MTN has since grown to be the leading telecommunications company in Uganda servicing an extensive 6 Million customers. Since MTN's launch in October 1998, the company has managed to establish unprecedented consumer popularity and brand recognition. The company was voted Investor of the Year 2000 by the Uganda Investment Authority and subsequently named as the leading Telecommunications Company in East Africa in the annual and prestigious Price Water House Coopers most respected company survey.

However, the levels of employee job satisfaction in MTN Uganda were reported to be very low. For example, Tamale (2001) observed that there was a high level of employee absenteeism from work where at least 14 employees out of 2,000 employees do not report

to the company per day due to poor working conditions (Human Resource Department MTN report, 2008). Ssebowa (2005) reported that there were numerous sit down strikes and continuous complaints in MTN Uganda Limited. There is high rate of employee's turnover in MTN Limited for greener pastures in other good companies such as Airtel Uganda, Uganda Telecom, and Orange Uganda. For example, according to the Human Resource Department report (2011), over 10 employees leave MTN each year. The management of MTN Uganda has taken time to motivate employees as a way of increasing their job satisfaction however the situation has not changed. Therefore in the study, it was proposed that human resource development practices could be one of the causes of low job satisfaction in MTN Uganda Limited.

1.3 Statement of the Problem

For companies to achieve production excellence, company employees have to exhibit high levels of job satisfaction which will result into high performance (Mullins, 2002; Aswathappa, 2002). Therefore, for any company to stay in such competing production environment in order for them to attract customers to their products, employees must be highly satisfied with their jobs in order to show high levels of performance (Mullins, 2002). However, job satisfaction among employees in MTN Uganda Limited had been reported to be low (Tamale, 2001; Ssebowa, 2005; Ssekandi, 2005) with most employees not devoted to their jobs, many involved in sit down strikes, rampant absenteeism from work, continuous complaints, high rates of turnover for greener pastures, low levels of productivity and commitment. The low levels of employee satisfaction had put the company at a risk of losing customers to companies such as Airtel Uganda, Uganda Telecom, Orange Uganda hence affecting income levels of the company. While there

could be several factors affecting employee job satisfaction in MTN Uganda Limited, human resource development practices may have played a greater role. Hence, the need for this study, so as to establish the relationship between human resource development practices and job satisfaction in Mobile Telephone Network-Uganda.

1.4 Purpose of the Study

The purpose of the study was to establish the relationship between human resource development practices and job satisfaction in Mobile Telephone Network-Uganda.

1.5 Objectives of the Study

The specific objectives of the study were:-

- (i) To establish the relationship between employee training and job satisfaction in MTN Uganda Limited.
- (ii) To find out the relationship between employee involvement and job satisfaction in MTN Uganda Limited.
- (iii) To find out if there is a relationship between employee mentoring and job satisfaction in MTN Uganda Limited.
- (iv) To find out the extraneous effect between leadership styles and job satisfaction in MTN Uganda Limited.

1.6 Research Questions

The study sought answers to the following questions;

- (i) What is the relationship between employee training and job satisfaction in MTN Uganda Limited?
- (ii) What is the relationship between employee involvement and job satisfaction in MTN Uganda Limited?
- (iii) What is the relationship between employee mentoring and job satisfaction in MTN Uganda Limited?
- (iv) What is the extraneous effect between leadership styles and job satisfaction in MTN Uganda Limited?

1.7 Hypotheses of the Study

The study tested the validity of the following hypotheses;

- (i) Employee training has a significant positive relationship with job satisfaction in Uganda's telecommunications sector.
- (ii) Employee involvement has a significant positive relationship with job satisfaction in Uganda's telecommunications sector.
- (iii) There is a significant positive relationship between employee mentoring and job satisfaction in Uganda's telecommunications sector.
- (iv) There is a significant positive extraneous effect between leadership styles and job satisfaction Uganda's telecommunications sector.

1.8 Conceptual Framework or Model

The independent variable in the study was human resource development practices while the dependent variable was job satisfaction. Fig. 1 provided a conceptual framework relating the variables in the study:

Independent Variable

Dependent Variable

Human Resource Development Practices

Job Satisfaction

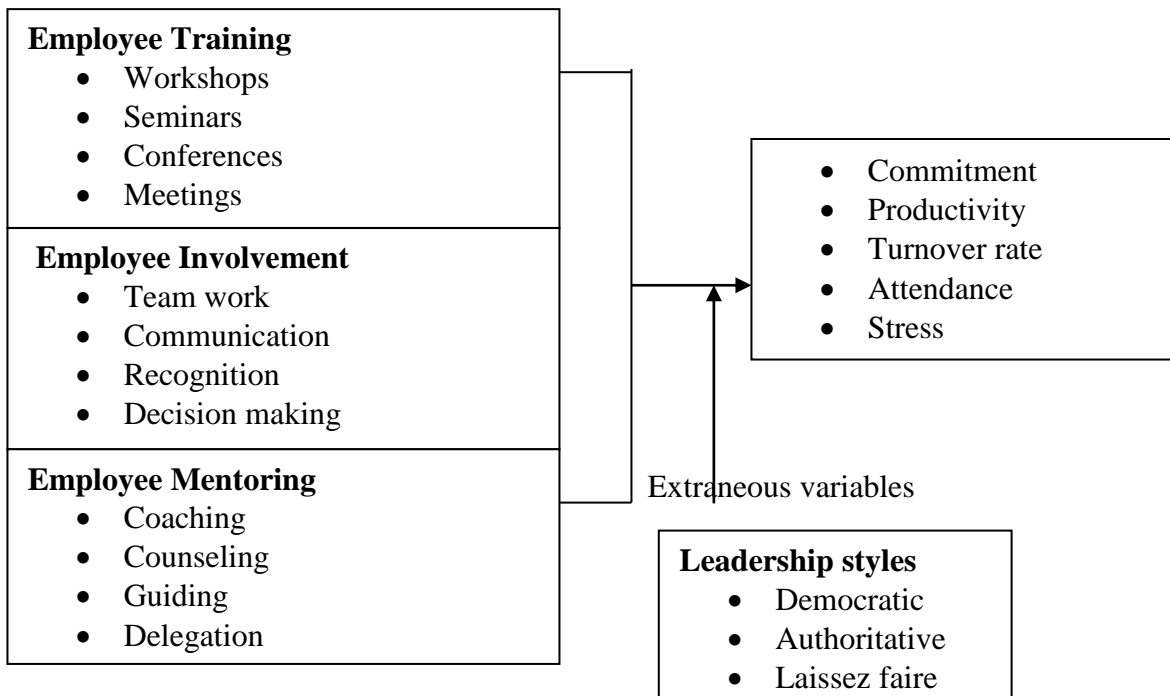


Fig. 1: Conceptual framework relating human resource development practices to job satisfaction

Source: Developed basing on Herzberg's Two-Factor Theory (Herzberg, 1957); Dessler (2003) & Garcez (2007)

The Framework in Figure 1 suggests that the independent variable (human resource development practices) was conceptualized into three elements namely; employee training, employee involvement and employee mentoring. While the dependent variable,

job satisfaction was conceptualized as commitment, improved productivity, low employee turnover, punctuality for work, higher attendance, reduced absenteeism and less job stress. All concepts of the independent and dependent variables are further conceptualized as shown in Figure 1. For example employee training is conceptualized as workshops, seminars, conferences and meetings. Employee involvement was conceptualized as team work, communication, and recognition, decision making and sharing. Employee mentoring is conceptualized as coaching, counseling, guiding and briefing. Figure 1 further hypothesizes that all human resource development practices have a positive relationship with employee job satisfaction. The figure suggests that when employees are given chances of training, getting involved in organizational matters, they might be satisfied with their jobs hence better performance. However, the reverse is also true. The figure also suggests that there are extraneous variables that may affect job satisfaction apart from human resource development practices. These extraneous variables include leadership styles (democratic, authoritative and laissez faire).

1.9 Significance of the Study

The study would help managers and administrators of MTN Uganda Limited in general and company directors in particular to examine how human resource development practices may be positively as otherwise influence employee job satisfaction and hence be in position to adjust positively for maximum productivity. It could also help the future company managements with a benchmark upon how to handle challenging situation of low job satisfaction in MTN and other companies created under this major company. Theoretically, the study will hopefully prompt more researchers in the area having contributed to literature and methodology of such future studies.

1.10 Justification of the Study

Low job satisfaction can lead to a low morale which will cause the employee to work less and concentrate more on the negative aspects of his/her job. People who are not satisfied with their jobs can have major problems in their personal relationships. In many cases an unhappy worker may have marital problems (if married) and health problems caused by stress. The happier people are within their jobs, the more satisfied they are said to be. In fact, the success of any organization depends on how satisfied its employees are. Therefore, for companies to achieve production excellence, company employees have to exhibit high levels of job satisfaction which will result into high performance (Mullins, 2002; Kawemba, 2010).

Employees must be highly satisfied with their jobs in order to show high levels of performance. However, job satisfaction among employees in MTN Uganda Limited has been reported to be low (Tamale, 2001; Ssebowa, 2005; Ssekandi, 2005) with most employees not devoted to their jobs, many involved in sit down strikes, rampant absenteeism from work, continuous complaints, high rates of labour turnover for greener pastures. The low levels of employee satisfaction has put the company at a risk of losing customers to companies such as Airtel Uganda, Uganda Telecom, Orange Uganda hence affecting incomes levels of the company. While there could be several factors affecting employee job satisfaction in MTN Uganda Limited, human resource development practices may have played a greater role. Therefore, the study sought to establish the relationship between employee training, involvements, mentoring, leadership styles and job satisfaction in telecommunication business organizations using MTN Uganda as the case study.

1.11 Scope of the Study

Geographically, the study was conducted in MTN Uganda Limited which is a privately owned telecommunication company whose headquarters are located on plot 22 Hannington Road, MTN Towers, and along Kintu Road in Kampala the Capital City of Uganda. The study was conducted in MTN offices (Ntinda industrial area where the stores, logistics and procurement staff sit, Bugolobi Switching centre where engineers sit and in Kololo Ngabo apartments where customer service officers sit). The study covered a period between 2003 and 2011. It was during this period that many employees from MTN Uganda left the company for other jobs elsewhere. In content, the study focused on employee training (workshops, seminars, meetings and conferences), employee involvement (team work, communication, recognition and decision making) and employee mentoring in terms of briefing, coaching, guidance and counseling, leadership styles (Democratic, Autocratic and laissez faire) as potential factors influencing employee job satisfaction in MTN Uganda Limited.

1.12 Operational Definitions

Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs.

Employee mentoring is a formal or informal relationship established between an experienced, knowledgeable employee and an inexperienced or new employee.

Employee training is a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in any

activity or range of activities. It refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

Human resource development practices refer to the provision of learning and training opportunities in order to improve individual, team and organizational performance.

Job satisfaction refers to how people feel about their jobs and different aspects of their jobs (the extent to which people like or dislike their jobs).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter presented the theoretical orientation of the study and literature related to the respective objectives. The related literature was presented in line with the objectives that guide the study. It was presented in subheadings of; employee training and job satisfaction, employee involvement and job satisfaction, employee mentoring, Leadership styles and job satisfaction.

2.2 Theoretical Review

The theory adopted in the study is Herzberg's (1957) Two-Factor Theory cited in Aswathappa (2002) which is based upon the assumption that there is a single continuum ranging from job dissatisfaction on the one end to job satisfaction on the other. The theory stipulates that one is satisfied if one gets what one wants and the more one wants something, or the more important it is to that person, the more satisfied one becomes when one gets it and the more dissatisfied one is when one does not get it. Employee's job satisfaction is influenced by the intrinsic outcome (i.e. recognition, achievement, responsibility) and extrinsic outcomes (pay, working conditions, coworker related and administrative policies).

The theory proposes two determinants of employee job satisfaction, namely; motivation and hygiene factors (Fleishman, 2002). Herzberg (1957 cited in Aswathappa, 2002) conducted a study by interviewing engineers and accountants representing a fair cross-section of Pittsburgh industry, on events that they had experienced on jobs that resulted in

either a marked improvement in their job satisfaction or marked reduction in their job satisfaction. According to Herzberg, five factors stand out as high determinants of job satisfaction; achievements, recognition, work itself, responsibility and advancement. These given factors appeared very infrequently when the respondents described events that parallel job dissatisfaction feelings. When recognition appeared in a high sequence of events, it referred to recognition for a task rather than recognition as a human relation tool divorced from any accomplishment (Bratton & Gold, 2003).

When Herzberg coded the factors involved in the job dissatisfaction events, an entirely different set of factors evolved. These factors were similar to the satisfiers. However, they served only to bring about job dissatisfaction and were rarely involved in events which led to positive attitudes contrary to the satisfiers; the dissatisfiers consistently produced short-term job attitude changes (Bratton & Gold, 2003). The satisfiers all refer to the job content or job task; achievement of a task, recognition for task achievement, nature of the task, responsibility for the task, and professional growth or advancement in task environment.

The dissatisfiers refer to the job context or job environment; the nature of the company's policies and administration practices under which the job is performed, the type of supervision received when doing the job, the quality of working conditions in which the job is done, and the salary received for doing the job. Since the dissatisfier factors describe essentially the environment and serve primarily to prevent job satisfaction while having little effect on positive job attitudes they were named the hygiene factors (Aswathappa, 2002). The satisfier factors were named the motivators which are effective in motivating the individual to superior performance and efforts. These factors have a positive influence

on morale, satisfaction, efficiency, and higher productivity. Therefore, when employees are provided with satisfiers, they feel contented which results into higher levels of satisfaction hence better performance (Bratton & Gold, 2003). Therefore, in the study, it was hypothesized that human resource development practices and employee job satisfaction in MTN Uganda are positively related.

2.3 Review of Literature on human resource development practices and job satisfaction

This Section reviewed literature related to the respective three specific objectives in this research. However, the literature was not confined to only employee job satisfaction in MTN Uganda Limited but also employee job satisfaction in other organizations as and when necessary.

2.3.1 Employee Training and Job Satisfaction

Employee satisfaction is related to numerous factors within the workplace for example; overall job satisfaction, knowledge and management but there is a definite relationship between employee training and job satisfaction (Armstrong, 1999). Therefore, no big industrial organization can long ignore the training and development needs of its employees without seriously inhibiting its performance.

According to Maicibi (2005), the term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Tripathi (2004) defines employee training as the process whereby people learn the skills, knowledge, attitudes and behaviors

needed in order to perform their job effectively. In this study, it is hypothesized that there is a positive relationship between employee training and job satisfaction.

Torrington and Hall (1995) argue that employees are inherently endowed with considerable potentials because they vary in age, education, training, experience and background. To maximize benefits from an employee's potential it is important to make deliberate efforts to exploit his/her potential to the fullest levels and enhance the capacity to contribute effectively in achieving organization goals and of his/her own. This way training is seen as a process of empowering the employee because it enables him/her to be satisfied at work. Armstrong (2006) goes further to argue that training is the use of systematic and planned instruction activities to promote learning and it involves the use of formal processes to impart knowledge and helps staff to acquire the skills necessary for them to perform their jobs satisfactorily.

Kaguhangire (2000) points out that staff development programs should be geared towards promoting the goals of the organization. This is to suggest that the success of an institution will largely depend on how well the potentials of the employees are developed and utilized. In line with Gasner (2012), Maicibi (2003) suggested that the time spent inducing new employees is actually the best time gained because induction has three aspects, acquisition of work skills and abilities, adoption of appropriate roles behavior and adjustment to the norms and values of the work group.

Schmidt (2012) examined the relationship between satisfaction with employer-provided workplace training and overall job satisfaction of customer contact representatives and a

significant relationship was found between job training satisfaction and overall job satisfaction. Components of job training, including time spent in training, training methodologies, and content, were determined to be significant in their relationship to job satisfaction, and trainees were significantly more satisfied with the training they received when the methodology employed was their preferred one. Bennett (2005) explored the relationship between continuing professional education and job satisfaction for Information technology professionals in higher education and came to the finding that training is crucial in employee development in any organization. Bennett therefore concluded that there is a positive relationship between employee training and job satisfaction.

Saleemi (1977), Decenzo and Robbins (1996), Tiberondwa (2000) and Musaaazi (1982) do contend that training has significant contributions to job satisfaction. Thomas (1985) and Huya (1996) consider training and development as being synonymous. They argue that development or training enhances the skills and attitude development hence creating job satisfaction. Akinpelu (1989) and Awa Congo (1997) cited by Birungi (2002) share the same view that training programmes are necessary for skill development and promotion of job satisfaction among the trained teachers. Similarly Monapa (2000) points out that training are a long-term investment in people to enhance job satisfaction. Cole (2004) denotes that training technique should be used to equip teachers with skills and knowledge which can develop confidence among themselves hence being satisfied with the job.

Bartlett (2001) found a positive relationship between workplace training and organizational commitment, and concluded that his study “suggests that human resource

development practices can adapt new research methods to demonstrate to organizational decision makers that training and development contributes to desired workplace attitudes...which may in turn influence behaviors such as absenteeism and turnover” (p. 349). Other researchers have come to similar conclusions, and several have noted the importance of future research on workplace attitudes in relation to training (Bartlett, 2001; Tannenbaum, 1991).

In his study of new employee training, Tannenbaum (1991) noted that “training can induce positive or negative impressions and attitudes (which) trainees carry with them into the workplace” (p. 767). So important are workplace attitudes, Bartlett (2001) argued, that they could even be considered as outcomes of training. Nordhaug (1989) studied reward functions that are inherent in training (from the employee perspective), and found that “The extent to which training actually contributes to generating individual rewards has, however, been virtually absent on the research agenda” (p. 374). Tansky and Cohen (2001) noted that while considerable research has been conducted on organizational commitment, satisfaction, coaching, and employee development as individual or organizational outcomes, “... very little research has been done on the relationship between organizational commitment, employee development, satisfaction with employee development and coaching “.

Heneman (2000) further denotes that it is important to train employees in order to change their attitude towards work, Whele Oldroyal (1997) denotes that across universities and colleges a wide range of instructions exist to support and co-ordinate staff development with a view of creating job satisfaction. Hannagan (2002), Mullins (2002) and Decenzo

(2002) all have similar opinion of the induction process to a new member of staff. They extend their argument by denoting that induction is important because impression of gained by new employees during this period can influence their perceptions on the organization for many years to come. Induction procedures help employees to fit into a strange and initially uncomfortable environment quickly. It should be noted that from Gasner and Maicibi's argument that teachers' satisfaction is dependent on the induction process of socializing the new teacher into the profession. It should further be noted that effective induction is a continuous process covering the few months at work and therefore must be planned carefully.

Gibbons, Corrigan and Newton (2000) researched on the working practices and job satisfaction of dental therapists and empirically established that on the job training is major work practice that positively correlates with employee job satisfaction. Similarly, Rowden (2002) looked at the relationship between workplace learning and job satisfaction in the United States small and midsize businesses and established that there is a positive relationship between employee training and job satisfaction. While all the above studies showed positive correlation between employee training and job satisfaction, none of these studies was on job satisfaction of employees in MTN Uganda Limited. To contribute to the closure of these gaps, the study hypothesized employee training positively influences job satisfaction in MTN Uganda Limited, since no earlier study had done so. In the study, the research hypothesis that employee training has a positive relationship with job satisfaction is accepted at the five percent level of significance. This implies that employee training and job satisfaction are positively related.

2.3.2 Employee Involvement and Job Satisfaction

Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs (Dessler, 2003). Employee involvement is not the goal nor is it a tool, as practiced in many organizations. Rather, it is a management and leadership philosophy about how people are most enabled to contribute to continuous improvement and the ongoing success of their work organization (Dewey, 2000). Employee involvement is based upon the recognition that the success of any organisation is determined to a significant extent by the contribution of its employees. Employee involvement programmes therefore seek to facilitate the involvement (or participation) of employees in the company (Cushway, 2009).

Forms of employee involvement can be classified as "direct" and "indirect". Direct forms of involvement are where employees are in some way directly involved in their immediate place of work, whereas indirect or representative participation is where some notion of a representative structure is involved (Decenzo and Robbins, 2002). Common forms of direct employee involvement include team briefings, suggestion schemes, job enrichment, job design, autonomous working groups, quality of working life programmes and attitude surveys. Indirect forms of participation include works councils, quality circles, board representation, involvement groups and task forces. See worker participation (Chandan, 1987). Therefore, in this study, it was hypothesized that there is a positive relationship between employee involvement and job satisfaction.

Muindi (2011) examined the relationship between participation in decision making and job satisfaction among academic staff in public University of Nairobi. The findings

indicated that a significantly strong positive correlation was found to exist between job satisfaction and participation in decision-making. The findings indicated also a positively strong correlation between participation in decision-making and job satisfaction in relation to general working conditions; pay and promotion potential; use of skills and abilities; job design; and job feedback. The findings indicate that the level of job satisfaction for workers at the Job increases proportionately with an increase in their level of participation in decision-making.

Randy (2007) examined the relationship between teacher job satisfaction and teaming structure at the middle school level. The results of the study indicate that maintenance of a collaborative culture in which educators engage in focused and purposeful activities dealing with instruction, assessment and professional development is essential in motivating teachers to perform above and beyond their current level. Involving employees in decision making typically results into a positive relationship between employee involvement and job satisfaction which later results into effective performance. Employees who feel their opinions matter tend to be more or rather interested in their work and derive greater satisfaction from their jobs.

Scott (2012) examined the relationship of employee involvement with job satisfaction, employee cooperation, and intention to quit in U.S Invested Enterprise in China. Scott argued that employee involvement has many benefits to workplaces including increased individual and team performance, better quality, less absenteeism and reduced employee turnover. Scott therefore came to the conclusion that when employees are involved in company matters, they feel contented and satisfied at work which results into better

performance. Kalisch (2010) in a study about influence of unit characteristics, staff characteristics and teamwork on job satisfaction with current position and occupation, came to finding that Participants' levels of job satisfaction with current position and satisfaction with occupation were both higher when they rated their teamwork higher. Kalisch (Ibid) therefore concluded that there is a positive relationship between teamwork and job satisfaction. Griffin, Patterson and West (2001) looked at teamwork and job satisfaction: the role of supervisor support and came to a conclusion that there is a positive relationship between teamwork and job satisfaction in any organization.

Reddy (2010) carried out a study on employee involvement and job satisfaction in Indian Corporate Sector. Reddy argued that job satisfaction is a part of life satisfaction. The nature of one's environment of job is an important part of life as job satisfaction influences one's general life satisfaction. Job satisfaction, thus, is the result of various attitudes possessed by an employee including involvement. Reddy empirically concluded that employee involvement positively correlates with job satisfaction. Kumar & Giri (2009) examined the relationship of organizational communication and job satisfaction in Indian Organizations. Results revealed that there was a significant correlation between organizational communication and job satisfaction. It was observed that trust and communication satisfaction predicted significantly pay, promotion, supervision and fringe benefits. Ehlers (2012) examined the relationship between communication satisfaction of employees with co-workers, supervisors, and upper management, job satisfaction and self-reported absenteeism. Results were analyzed with correlations, multiple regressions and t-tests. It was found that communication satisfaction with co-workers, supervisors and upper management had a significant positive relationship with job satisfaction.

Rizwan (2010) looked at the impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan concluded that recognition and job satisfaction are related positively. Tausif (2012) explored the relationship between intrinsic rewards and job satisfaction for employees of service sector. The study examined the level of employee's job satisfaction for intrinsic rewards such as task autonomy, task significance, task involvement, opportunities to learn new things and recognition of public and private banking sector employees of Pakistan. The results of the study indicated that the employees of private banks satisfied with task autonomy, task significance, task involvement and recognition, they were satisfied with opportunities to learn new things. Results also reveal that public banking sector employees were satisfied with task autonomy, task involvement and recognition and were satisfied with task significance, opportunities to learn new things. In general, the study findings suggested that the intrinsic rewards such as task autonomy, task significance, task involvement, opportunities to learn new things and recognition are important antecedence to job satisfaction for the employees of service sector organizations.

Khan and Nemati (2010) examined the impact of job involvement on employee satisfaction in a study based on medical doctors working at Riphah International University Teaching Hospitals in Pakistan. The results indicated that job involvement has a significant positive impact on medical doctors' satisfaction working at Teaching Hospitals of Riphah International University. While all the above studies showed positive correlation between employee involvement/participation and job satisfaction, none of these studies was on job satisfaction of employees in MTN Uganda Limited. To contribute to the closure of this gap, the study hypothesized employee involvement as positively

influencing employee job satisfaction in MTN Uganda Limited, since no earlier study had done so. In the study, the research hypothesis that employee involvement has a positive relationship with job satisfaction is accepted at the five percent level of significance. This implies that employee involvement and job satisfaction are positively related.

2.3.3 Employee Mentoring and Job Satisfaction

Mentoring is a formal or informal relationship established between an experienced, knowledgeable employee and an inexperienced or new employee (Armstrong, 1996). The purpose of the mentoring relationship is to help the new employee quickly absorb the organization's cultural and social norms. Mentoring also assists an employee, new to a specific job or area of responsibility, to quickly learn what they need to know to succeed in their job and role. Mentoring can involve a formal exchange of knowledge and information and can be evaluative in nature to assess the assimilation of the new employee in his or her new role (Aswathappa, 2002).

Mentoring is provided in addition to your new employee on boarding process and should have different content and goals. The best mentoring relationships involve the exchange of a particular body of knowledge that helps the new employee quickly come up to speed as a contributor within your organization. Mentoring helps the employee navigate the learning curve inherent in any new role and relationship. Many organizations assign a mentor as part of their formal employee on boarding process. Other mentoring relationships develop spontaneously and over time (Bratton and Gold, 2003). All mentoring relationships are encouraged as research indicates that employees who experience mentoring are retained, learn more quickly, and assimilate into the company culture more effectively.

The relationship between employee mentoring/coaching/counseling and job satisfaction at work has been one of the widely researched areas in the field of management in relation to different professions, but very few studies have explored this concept especially on mentoring and job satisfaction in MTN Uganda. Weng and Huang (2010) explored the impact of mentoring functions on job satisfaction and organizational commitment of new staff nurses and came to finding that mentoring positively correlates with employee job satisfaction. Lo and Ramayah (2011) examined employee counseling and job satisfaction in Malaysian SMEs. The results show that there was a positive relationship between employee mentoring and all dimensions in job satisfaction such as co-workers, job itself, promotion and supervisors. On the other hand, no significant relationship was found between psychosocial mentoring and three aspects of employees' job satisfaction, namely co-workers, job itself, and promotion.

Batson (2012) researched on managerial coaching and staff nurse perceptions of work environment, professional work satisfaction, job satisfaction, and intent to stay. The results indicated that managerial coaching behaviors were positively correlated with eight work environment characteristics which comprise professional work satisfaction, with medium to large effect sizes noted. Coaching behaviors also demonstrated positive relationships with job satisfaction and intent to stay. Sizer (2012) examined the effects of mentoring relationships on job satisfaction and examined faculty members' perceptions of the effectiveness of the mentoring relationships and came to the finding that mentoring relationship relate significantly and positively to job satisfaction.

Cuesta and Bloom (2010) researched on mentoring and job satisfaction while considering the perceptions of certified nurse-midwives and came to the finding employee mentoring and job satisfaction are positively correlated. Bustrum (2010) investigated the relationship between employee briefings and job satisfaction among early entry professionals in a selected non-profit, para-church organization. Laurie (2009) researched on career satisfaction and the role of employee guidance in a survey of Pediatric Hospitalists and established that adequate mentorship was significantly positively correlated with overall career satisfaction, having sufficient opportunity for promotion, feeling valued by one's administration, and wishing to remain at one's current hospital.

While all the above studies showed positive correlation between employee mentoring and job satisfaction, none of these studies was on job satisfaction of employees in telecommunication companies like MTN Uganda. To contribute to the closure of this gap, the study hypothesized employee mentoring as positively influencing employee job satisfaction in MTN Uganda, since no earlier study had done so. In the study, the research hypothesis that employee mentoring has a positive relationship with job satisfaction is accepted at the five percent level of significance. This implies that employee mentoring and job satisfaction are positively related.

2.3.4 Leadership Styles and Job Satisfaction

Conceptually, different writers have defined leadership differently. Katz and Khan (1978) for example, define leadership as the influential increment over and above mechanical compliance with routine compliance of the organization. Musaazi (1982) on the other hand, defines leadership as the process of influencing the activities and behaviors of an

individual or group in efforts towards goal achievement in a given situation, while Yuki (1989) looks at leadership as a process of influencing others to understand and agree on the tasks to be done, and to facilitate them have a collective effort to accomplish the shared goals. In the researcher's view, leadership is organizing others and influencing them to plan and perform the planned tasks in order to achieve a set of goals. According to Musaaazi (1982), all organizations need leadership in order to function effectively. Similarly, John (1988) pried that leadership involves the creation of a sense of direction, communicating the vision, energizing, inspiring and motivation in order to stimulate others to translate the vision into achievement.

Many attempts have been made to define leadership styles. Ogweng (1995) for example, defines leadership styles as the ways in which the principal or managers as leaders and their followers behave towards the members of the group. Newstrom and Keith (1997) consider leadership style as the total pattern of explicit and implicit leader's actions as perceived by the subordinates. According to them the ways subordinates perceive their leaders' leadership behavior is what matters. Okumbe (1998) on the other hand looks at leadership styles as different behaviors leaders apply to motivate their subordinates. There are many different leadership styles that can be exhibited by leaders in the political, business or other fields; for example, democratic, autocratic and Laissez faire leaderships. Many people have written about democratic leadership. Musaaazi (1997) for example, describes democratic leadership as one which demonstrates respect or due respect for one another in the group, collective responsibility and fair treatment of subordinates. Here the leader respects the views and concerns of subordinates.

Autocratic leadership style is where by production is emphasized even at the expense of human consideration. Musaazi (1982) asserted that autocratic leadership is where the leader makes decisions, policies, and assigns tasks exclusively. This is not far different from Newstrom (1997) who looked at autocratic leadership as that leadership where a leader structures the complete work situation for employees who are expected to follow without question.

Laissez faire leadership is whereby the leader has no authority, no practical rules in organization and full freedom of workers to do as they wish (Brooks and Ackstin, 1984). “This concept of leadership hardly operates in the school world” (Musaazi, 1982: 64), Slocum and Hellregel (1996) like Tripathi (2004) described laissez faire leadership style as one where there is complete freedom to group and the leader exercises absolutely no control over the subordinates.

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organisational success. A capable leader provides direction for the organisation and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. An organisation that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006). Several studies have also examined the relationship between the two factors and concurred that leadership has significant impacts on job satisfaction and organisational commitment (Lok & Crawford, 1999, 2001; William & Hazer, 1986; Mosadegh Rad & Yarmohammadian, 2006). High job satisfaction

enhances employees' psychological and physical wellbeing (Ilardi, Leone, Kansser, & Ryan, 1983) and positively affects employee performance (Vroom, 1964; Porac, Ferris, & Fedor, 1983).

According to Mosadegh Rad and Yarmohammadian (2006), employee job satisfaction refers to the attitude of employees towards their jobs and the organization which employs them. The researchers pointed out that job satisfaction is influenced by many organisational contextual factors, ranging from salaries, job autonomy, job security, workplace flexibility, to leadership. In particular, leaders within organisations can adopt appropriate leadership styles to affect employee job satisfaction, commitment and productivity. Previous studies have examined the relationship between employee job satisfaction and leadership behaviour in various settings such as healthcare, military, education and business organisations (Cook, Wall, Hepworth, & Warr, 1989; Bass, 1990; Chen & Silversthorne, 2005). These studies generally indicate that employee job satisfaction in the public sector is just as important as it is in the private sector. Consistent with this, the present study intends to examine the relationship between leadership styles and job satisfaction in the private sector.

Nasser (1991) observed that, democratic leadership enhances job satisfaction among teachers because it is group-oriented and gives a considerable freedom to subordinates in their work. Pederson (1988) took a study in teachers' perception of factors affecting job satisfaction learnt that, teachers have a very high perception that democratic leadership promotes teacher job satisfaction. His findings were in line with Koontz (2005) who also observed that, ability to act in a manner that will develop and arouse job satisfaction

among workers is a major ingredient of democratic leadership, just as Jang (1987) researched on Principal's leadership and communication, and teacher job satisfaction and found out that the more democratic the leader is the more likely it is to satisfy the intrinsic and extrinsic values of teachers. This was supported by Campbell (1983) and Master (1991) who moved that, supportive relations contribute to high job satisfaction and productivity.

Kayizzi (1990) for example, observed that autocratic leaders view the world essentially friendless and therefore strive for power and toughness and become rigid in dealing with people which reduces job satisfaction of workers. It was also observed by Hoy (1987) that effective administrative authority involves willingness rather than forced compliance which is observed in autocratic leadership style. In a related way, Tripathi (2004) observed that, in autocratic leadership the leader demands strict obedience and relies on that power to command respect and punish the subordinates. In this style of leadership the relationship exist only between the leader and the subordinates but not among members, an implication of dissatisfaction among members. While all the above studies showed positive correlation between leadership styles and job satisfaction, none of these studies was on job satisfaction of employees in telecommunication companies like MTN Uganda. To contribute to the closure of this gap, the study hypothesized leadership styles as positively influencing employee job satisfaction in MTN Uganda, since no earlier study had done so. In the study, the research hypothesis that leadership styles have a positive relationship with job satisfaction was accepted at the five percent level of significance. This implies that leadership styles and job satisfaction are positively related.

2.4 Summary of the Literature Review

Several scholars have attempted to research on various study objectives for example, Bokemeier and Lacy (2008), Garcez (2007), and Hoppok (1935) attempted to relate employee training to job satisfaction. These scholars found a positive relationship between employee training and job satisfaction. Scholars such as Scott (2012), Reddy (2010), Khan and Nemati (2010) researched on employee involvement and job satisfaction and established a positive relationship between the study variables while scholars, such as, Weng and Huang (2010), Lo and Ramayah (2011), Cuesta and Bloom (2010) and Bustrum (2010) tried to relate employee mentoring to job satisfaction. They established a positive relationship between two variables. While those several scholars empirically established that human resource development practices are positively related to job satisfaction, none of them was on employee job satisfaction using telecommunication companies.

It was on the basis of such gaps, that the study hypothesized that there was a positive relationship between human resource development practices and employee job satisfaction in MTN Uganda. In this study, the research hypothesis that human resource development practices have a positive relationship with job satisfaction was accepted at the five percent level of significance. This implies that human resource development practices and job satisfaction are positively related. It was also empirically established that there is a positive relationship between leadership styles and job satisfaction.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in the study. It outlines the research design, study area, study population, sample size and selection, sampling techniques and procedures, data collection methods, data collection instruments, pre-testing (validity and reliability), procedure of data collection, data analysis, measurement of variables and limitations. The study aimed at establishing the relationship between human resource development practices and job satisfaction in Mobile Telephone Network-Uganda Limited (MTN).

3.2 Research Design

The researcher used the cross sectional survey designs adopting both the qualitative and quantitative approaches. The cross sectional survey is one of the most commonly used research method in social research and it was used to gather data from a sample of population at a particular time (Amin, 2005). The results obtained from the sample were then extrapolated to the entire population. This research design helped the researcher to obtain information about preferences, attitudes, practices and concerns or interests of a group of people under the scope of study which information was analyzed. In addition, correlation design was used in order to determine to what degree a relationship exists between two or more variables (Amin, 2005).

This study therefore adopted a triangulation approach at different stages which helped the researcher to cross check information obtained from different data sources. It also helped

to achieve a higher degree of validity and reliability of the results obtained in the study, and it helped to minimize on the biasness of each method since each design complimented the other (Barifaijo & et al, 2010). The study employed both the quantitative and qualitative approaches. The quantitative approach was involved in the collection of numerical data in order to explain, predict, and control phenomena of interest, data analysis being mainly statistical (Amin, 2005). In particular, the study adopted a correlational and cross-sectional survey design. The correlational design was adopted to explain the relationship between human resource development practices and job satisfaction in MTN Uganda Limited (Charles, 1995). The study was a cross-sectional survey because pertinent data was collected from a large number of respondents to reduce on the time and costs involved (Creswell, 2003 cited in Kawemba, 2010). The study employed the qualitative approach to obtain more detailed data from respondents to supplement the quantitative data.

3.3 Study Population

The access population in the study constituted all the 440 employees in the various departments of MTN Uganda Limited (MTN Human Resource Department Report, 2013). Of the 440 employees, 185 were from operations, 30 from finance, 60 from marketing, 150 from customer service and 15 from administration. All these employees were involved because they constantly engaged in sit down strikes a sign that they are not satisfied. Some of the employees were at MTN headquarters, Hannington road- Kampala. Others were at switch at Bugolobi while others were at MTN warehouses in Ntinda area in Nakawa

3.4 Determination of the Sample Size

For the target population in MTN Uganda, Krejcie and Morgan (1970)'s Table of Sample Size Determination cited in Kawemba (2010), suggested a sample size of 327 respondents as shown in Table 1:

Table 1: Sample population

Category	Access Population	Sample Size	Sampling Technique
Operations Staff	185	124	Simple random sampling
Finance Staff	30	28	Simple random sampling
Marketing Staff	60	52	Simple random sampling
Customer service Staff	150	108	Simple random sampling
Administration Staff	19	15	Purpose sampling
Total	440	327	

Source: MTN Human resource Department Report, Krejcie and Morgan (1970)'s Table of Sample Size Determination

Although there are many employees in MTN Uganda, the sample was a proportion of the members in the different departments. As Table 1 shows the sample comprised of, 185 employees from operations, 30 from finance, 60 from marketing, 150 from customer service and 15 from administration who acted as key informants. Table 1 above indicates that the total accessible population of the study was 440 but due to time and financial implications an appropriate sample size of 327 would be adequate by using Krejcie and Morgan(1970) rule of thumb. After comparing the different approaches of sample size

determination, the researcher opted for the sample size of 327 respondents as a representative sample.

3.5 Sampling Strategies and Procedure

To ensure representativeness of the samples, randomization was a suitable approach to attain the respective sample size from the said population. The study specifically employed simple random and purposive (judgmental) sampling techniques. Simple random sampling is a subset of individuals chosen from a larger set (Amin, 2005). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of k individuals has the same probability of being chosen for the sample as any other subset of individuals. As a result, the simple random sample provides us with a sample that is highly representative of the population being studied, assuming that there is limited missing data.

Under the non-probability methods, purposive sampling was used. This is the type of sampling in which the researcher used his own judgment or common sense regarding the participants from whom information was collected with a specific purpose in mind.

The researcher selected the sample based on his experience of the knowledge of the group and their ability to provide the information required. Despite the reported potential inaccuracy of this method, the researcher used the method because through it he was likely to get authentic and informative information given the category of the sample to which this sampling method was applied.

3.6 Data Collection Methods

This study used both the quantitative and qualitative methods of data collection. Under the Qualitative methods, the researcher used the interview method which was used for the operations, Finance, Marketing, and Administration. The interviewing method involved interviewing each manager in their offices. This helped the researcher to obtain person to person verbal communication and also kept the respondents focused. This enabled the researcher to gather information from respondents beyond the SAQs. They gave the researcher an idea of 'what makes people tick', of the personality and the motivations of the interviewee. Interviews provided in-depth information about a particular research issue or question.

Under the quantitative methods, questionnaire survey method was used for the majority of the members in the sample. Each item in the questionnaire was developed to address a specific objective and research question in the study. Despite the disadvantages like the fact that such questions limit the respondents answer tailored to the researcher's choice, such questions suited this study because they were easier to analyze, administer and were economical to use in terms of money and time (Amin, 2005). Therefore, the researcher contacted respondents for first hand data using the survey method involving use of a self-administrated questionnaire (SAQs) and interview guide. The SAQ approach enabled the researcher cover a large population quickly and at reasonable cost; further, SAQs were very suitable for the target respondents on account of their high levels of English literacy.

3.7 Data Collection Instruments

For the questionnaire survey method, self-administered structured or closed-ended questionnaires were used where each item in the questionnaire was developed to address a specific objective and research question in the study. These are questions that accompanied by a list of possible alternatives from which the respondents selected the answer that best describes the situation (Mugenda, 2003). Despite the disadvantages like the fact that such questions limit the respondents answer tailored to the researcher's choice, such questions were used because the respondents were literate and were able to read, understand and therefore were able to fill them.

It also enabled the researcher to assess attitudes, opinions and behaviors of respondents.

For the interviewing method, an interview guide was used to obtain person to person verbal communication in which the researcher asked the senior leadership team questions intended to elicit information and opinions. This helped the researcher to keep the respondents focused. The documentary review guide was also used. This helped the researcher to get the perceptions and opinions of various authors in order to understand the effect of job satisfaction on employees in MTN. The researcher contacted respondents using self-administrated questionnaires (SAQs) and interview guides. These two instruments enabled the researcher cover a large population quickly and at reasonable cost (Amin, 2005). There were two sets of data collection instruments (self-administered questionnaire (SAQ) and interview guide) directed towards the respondents.

3.7.1 Self-Administered Questionnaire

The study used a Self-administered questionnaire (SAQs) for soliciting respondents' views. The SAQs enabled the researcher cover a large population quickly and at reasonable cost. Further, SAQs were very suitable for the target respondents on account of their high levels of English literacy. The SAQs were directed towards the employees in MTN. The SAQ was used because it gave time to respondents to fill in since the researcher would leave the questionnaires with the respondents for some time. To ease administration, most questions in the instrument were closed-ended, that is having options given. The Likert scale was used to collect opinion data.

3.7.2 Interview Guide

Interview guide is an instrument of data collection used to obtain data beyond the SAQs (Amin, 2005). The interview guide was advantageous because it allowed probing, prompting and clarification of unclear information given by respondents (Amin, 2005). There was one set of interview directed towards the administrative staff in MTN Uganda Limited. Interview added flesh to statistical information. It enabled the investigator to grasp the behavioral context of the data furnished by the respondents. It also permitted the investigator to seek clarifications and bring to the forefront those questions, that, for one reason or another, respondents did not want to answer.

3.8 Data Quality Control

There was little chance of answering the research question or fairly testing the research hypothesis without the right quantity (sampling) and quality (measuring soundness) of data. If the researcher was not measuring what was supposed to be measured, then how the

results could be meaningfully interpreted? For this research study to be accurate, its findings had to be reliable and valid. Means for quality assurance for the researched data was therefore achieved by ensuring the Validity and reliability of the research instrument as follows:

3.8.1 Validity of Instruments

The validity of the instruments (Section 3.7) was determined by sending the constructed items to the supervisors for their personal opinion and to give the necessary guidelines. Supervisors were given the instruments to study them on the scale of relevant or irrelevant. After judgment, the researcher computed the content validity index. The instrument was revised until the content validity index was at least 0.7 because it is the least content validity index recommended in survey studies (Amin, 2005). According to Amin (2005), content validity index was computed by;

$$\begin{aligned} \text{Content Validity Index (CVI)} &= \frac{\text{Number of items declared valid}}{\text{Total number of items}} \\ \\ \text{Valid items} &= 58 \\ \text{Total number of items} &= 62 \\ &= 58/62 \\ &= 0.94 \end{aligned}$$

The questionnaire was valid since the content validity index was 0.94 above the recommended index in survey studies.

3.8.2 Reliability of Instrument

The researcher tested the reliability of the data collection instruments to ascertain the degree to which these instruments consistently measured whatever they were expected to measure and the trustworthiness of these instruments. The questionnaire and the semi-structured interview guide were pre-tested before using them. The test retest method was used in pre-testing. The first draft was tested and after fine tuning it, the final copy was also tested before it was used. Pre-testing was tried on Heads of department managers and those that took part in pre-testing were not used in the final study.

Pre-testing the instruments was to test the level of internal consistency or stability of the instrument overtime. Reliability was measured numerically using the cronbach's alpha coefficient where any value from 0.5 up to 1 was taken as reliable for internal consistence (Mugenda, 2003). This exercise helped in finding out how well the questions would be understood and also the reaction of the respondents about the study. The instrument was revised until the alpha value was at least 0.5 which is the recommended reliability value for educational researches (Kaplan and Saccuz, 1993). This was obtained by;

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma^2_k}{\sigma^2} \right)$$

Where; $\sum \sigma^2_k$ is the sum of variances of the k parts or sections σ is the standard deviation of the test (Amin, 2005). Table 2 shows pertinent results:

Table 2: Reliability indices for the respective sections of the questionnaire

Variable	Description	Construct	No of items	Cronbach alpha
Dependent	Job satisfaction		10	0.759
Independent	Human resource development practices	Employee training	12	0.743
		Employee involvement	10	0.641
		Employee mentoring	10	0.750
Moderating	Leadership styles		11	0.598

Source: Primary data

According to Table 2, all items in the questionnaire had their alpha values above 0.5 which is the recommended reliability value for educational researches. For example, job satisfaction had the alpha value of 0.759, employee training = 0.743, employee involvement = 0.641, employee mentoring = 0.750 and leadership styles = 0.598. Such findings suggest that the questionnaire was highly reliable hence fit to be used (Appendix D).

3.9 Data collection Procedure

The researcher developed a proposal over a period of about three months under the guidance of the supervisors. Once the proposal was ready, the researcher obtained an introductory letter from the Head of Department Higher Degrees, Uganda Management Institute which was used to seek permission from MTN-Uganda to proceed with the study. Once the permission was granted, the researcher proceeded to collect data. The researcher ensured that the filled questionnaires are collected to avoid loss and misplacement. The data collected was analyzed using appropriate data analysis methods and presented using tables, figures and verbatim and later, interviews were also conducted. The researcher

kept on jotting down the major points during the interviewing exercise. Data obtained was then analyzed and report on the findings made.

3.10 Data Analysis

Data analysis involved identifying the patterns, inconsistencies and the relationship in the interviews and questionnaires. Reasons to the occurrences with a view of establishing and explaining the relationship between Human resource development practices and job satisfaction were to be established. Data analysis involved carrying out both the qualitative and quantitative analyses.

3.10.1 Quantitative data analysis

The collected data on the SAQs were prepared for analysis by editing, then categorizing and entering it into computer using the Statistical Package for Social Sciences (SPSS) for generation of summary frequency tables and graphics. The actual data analysis at univariate level was based on relative frequencies from frequency tables and descriptive statistics. At bivariate level, job satisfaction was correlated with the respective independent variable concepts (employee training, involvement and mentoring) using Pearson's Linear Correlation Coefficient methods as deemed appropriate.

3.10.2 Qualitative data analysis

Each interview was summarized under one page contact summary sheet, capturing the main themes, sub themes, major events, and critical information on the objectives. Data were organized and summarized using descriptive statistics in a way that it yields answers to each research question and objective. Data were interpreted and analyzed into themes

that are suitable for the set objectives. This helped the researcher draw conclusions concerning the relationships and differences found in the research results.

3.11 Measurement of Variables

Job satisfaction, the dependent variable was measured using a job satisfaction self-constructed questionnaire with items on a five-point scale coded as; 1=Strongly agree, 2=agree, 3=Neutral, 4= disagree, 5= Strongly disagree. All items was reversed and coded during analysis to appear as if they are positive. The respondents indicated the extent of satisfaction by circling the appropriate answer on the scale. The researcher used nominal scale of measurement which applies to some common set of characteristics such as age, level of education, category of respondent. A number was assigned to each category for identification only. The ordinal measurement was used to categorize and rank the variable being measured by using statements such as “greater than”, “less than” or “equal to” (Amin, 2005:109 – 110). The Likert scale was used to collect opinion data and this was used to measure the respondents beliefs on the contribution of human resource development practices to job satisfaction using a five point scale; 1=Strongly agree, 2=agree, 3=Neutral, 4= disagree, 5= Strongly disagree (Amin, 2005: 265).

3.12 Ethical Considerations

The researcher sought approval and permission from the relevant sources right from School of Management Sciences, Uganda Management Institute. An introductory letter was obtained from the office of the Head, School of Management Science; it was presented to the respective authorities in Mobile Telecommunication Network (MTN) Uganda.

The research ensured that no one was forced directly or indirectly into participation. All the respondents had the choice of deciding, based on informed consent, whether to participate or to withdraw at any point in time. Confidentiality, self-respect and self-esteem of all the respondents and the case study organization were guaranteed. In relation to the confidentiality, extreme care has been taken, in presenting the findings of this study. Individual respondents were assured of their individual rights and were also fully debriefed after the study. Finally, all duplicate research materials were stored under lock and key to enhance confidentiality, data security and guard against disposal.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents the analysis, presentation and interpretation of findings covering the Objectives which the researcher aimed to investigate as stated in chapter one. The study examined the relationship between human resource development practices and job satisfaction in Mobile Telephone Network-Uganda Limited (MTN). The data collected was analyzed using the Statistical Package for Social Sciences (SPSS) computer program. This Chapter therefore presented the description of background of respondents, dependent, independent and extraneous variables.

4.2 Response Rate

In the study, the sample size was 327 respondents; of these sampled respondents a total of 252 returned the completed instruments of which 237 respondents returned the questionnaires fully completed and 15 fully answered the interview guide, implying a response rate of 77% while 75(23%) respondents did not return their questionnaires and interviews. Table 3 provides a summary of response rates:

Table 3: Response Rates

Category of respondents	Expected questionnaires	Returned questionnaires	Percentage of returned questionnaires
Operations	124	96	29.4
Finance	28	20	6.1
Marketing	52	43	13.1
Customer service	108	80	24.4
Administration	15	13	4.0
Total	327	252	77.0

Source: Primary data

Table 3 shows the response rate of respondents to whom the questionnaire was distributed. Response rate was obtained as: $(n/N*100\%; 252/327 *100=77\%)$, which implies that of the 327 respondents given questionnaires to fill, 252 questionnaires were returned which gives a response rate of 77%. A total number of 13 key informants were interviewed out of the target 15. This response rate is representative enough because it covers more than half of the intended sample size and information was collected from a variety of staff categories within the sample to ensure adequate representation of the opinions of each staff category.

4.3 Results on the Background Characteristics of Respondents

The researcher collected data on the background characteristics of the respondents. This information was assumed to be valuable to the study because it would help in determining whether the data collected is appropriate to the study population. Therefore, in this section, distribution of respondents by category (gender, marital status, age, academic qualification and period spent working in MTN (U) Limited) was reported.

4.3.1 Description of respondents by gender

Respondents' gender was categorized as male or female. Table 4 presents descriptive statistics of respondents by their gender.

Table 4: Respondents by gender

Gender	Frequency	Percentage
Male	126	54.3
Female	106	45.7
Total	232	100.0

Source: Primary data

According to Table 4, 126 (54.3%) respondents, the majority were males while 106(45.7%), respondents the minority were females. This implies that MTN (U) LTD is dominated by male employees. Concerning gender, there are no simple conclusions about the differences between males and females and their job satisfaction levels. Some studies reviewed by Herzberg et al. (1957) indicate that males are more satisfied with their jobs, while others indicated that females are more satisfied.

4.3.2 Description of respondents by marital status

Respondent's marital status was categorized as those who are married and single. Table 5 presents descriptive statistics of respondents by their marital status. Respondents' marital status was categorized as married and single.

Table 5: Respondents by marital status

Sex	Frequency	Percentage
Married	121	52.6
Single	109	47.4
Total	230	100.0

Source: Primary data

According to Table 5, the majority, 121 (53%) of respondents were married while the singles were the minority, 109 (47%) respondents, suggesting that most of MTN (Uganda) Limited employees are married. Married employees are more satisfied with their jobs than are their unmarried coworkers. The reason may be marriage imposes increased responsibilities that may make a steady job more valuable and important.

4.3.3 Description of respondents by age

Respondents' ages were grouped as those below 30 years, between 30 and 40 years and those over 40 years. Table 6 presents descriptive statistics of respondents by their ages.

Table 6: Respondents by age

Age of respondent	Frequency	Percentage	Cumulative percentage
Below 30 years	63	27.8	27.8
Between 30 and 40 years	106	46.7	74.4
Over 40 years	58	25.6	100.0
Total	227	100.0	

Source: Primary data

According to Table 6, many respondents, 106 (47%) were between 30 and 40 years while 58(26%) respondents were over the age of 40. Only 63(26%) respondents X were below 30 years. Cumulatively, the majority (74%) of the respondents were 40 years and below.

This implies that the majority of the employees in MTN (U) Limited are below retirement age. This indicated that older workers 164(72%) were more satisfied with their jobs than younger workers 63(28%). The higher job satisfaction among older employees may be due to the perks that come with maintaining a long career, including higher salaries, better benefits and success in the workplace.

4.3.4 Description of respondents by academic qualification

Respondents’ academic qualifications were categorized as Diplomas, Bachelor’s degree, and other qualifications. Table 7 presents descriptive statistics of respondents by their academic qualification.

Table 7: Respondents by academic qualification

Academic qualification	Frequency	Percentage	Cumulative percentage
Diploma	66	28.1	28.1
Bachelor’s degree	152	64.7	92.8
Others	17	7.2	100.0
Total	235	100.0	

****Others includes those with Certificates and Masters**

Source: Primary data

From Table 7, 152(63%) respondents, the majority were first degree holders while 66(28%) respondents had Diplomas. Only 17(7%) respondents had other qualifications for example, Certificates and Masters Degrees. Cumulatively, the majority of the employees in MTN (U) Limited (93%) were Bachelor’s degree holders implying that they are well qualified. However, some studies show that workers with more education have a higher job satisfaction level, while other studies indicate that workers with more education have a lower job satisfaction level. Other studies showed no relationship between the two.

4.3.5 Description of respondents by period of working

Respondents' time of service was categorized as those who have serviced for a period of below five years, between five and ten years and over ten years. Table 8 presents descriptive statistics of respondents by their time of service in MTN (U) Limited.

Table 8: Respondents by period of service

Length of service	Frequency	Percentage	Cumulative percentage
Below five years	69	29.4	29.4
Between five and ten years	119	50.6	80.0
Over ten years	47	20.0	100.0
Total	235	100.0	

Source: Primary data

According to Table 8, the majority, 119(51%) respondents had served MTN (U) Limited for a period between 5 and 10 years, while 69 (29%) respondents had worked for a period below 5 years yet only 47 respondents (20%) had serviced for a period of over 10 years. Cumulatively, 80% of the respondents had been in service in MTN (U) Limited for a period of ten years indicating that they have a lot of experience. These findings suggest that the company employees well experienced workers.

4.4 Description of the Dependent Variable: Job Satisfaction

Job satisfaction, the dependent variable was broken into ten quantitative questions which required respondents to rate themselves in terms of job satisfaction in their departments. Responses were based on a Likert scale ranging from one which represented strongly disagree, two for disagree, three for undecided, four for agree and five for strongly agree. Table 9 gives descriptive statistics there from:

Table 9: Descriptive statistics on respondents' self-rating on job satisfaction

Questions on job satisfaction	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean	Standard Deviation
My commitment at work has greatly reduced my absenteeism	33 (14.2%)	55 (23.7%)	69 (29.7%)	43 (18.5%)	32 (13.8%)	2.94	1.243
I put in extra energy due to my commitment at work	21 (9.1%)	58 (25.0%)	67 (28.9%)	53 (22.8%)	33 (14.2%)	3.08	1.187
Job security can make me stay in MTN for a long time	18 (7.9%)	44 (19.3%)	73 (32.0%)	60 (26.3%)	33 (14.5%)	3.20	1.147
I am happy with the supervisor I work under	15 (6.5%)	51 (22.1%)	65 (28.1%)	71 (30.7%)	29 (12.6%)	3.21	1.119
My loyalty in MTN has resulted into my long stay	19 (8.3%)	53 (23.2%)	63 (27.6%)	54 (23.7%)	39 (17.1%)	3.18	1.209
Sense of belonging can enable me to stay in an organization for long in MTN	26 (11.2%)	48 (20.7%)	76 (32.8%)	58 (25.0%)	24 (10.3%)	3.03	1.151
I have stayed for long because of the confidence I have in MTN	17 (7.3%)	45 (19.4%)	84 (36.2%)	48 (20.7%)	38 (16.4%)	3.19	1.148
Being valued has enhanced my retention in MTN	23 (10.0%)	38 (16.5%)	72 (31.3%)	60 (26.1%)	37 (16.1%)	3.22	1.195
I am always punctual for work	28 (12.2%)	42 (18.3%)	62 (27.1%)	63 (27.5%)	34 (14.8%)	3.15	1.244
I have the ability to be creative and innovative.	21 (9.1%)	41 (17.8%)	59 (25.7%)	58 (25.2%)	51 (22.1%)	3.34	1.263

Source: Primary data

Table 9 gives views of how respondents in MTN (U) Limited rated themselves on job satisfaction in their departments. It was revealed that all the ten items used to job

satisfaction had higher cumulative percentages lying on the side representing high levels of job satisfaction. For example, 109(47%) respondents revealed that they have the ability to be creative and innovative. A total of 59 (26%) respondents were neutral while 62(27%) respondents reported that they lack the ability being creative and innovative. This is also in line with data obtained from the interviews. One team leader interviewed reported that; “their employees have the ability of being creative and innovative.” A total of 97 (42%) respondents reported that they are always punctual for work, 62 (27%) respondents were not decided while 70 (31%) respondents disagreed suggesting that employees are punctual for work in MTN (U) Limited. Such quantitative findings are supported by the views obtained qualitatively. For example, one administrator interviewed reported that;

In MTN (U) Limited, we value time. Therefore, it is a must for all employees to keep time. On arrival, each employee signs in the arrival book and also signs in the departure book. Any employee who comes late is punished.

These findings suggested that the majority of the employees in MTN are good time managers. Cumulatively, 97 (42%) respondents argued that their being valued in MTN while 61 (27%) respondents reported they are valued at work. Cumulatively, 86 (37%) respondents reported that they have stayed for long because of the confidence they have in MTN yet 84 (36%) respondents remained silent while 62 (27%) respondents disagreed with the matter. A total of 82(35%) respondents revealed that the sense of belonging can enable them to stay in for long in MTN while 74 (32%) respondents never supported the issue. This is in line with one respondent who revealed that “Sense of belonging can enable me to stay in an organization for long in MTN,” These findings clearly show that

the majority of the employees in MTN are satisfied with their jobs. Looking at item “My commitment at work has greatly reduced my absenteeism,” 75(32%) employees agreed being committed, 69 (30%) employees were undecided while 88(38%) reported not being committed to their jobs. These findings are in line with those obtained from the interviews. One manager interviewed revealed that; “our employees are very much committed. They are always very busy with their work. This in the end has reduced their levels of absenteeism.”

Cumulatively, 100(43%) respondents agreed that they were happy with the supervisor they work under while 66(29%) of them were not happy, 93(41%) respondents supported the view that job security can make them stay in MTN for a long time and loyalty in MTN has resulted into the long stay. These findings imply that many employees are satisfied with their work place. The above findings regarding job satisfaction in MTN (U) Limited are in agreement with those of the means in Table 9. It was established that all the items used to measure job satisfaction had their mean values above the average, three (3.0) which suggests that respondents rated job satisfaction as being average. Following the interviews conducted by the researcher with selected employees in MTN regarding job satisfaction, most of them revealed average and/ or good levels of job satisfaction in the organization. The researcher could draw a clear interpretation that the majority of the respondents rated job satisfaction in MTN (U) Limited as being average. The researcher therefore concluded that job satisfaction in the said organization was average. For the purposes of getting an overall picture of how respondents rated themselves on job satisfaction in their departments, all items in Table 9 were aggregated into one average

index (JobSat which means job satisfaction). Table 10 gives a summary of common descriptive statistics there from:

Table 10: Common summary descriptive statistics on respondents’ self-rating on job satisfaction

Statistic	Value	
Mean	3.13	
95% Confidence Interval	Lower	3.07
	Upper	3.22
Median	3.05	
Standard Deviation	0.53	
Minimum	1.42	
Maximum	4.95	
Range	3.53	
Skewness	0.70	

Source: Primary Data

Table 10 shows that the mean value was average 3.13 with a confidence interval of 3.07 to 3.22 at 95% level corresponding with average rating on job satisfaction. Despite the average rating, Table 10 reflects that some employees in MTN (U) Limited scored very poor that is a minimum 1.42 while others scored best that is a maximum of 4.95. This gave a wide disparity as reflected by a high range of 3.53. Also from Table 10, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = 0.70) that is to say their opinions were centrally located.

4.5 Description of the independent Variable: Human Resource Development Practices

Human resource development practices, the independent variable in the study was conceptualized into three elements namely; employee training, involvement and mentoring.

4.5.1 Employee Training

Employee training was broken into twelve quantitative questions which required respondents to rate themselves in terms of employee training in their various departments in MTN (U) Limited. Responses were based on a Likert scale ranging from one which represented strongly disagree, two for disagree, three for undecided, four for agree and five for strongly agree. Table 11 gives descriptive statistics there from:

Table 11: Descriptive statistics on respondents' self-rating on employee training

Questions on employee training	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean	Standard Deviation
I receive the training necessary to do my job	58 (25.2%)	46 (20.0%)	58 (25.2%)	45 (19.6%)	23 (10.0%)	2.69	1.310
I receive needed training about new technologies.	39 (16.7%)	64 (27.5%)	58 (24.9%)	50 (21.5%)	22 (9.4%)	2.79	1.225
Training opportunities are unfairly allocated across employees or work units.	26 (11.2%)	75 (32.2%)	59 (25.3%)	53 (22.7%)	20 (8.6%)	2.85	1.150
High priority is given to providing appropriate training.	23 (10.3%)	47 (21.0%)	65 (29.0%)	53 (23.7%)	36 (16.1%)	3.14	1.219
Supervisors/team leaders support my efforts to learn outside the job	18 (7.8%)	45 (19.4%)	65 (28.0%)	79 (34.1%)	25 (10.8%)	3.21	1.113
I am regularly trained through Seminars	25 (11.0%)	42 (18.4%)	72 (31.6%)	55 (24.1%)	34 (14.9%)	3.14	1.203
I regularly attend workshops in MTN	23 (9.9%)	56 (24.0%)	47 (20.2%)	70 (30.0%)	37 (15.9%)	3.18	1.243
I regularly attend meetings in MTN	25 (10.8%)	38 (16.4%)	64 (27.6%)	68 (29.3%)	37 (15.9%)	3.23	1.216
I regularly attend conferences in MTN	23 (10.0%)	46 (19.9%)	47 (20.3%)	61 (26.4%)	54 (23.4%)	3.33	1.301

Source: Primary data

Table 11 gives views of how respondents in MTN (U) Limited rated themselves on employee training in their departments. For example on the item; “I receive the training necessary to do my job,” cumulatively, 104(45%) respondents disagreed receiving necessary training regarding their jobs. A total of 58(25%) respondents remained silent

while cumulatively, 68(30%) respondents agreed with the statement. These findings suggest that they did not receive training necessary to their jobs. Such quantitative findings are also supported by the qualitative views obtained through interviews. For example, one administrator reported that:

Training creates opportunities for career development and personal growth, an important factor in retaining workers. MTN (U) provides training opportunities to her employees. Employees are trained on job and through off-the-job.

However, some respondents reviewed that the organization does not provide them with any chance for training. These findings indicate good levels of employee training in MTN (U) Limited. Cumulatively, 103(44%) respondents disagreed receiving needed training about new technologies. A total of 58(25%) respondents did not say anything about the matter while 72(31%) respondents supported the idea. Such statistical findings imply that MTN (U) Limited does not provide needed training about new technologies to employees. However, there was disagreement between quantitative and qualitative data. Quantitatively, respondents disagreed needed training about new technologies while qualitatively, the administrators interviewed provided differing views. For example, one of the administrators interviewed reviewed that; “Employee training is essential for an organization’s success. Training educates workers about the effective use of technology”.

These findings suggest that employees are trained about new technologies necessary to their jobs. Similarly, another administrator reported that:

One of the main reasons why employees are trained about technologies is that your staff will become competent and they will be able to offer good services to customers. The training will also enable the staff to meet the

expectations of the firm. It is also important because it can play a part in attracting customers and winning contracts.

These findings indicate good levels of employee training in MTN (U) Limited. Many respondents, 101(43%) of them reported that training opportunities are fairly allocated across employees or work units while 73 respondents agreed that Training opportunities are unfairly allocated across employees or work units yet a total of 59(25%) respondents remained silent. Such empirical findings mean that training opportunities are fairly allocated across employees or work units in MTN (U) Limited. Following the interviews conducted by the researcher with selected managers and administrators in MTN regard distribution of training chances, most of them revealed average levels regarding the matter. For example one administrator reported that; “All employees are given equal training opportunities”.

On item “High priority is given to providing appropriate training.” 89(40%) respondents supported the matter while 70(31%) respondents disagreed with the statement which implies that high priority is given to providing appropriate training. Similarly, 104(45%) respondents reported that supervisors/team leaders support their efforts to learn outside the job while 63(27%) respondents were not supported. About 65(28%) respondents remained silent which suggests that MTN (U) Limited supports employees’ off-the-job training practices. Regarding seminars training, 89(39%) employees agreed regularly being trained through seminars and 67(29%) employees disagreed being trained through seminars yet 72(32%) employees never took a stand about seminar training. These findings are supported by views obtained qualitatively. For example, one of the administrators interviewed reported that; MTN (U) usually organizes seminars. Many of the company

employees receive seminar training series. Seminars help our employee evaluate the latest tools and technology to help grow our business. They also allow time for creativity by getting away from daily routine.

Looking at item “I regularly attend workshops in MTN,” 107(46%) employees agreed attending workshops organized by MTN. About 79(34%) employees disagreed attending workshops while 47(20%) respondents remained silent an indication that employees in MTN regularly attend workshops. Regarding item “I regularly attend meetings in MTN,” 105 respondents agreed attending meetings, 64(28%) respondents did not take a stand while 63(46%) respondents do not attending meetings. Similarly, the majority of respondents, 115(50%) of them regularly attend conferences in MTN. These findings imply that MTN (U) Limited emphasizes employee training to enhance employee job satisfaction.

The above findings regarding employee training in MTN (U) Limited are in agreement with those of the means in Table 9. It was established that all the items used to measure employee training had their mean values above the average, three (3.0) which suggests that respondents rated employee training as being average. This means that many employees in MTN (Uganda) receive the necessary job training. Following the interviews conducted by the researcher with selected managers and administrators in MTN regarding employee training, most of them revealed average levels of employee training in the organization. From this confession, the researcher could draw a clear interpretation that the majority of the respondents rated employee training in MTN (U) Limited as being average. The researcher therefore concluded that employee training in the said

organization is average. For the purposes of getting an overall picture of how respondents rated themselves on employee training in their departments, all items in Table 12 were aggregated into one average index (EmployeeT). Table 12 gives a summary of common descriptive statistics there from:

Table 12: Common summary descriptive statistics on respondents' self-rating on employee training

Statistic	Value	
Mean	3.05	
95% Confidence Interval	Lower	2.96
	Upper	3.14
Median	3.08	
Standard Deviation	0.62	
Minimum	1.00	
Maximum	5.00	
Range	4.00	
Skewness	-0.06	

Table 12 shows that the mean value was 3.05 with a confidence interval of 2.96 to 3.14 at 95% level corresponding with average rating on employee training. Despite the average rating, Table 12 reflects that some employees in MTN (U) Limited scored very poorly that is a minimum 1.00 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 4.00. Also from Table 12, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = -0.06) that is to say their opinions were centrally located.

To test whether employee training positively relates to employee job satisfaction in MTN (U) Limited, the two indexes, namely employee training (EmployeeT) and employee job satisfaction (JobSat) were graphical correlated using a scatter or dot graph as shown in

Figure 2:

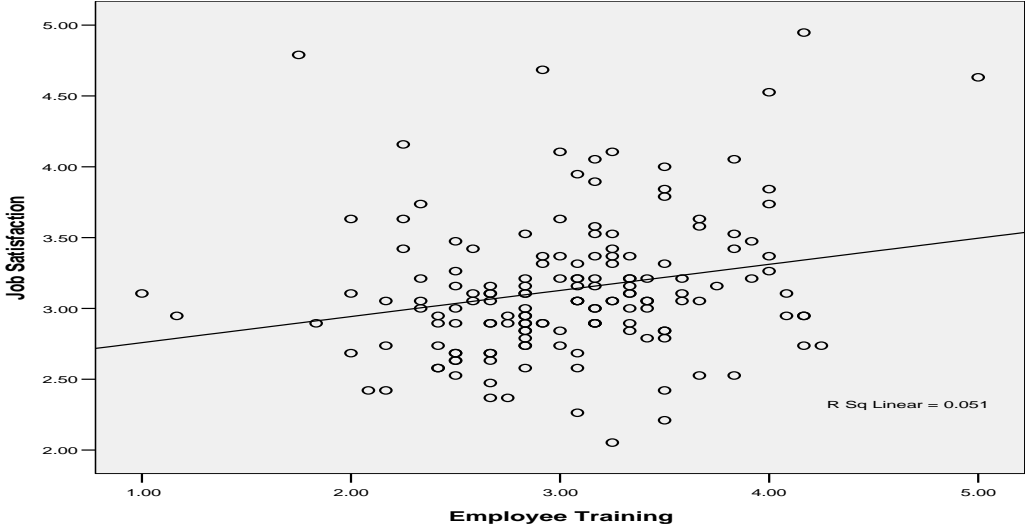


Fig. 2: Scatter graph showing correlation between employee training and job satisfaction

The scatter graph in Figure 2 suggests that there was a positive linear co-relation between employee training and job satisfaction. This implies when employees in any organization are given a chance for further training, their job satisfaction levels increases which results into effective and efficient performance. To confirm this, the two indices (EmployeeT and JobSat) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 13.

Table 13: Pearson’s linear correlation coefficient between employee training and job satisfaction

		Employee Training	Job Satisfaction
Employee Training	Pearson’s correlation	1	0.226**
	Sig. (2-tailed)	-	0.004
	N	237	237
Job Satisfaction	Pearson’s correlation	0.226**	1
	Sign. (2-tailed)	0.004	-
	N	237	237

**** Correlation is significant at the 0.05 level (2-tailed)**

Source: Primary Data

Table 13 shows that the correlation between the two indices yielded $r = 0.226$ whose Sig. = 0.004 is less than $\alpha = 0.05$. Hence the null hypothesis is rejected and the research hypothesis that employee training has a positive relationship with job satisfaction is accepted at the five percent level of significance. However, these were preliminary results pending use of a more powerful multivariate tool (regression). Table 14 gives Fisher’s ratio (F) and its significance (p) value:

Table 14: ANOVA results on regression of job satisfaction on employee training

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	1.945	1	1.945	8.412	0.004
Residual	36.064	156	0.231		
Total	38.009	157			

Basing on Table 14, the F is high that is 8.412 accompanied by a Sig. value 0.004 which was less than 0.05. These ANOVA results indicate a positive relationship between employee training and job satisfaction. Table 15 gives the respective regression results and their corresponding significances or p values.

Table 15: Regression of job satisfaction on employee training

Independent variable	Standardized coefficient Beta (β)	Significance (p)
Employee Training	0.226	0.004

According to Table 15 the first objective (employee training), is accompanied with a positive beta (0.226) suggesting a positive correlation between employee training and the dependent variable (job satisfaction). However, the observed Sig. (p) which was given as 0.004 which was far lower than the benchmark Sig. (p) value of 0.05, suggesting significant correlation at the 5% level. Therefore, there is positive relationship between employee training and job satisfaction.

4.5.2 Employee Involvement

Employee involvement was broken into ten quantitative questions which required respondents to rate themselves in terms of employee involvement in their various departments in MTN (U) Limited. Responses were based on a Likert Scale ranging from one which represented strongly disagree, two for disagree, three for undecided, four for agree and five for strongly agree. Table 16 gives descriptive statistics there from:

Table 16: Descriptive statistics on respondents' self-rating on employee involvement

Questions on employee involvement	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean	Standard Deviation
I communicate with my fellow employee in the department.	30 (12.9%)	42 (18.1%)	69 (29.7%)	50 (21.6%)	41 (17.7%)	3.13	1.269
I communicate with my supervisors/team leaders in the department.	17 (7.3%)	58 (25.0%)	72 (31.0%)	59 (25.4%)	26 (11.2%)	3.08	1.116
The team leader is ever ready to listen to me.	13 (5.7%)	33 (14.3%)	70 (30.4%)	73 (31.7%)	41 (17.8%)	3.42	1.110
I share jokes with my team leader	24 (10.3%)	43 (18.4%)	62 (26.5%)	72 (30.8%)	33 (14.1%)	3.20	1.196
I consult fellow staff on difficult tasks.	18 (7.8%)	32 (13.8%)	66 (28.4%)	75 (32.3%)	41 (17.7%)	3.38	1.156
I am involved in the decision making process in my department.	25 (10.8%)	42 (18.1%)	53 (22.8%)	77 (33.2%)	35 (15.1%)	3.24	1.224
I sit with boss to programme activities of the department	22 (9.4%)	49 (21.0%)	58 (24.9%)	64 (27.5%)	40 (17.2%)	3.22	1.228
I am assured of promotion at one point of time or the other.	27 (11.7%)	49 (21.2%)	53 (22.9%)	65 (28.1%)	37 (16.0%)	3.16	1.259
My department awards me trophies whenever I merit.	42 (17.9%)	50 (21.4%)	53 (22.6%)	50 (21.4%)	39 (16.7%)	2.97	1.349
I am recognized by management for good work done	38 (16.5%)	33 (14.3%)	52 (22.6%)	54 (23.5%)	53 (23.0%)	3.22	1.386

Source: Primary data

Table 16 gives views of how respondents in MTN (U) Limited rated themselves on employee involvement in their departments. It was revealed that all the ten items used to

employee involvement had higher cumulative percentages lying on the side representing high levels of employee involvement. For example, on item “I am recognized by management for good work done,” 107(47%) respondents agreed being recognized by management for good work done, 52(23%) respondents did not take a side regarding the matter while 71(31%) respondents disagreed with the issue. Such finding suggests that employees in MTN (U) Limited are highly recognized for any good done. These findings are also supported by the qualitative views obtained through interviews. For example, one administrator reported that; both individual and team performance are recognized. Department have well-defined and promoted recognition programs that are visibly supported by management. Managers use recognition to reinforce department and/or employee goals.

Such findings showed that employees in MTN (U) are highly recognized. Similarly, another administrator interviewed also indicated that; “In MTN, departments provide a continuum of recognition activities from informal day-to-day to formal award events. Group social events and awards are used to enhance/deliver explicit recognition message”. From this confession, the researcher could draw a clear interpretation that the majority of the respondents rated employee recognition in MTN (U) Limited as being average. Cumulatively, 89(38%) respondents revealed that their departments do not award them trophies whenever they merit while 92(39%) respondents disagreed with the issue. A total of 53(23%) respondents remained silent about the matter suggesting that the organization does not reward her employees. Qualitatively, one administrator reported:

Providing trophies results into increased individual productivity – the act of recognizing desired behavior increases the repetition of the desired

behavior, and therefore productivity. This is classic behavioral psychology. The reinforced behavior supports the organization's mission and key performance indicator Greater employee satisfaction and enjoyment of work - more time spent focusing on the job and less time complaining.

Cumulatively, 102(44%) respondents supported the idea that they assured of promotion at one point of time or the other while 76(33%) respondents never supported the statement. This means that there are clear promotional practices in MTN (U) Limited. Looking at item "I sit with boss to programme activities of the department," 104(45%) employees in MTN were in line with the matter. A total of 58(25%) employees remained silent while 67(30%) employees disagreed. This means employees sit with their bosses to programme activities of the department. Qualitatively, it was reviewed that in MTN (U), promotions are highly valued. One administrator reported that; timely promotion gives a boost to employee motivation which helps in increasing the level of employee satisfaction. A satisfied employee will always make extra efforts to increase his/her level of contribution in the individual as well as organizational objectives.

Looking at item "I communicate with my fellow employee in the department," cumulatively, 91(over 39%) respondents agreed having easy communication with their fellow employees. A total of 69(30%) respondents remained undecided while 72(31%) respondents disagreed with the statement. Cumulatively, 85(37%) employees in MTN revealed that they communicate with their supervisors/team leaders in the department while 75(32%) employees disagreed having easy communication with their team leaders.

Qualitatively, it was reviewed that in MTN (U), communication are highly valued. One administrator reported that:

Communication ensures consistency. That if everyone understands what the company/team is trying to achieve and their role within it, you will get a much more consistent approach and less tendency for people to come up with their interpretation of what they think something means.

Another administrator reviewed that; communication engages employees – If people are communicated to regularly and in an effective manner they are much more engaged with the company/team and have a more positive attitude towards their work and their customer.

Cumulatively, 114(50%) respondents agreed that team leaders are ever ready to listen to them while 46 respondents disagreed. This means that the organization has good employee-employee relationships. On item “I share jokes with my team leader,” 105(45%) respondents agreed joking with their team leaders, cumulatively, 116(50%) respondents revealed that they consult fellow staffs on difficult tasks while 112(48%) employees were involved in the decision making process in their departments. Such statistical findings suggest that employees in MTN (U) Limited are involved in all activities of the company.

The above findings regarding employee involvement in MTN (U) Limited are in agreement with those of the means in Table 16. It was established that all the items used to measure employee involvement had their mean values above the average, three (3.0) which suggests that respondents rated employee involvement as being average. Following the interviews conducted by the researcher with selected managers and administrators in

MTN regarding employee involvement, most of them revealed average and/ or good levels of employee involvement in the organization. From this confession, the researcher could draw a clear interpretation that the majority of the respondents rated employee involvement in MTN (U) Limited as being average. The researcher therefore concluded that employee involvement in the side organization is average. For the purposes of getting an overall picture of how respondents rated themselves on employee involvement in their departments, all items in Table 17 were aggregated into one average index (EmployeeI which means employee involvement). Table 17 gave a summary of common descriptive statistics there from:

Table 17: Common summary descriptive statistics on respondents’ self-rating on employee involvement

Statistic		Value
Mean		3.21
95% Confidence Interval	Lower	3.12
	Upper	3.29
Median		3.10
Standard Deviation		0.60
Minimum		1.40
Maximum		5.00
Range		3.60
Skewness		.380

Source: Primary Data

Table 17 shows that the mean value was average 3.21 with a confidence interval of 3.12 to 3.29 at 95% level corresponding with average rating on employee involvement. Despite the average rating, Table 17 reflects that some employees in MTN (U) Limited scored

very poor that is a minimum 1.40 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 3.60. Also from Table 17, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = 0.38) that is to say their opinions were centrally located. To test whether employee involvement positively relates to employee job satisfaction in MTN (U) Limited, the two indices, namely employee involvement (EmployeeT) and employee job satisfaction (JobSat) were graphical correlated using a scatter or dot graph as shown in Figure 3:

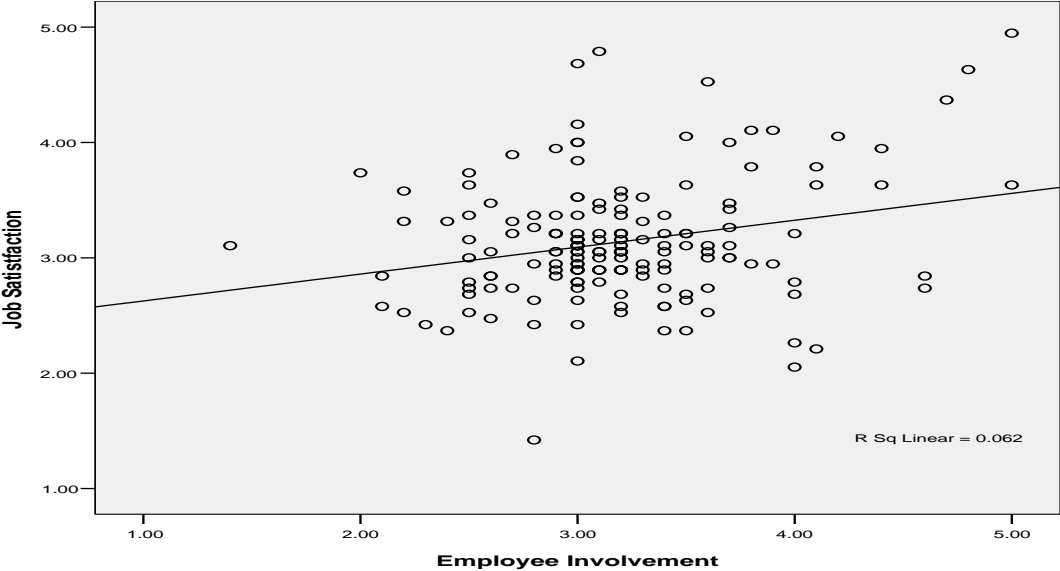


Fig. 3: Scatter graph showing correlation between employee involvement and job satisfaction

The scatter graph in Figure 3 suggested that there was a positive linear co-relation between employee involvement and job satisfaction. To confirm this, the two indexes (EmployeeI and JobSat) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 18:

Table 18: Pearson’s linear correlation coefficient between employee involvement and job satisfaction

		Employee Involvement	Job Satisfaction
Employee Involvement	Pearson’s correlation	1	0.250**
	Sig. (2-tailed)	-	0.001
	N	237	237
Job Satisfaction	Pearson’s correlation	0.250**	1
	Sign. (2-tailed)	0.001	-
	N	237	237

**** Correlation is significant at the 0.05 level (2-tailed)**

Table 18 shows that the correlation between the two indices yielded $r = 0.250$ whose Sig. = 0.001 which is less than $\alpha = 0.05$. Hence the null hypothesis was rejected and the research hypothesis that employee involvement has a positive relationship with job satisfaction is accepted at the five percent level of significance. Such findings indicate that when employees are involved in the various organizational matters, they feel to be part of the organization which increases their job satisfaction levels. Therefore, the researcher came to the conclusion that there is a positive relationship between employee involvement and job satisfaction. However, these were preliminary results pending use of a more powerful multivariate tool (regression). Table 19 gave Fisher’s ratio (F) and its significance (p) value:

Table 19: ANOVA results on regression of job satisfaction on employee involvement

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	2.916	1	2.916	11.059	0.001
Residual	43.777	166	0.264		
Total	46.693	167			

Source: Primary Source

Basing on Table 19, the F was high that is 11.059 accompanied by a Sig. value 0.001 which was less than 0.05. The ANOVA results suggest that there is positive significant relationship between employee involvement and job satisfaction. Table 20 gave the respective regression results and their corresponding significances or p values.

Table 20: Regression of job satisfaction on employee involvement

Independent variable	Standardized coefficient Beta (β)	Significance (p)
Employee Involvement	0.250	0.001

According to Table 20, the second objective (employee involvement), was accompanied with a positive beta (0.250) suggesting a positive correlation between employee involvement and the dependent variable (job satisfaction). However, the observed Sig. (p) which was given as 0.001 which was far lower than the benchmark Sig. (p) value of 0.05, suggesting significant correlation at the 5% level. Therefore, there is a significant positive relationship between employee involvement and job satisfaction.

4.5.3 Employee Mentoring

Employee mentoring was investigated using ten quantitative questions which required respondents to rate themselves in terms of employee mentoring in their various departments in MTN (U) Limited. Responses were based on a Likert Scale ranging from one which represented strongly disagree, two for disagree, three for undecided, four for agree and five for strongly agree. Table 21 gives descriptive statistics there from:

Table 21: Descriptive statistics on respondents' self-rating on employee mentoring

Questions on employee mentoring	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean	Standard Deviation
I am guided when at work.	48 (20.7%)	64 (27.6%)	56 (24.1%)	45 (19.4%)	19 (8.2%)	2.67	1.233
I am mentored while on duty.	32 (13.7%)	64 (27.4%)	79 (33.8%)	47 (20.1%)	12 (5.1%)	2.76	1.083
I am guided while performing work	22 (9.5%)	59 (25.5%)	76 (32.9%)	49 (21.2%)	25 (10.8%)	2.98	1.134
My team leader always counsels me	20 (8.8%)	52 (22.8%)	71 (31.1%)	52 (22.8%)	33 (14.5%)	3.11	1.174
I was coached before starting work in MTN	25 (11.1%)	51 (22.6%)	63 (27.9%)	61 (27.0%)	26 (11.5%)	3.05	1.184
I participate in mentoring members of staff in my department.	27 (11.6%)	50 (21.5%)	66 (28.3%)	66 (28.3%)	24 (10.3%)	3.04	1.174
I participate in coaching new staff members	13 (5.7%)	45 (19.6%)	63 (27.4%)	67 (29.1%)	42 (18.3%)	3.35	1.153
I am regularly delegated to perform official duties.	14 (6.1%)	57 (24.7%)	50 (21.6%)	73 (31.6%)	37 (16.0%)	3.27	1.175
My introduction to staff by the manager assisted me cope up easily.	26 (11.2%)	49 (21.1%)	60 (25.9%)	60 (25.9%)	37 (15.9%)	3.14	1.242
I received a good reception on my arrival by the manager	19 (8.3%)	40 (17.4%)	67 (29.1%)	61 (26.5%)	43 (18.7%)	3.30	1.197

Source: Primary data

Table 21 gave views of how respondents in MTN (U) Limited rated themselves on employee mentoring in their departments. It was revealed that all the ten items used to

employee mentoring had higher cumulative percentages lying on the side representing high levels of employee mentoring. For example, cumulatively, 104(45%) respondents revealed that, they received a good reception on their arrival by the managers. A total of 69(29%) respondents remained undecided while cumulatively 59(26%) respondents disagreed with the statement. Qualitatively, it was revealed that new employees are given a good reception. One administrator interviewed reported that;

When employees are given good reception, they will feel welcomed into your organisation, be respected and be made to feel more comfortable in the workplace. He will also find it easier to integrate into the workplace.

It is because that MTN values employee induction.

Cumulatively, 97(42%) employees agreed that their introduction to staff by the manager assisted them cope up easily. A total of 60(26%) employees remained silent while 75 employees were not in line with the question. These results imply that new employees are welcomed properly in MTN. Cumulatively, 110(48%) respondents agreed that they are regularly delegated to perform official duties. A total of 50(22%) respondents remained neutral while cumulatively, 71(31%) respondents disagreed. This means that employees are delegated duties to some extent. On item “I participate in coaching new staff members,” 109(47%) respondents revealed that they participate in the coaching of staff while 68(25%) respondents do not coach new members. Qualitatively, many administrators interviewed reported that employee coaching was highly practiced. The administrator revealed that:

In MTN, a coach helps a new employee adjust to the culture in an organization. Young professionals may not be accustomed to an

organization's practices and acceptable behaviors. The coach provides the new worker with information on the corporate culture, organizational structure and procedures that will help the younger professional settle into his role in the business. MTN assigns a coach to new employees during the adjustment period to help them get up to speed on company procedures and policies.

Focusing on item "I participate in mentoring members of staff in my department," cumulatively, 90(39%) respondents were in line with the statement. Cumulatively, 88(40%) respondents agreed that they participate in mentoring members of staff in their departments while 85(37%) respondents revealed that they were coached before starting work in MTN. These findings indicate that employees in MTN (U) Limited are highly mentored. Qualitatively, one administrator reported that:

Mentoring programs help new employees adjust to the organizational structure and culture, which helps the business by bringing new hires up to speed. Those serving as coaches and mentors within an organization gain personal and professional satisfaction by sharing their expertise with other employees.

On item "I am guided when at work," 28% of respondents agreed with the statement while 112(48%) respondents disagreed. A total of 56(24%) respondents were undecided. This suggested that many employees are not guided when at work. Therefore, employees are given freedom to perform their duties without much supervision. Cumulatively, 59 respondents agreed that they are mentored while on duty. The above findings regarding employee mentoring in MTN (U) Limited are in agreement with those of the means in Table 21. It was established that all the items used to measure employee mentoring had

their mean values above the average, three (3.0) which suggests that respondents rated employee mentoring as being average. Following the interviews conducted by the researcher with selected employees in MTN regarding employee mentoring, most of them revealed average and/ or good levels of employee mentoring in the organization. For example, several respondents are remembered to have said that:

Mentoring enables employee growth and development. Mentoring programs provide the mentee with real-world knowledge that bridges the gap between educational theory and actual business practices. Mentors also grow in a mentoring position by honing leadership skills and remaining in touch with other professionals. In an ideal coaching relationship, both parties learn from one another.

From this confession, the researcher drew a clear interpretation that the majority of the respondents rated employee mentoring in MTN (U) Limited as being average. The researcher therefore concluded that employee mentoring in the said organization is average. For the purposes of getting an overall picture of how respondents rated themselves on employee mentoring in their departments, all items in Table 21 were aggregated into one average index (EmployeeM which means employee mentoring). Table 22 gave a summary of common descriptive statistics there from:

Table 22: Common summary descriptive statistics on respondents' self-rating on employee mentoring

Statistic		Value
Mean		3.05
95% Confidence Interval	Lower	2.96
	Upper	3.14
Median		3.00
Standard Deviation		0.65
Minimum		1.00
Maximum		5.00
Range		4.00
Skewness		-0.17

Source: Primary Data

Table 22 indicated that the mean value was average 3.05 with a confidence interval of 2.96 to 3.14 at 95% level corresponding with average rating on employee mentoring. Despite the average rating, Table 22 reflects that some employees in MTN (U) Limited scored very poor that is a minimum 1.00 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 4.00. Also from Table 20, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = -0.17) that is to say their opinions were centrally located. To test whether employee mentoring positively related to employee job satisfaction in MTN (U) Limited, the two indexes, namely employee mentoring (EmployeeM) and employee job satisfaction (JobSat) were graphical correlated using a scatter or dot graph as shown in Figure 4:

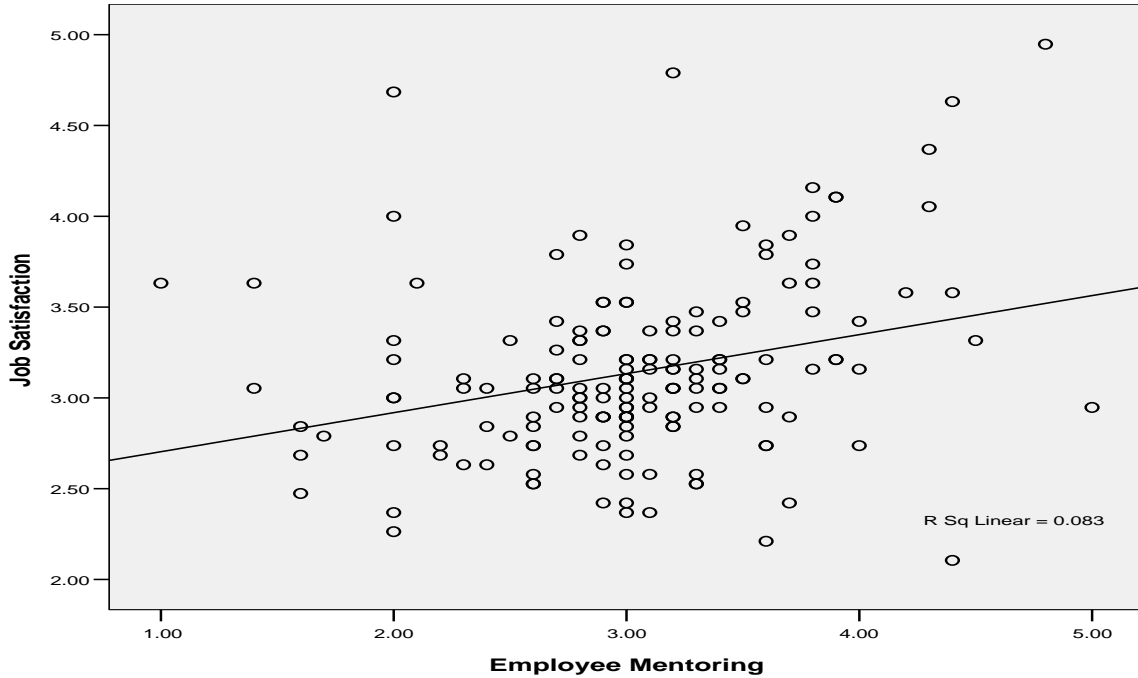


Fig. 4: Scatter graph showing correlation between employee mentoring and job satisfaction

The scatter graph in Figure 4 suggested that there was a positive linear co-relation between employee mentoring and job satisfaction. To confirm this, the two indices (EmployeeM and JobSat) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 23:

Table 23: Pearson’s linear correlation coefficient between employee mentoring and job satisfaction

		Employee mentoring	Job Satisfaction
Employee mentoring	Pearson’s correlation	1	0.289**
	Sig. (2-tailed)	-	0.000
	N	289	237
Job Satisfaction	Pearson’s correlation	0.289**	1
	Sign. (2-tailed)	0.000	-
	N	237	237

**** Correlation is significant at the 0.05 level (2-tailed)**

Table 23 indicated that the correlation between the two indices yielded $r = 0.289$ whose $\text{Sig.} = 0.000$ which was less than $\alpha = 0.05$. Hence the null hypothesis was rejected and the research hypothesis that employee mentoring has a positive relationship with job satisfaction was accepted at the five percent level of significance. These findings suggested that when employees are mentored while at work, it results into better performance and high levels of job satisfaction. Therefore, the researcher came to the conclusion that there was a positive relationship between employee mentoring and job satisfaction. However, these were preliminary results pending use of a more powerful multivariate tool (regression). Table 24 gave Fisher’s ratio (F) and its significance (p) value:

Table 24: ANOVA results on regression of job satisfaction on employee mentoring

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	3.315	1	3.315	15.106	0.000
Residual	36.424	166	0.219		
Total	39.738	167			

Basing on Table 24, the F was high that is 15.106 accompanied by a Sig. value 0.000 which was less than 0.05. The ANOVA results suggested that employee mentoring and job satisfaction has a significant positive correlation. Table 25 gave the respective betas and their corresponding significances or p values.

Table 25: Regression of job satisfaction on employee mentoring

Independent variable	Standardized coefficient Beta (β)	Significance (p)
Employee Involvement	0.289	0.000

According to Table 25 the third objective (employee mentoring), was accompanied with a positive beta (0.289) suggesting a positive correlation between employee mentoring and the dependent variable (job satisfaction). However, the observed Sig. (p) which was given as 0.000 was far lower than the benchmark Sig. (p) value of 0.05, suggesting significant correlation at the 5% level. Therefore, there was a significant positive relationship between employee mentoring and job satisfaction.

4.6 Description of the Extraneous Variable: Leadership styles

Leadership styles, the extraneous variable in the study were conceptualized into ten quantitative questions. The said ten quantitative questions required respondents in the various departments in MTN (U) Limited to rate themselves in terms of leadership styles. Responses were based on a Likert scale ranging from one which represented very rarely, two for rarely, three for neither nor regularly, four for regularly and five for very regularly. Table 26 gave descriptive statistics there from:

Table 26: Descriptive statistics on respondents' self-rating on leadership styles

Questions on leadership styles	Strongly disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)	Mean	Standard Deviation
My boss involves me in decision making.	30 (13.0%)	43 (18.6%)	63 (27.3%)	60 (26.0%)	35 (15.2%)	3.12	1.251
My supervisor conducts staff meetings regularly.	22 (9.7%)	52 (22.9%)	79 (34.8%)	49 (21.6%)	25 (11.0%)	3.01	1.131
My supervisor allows me express my own views	12 (5.3%)	31 (13.7%)	72 (31.7%)	77 (33.9%)	35 (15.4%)	3.54	2.236
My supervisor offers support supervision to me	20 (8.7%)	40 (17.4%)	60 (26.1%)	81 (35.2%)	29 (12.6%)	3.26	1.148
My boss gives me opportunity to work on my own approach	19 (8.6%)	37 (16.7%)	58 (26.2%)	68 (30.8%)	39 (17.6%)	3.32	1.195
My supervisor effectively delegate duties to staff.	14 (6.2%)	41 (18.1%)	67 (29.5%)	62 (27.3%)	43 (18.9%)	3.35	1.159
My boss gives me all details of the tasks allocated to me.	18 (7.8%)	53 (22.8%)	59 (25.4%)	73 (31.5%)	29 (12.5%)	3.18	1.152
My supervisor uses persuasive language to motivate staff achieve organizational goals	20 (8.8%)	43 (18.9%)	66 (29.1%)	76 (33.5%)	22 (9.7%)	3.16	1.115
My boss recognizes staff contributions	18 (7.8%)	37 (16.0%)	68 (29.4%)	69 (29.9%)	39 (16.9%)	3.32	1.162
My boss is willing to learn from subordinates	29 (12.6%)	44 (19.1%)	62 (27.0%)	59 (25.7%)	36 (15.7%)	3.13	1.253
My supervisor considers staff concerns	26 (11.4%)	39 (17.0%)	59 (25.8%)	58 (25.3%)	47 (20.5%)	3.27	1.279

Source: Primary data

Table 26 gave views of how respondents in MTN (U) Limited rated themselves on leadership styles in their departments. It was revealed that all the ten items used to leadership styles had higher cumulative percentages lying on the side representing high levels of leadership styles. For example, cumulatively, 105(46%) respondents reported that their supervisors consider staff concerns while 65(28%) respondents revealed that their supervisors do not consider staff concerns. A total of 51(26%) respondents did not respond to the statement. This means that supervisors in MTN are concerned with employee problems. This quantitative finding is also supported by those obtained qualitatively. For one employee interviewed reported; “My team leader is concerned with my problems. He listens to me all the time. This has made me happy working with MTN (U). I am also free to express my suggestions to him”.

Cumulatively, 95(41%) respondents reported that their bosses are willing to learn from subordinates. A total of 62(27%) respondents were undecided while cumulatively, 73(32%) respondents disagreed with the issue, cumulatively 108(47%) respondents argued that their bosses recognizes staff contributions. Cumulatively, 98(43%) respondents reported that their supervisors uses persuasive language to motivate staff achieve organizational goals. A total of 66(29%) respondents were undecided while cumulatively, 63(27%) respondents reported their bosses using bad language to them. The above quantitative findings are in agreement with the qualitative ones. It was found out that in MTN (U) Limited there is good communication. Leaders apply good and persuasive language to employees. For example, one administrator interviewed revealed that; “MTN (U) supports effective communication so as to have a conducive and friendly atmosphere

around the workplace. It helps in the increase of productivity and output which leads to the success of the business”.

On item “My boss gives me all details of the tasks allocated to me,” 102(44%) respondents supported the matter while 71(31%) respondents disagreed with the statement. These findings indicate that leaders in MTN (U) Limited are democratic. Regarding item “My supervisor effectively delegates duties to staff,” 105(46%) respondents agreed with the statement. A total of 67(30%) respondents remained silent while 55(24%) respondents disagreed with the matter suggesting that there is effective delegation of duties to staff. These findings were also supported by data obtained qualitatively. For example, one administrator interviewed reported that:

Delegating is a great way of encouraging members to develop. As a team leader, I possess important skills and abilities that I pass on to my team members. The best way of doing this is to coach them in the new skills and then delegate tasks to them so that they may use those new skills.

Many respondents, 107(50%) of them the majority reported that their bosses gave them opportunities to work on their own approach while 56(25%) respondents were not allowed to work on their own, 58(26%) respondents were undecided. About 48% of the employees in MTN revealed that their supervisor offers support supervision to them yet over 26% disagreed. These findings suggest good leadership styles in MTN (U) Limited. The above findings regarding leadership styles in MTN (U) Limited are in agreement with those of the means in Table 26. It was established that all the items used to measure

leadership styles had their mean values above the average, three (3.0) which suggests that respondents rated leadership styles as being average. Following the interviews conducted by the researcher with selected employees in MTN regarding leadership styles, most of them revealed average and/ or good levels of leadership styles in the organization. For example, several respondents are remembered to have said that; “My supervisor uses persuasive language to motivate staff achieves organizational goals and recognizes staff contributions”.

From this confession, the researcher could draw a clear interpretation that the majority of the respondents rated leadership styles in MTN (U) Limited as being average. The researcher therefore concluded that leadership styles in the side organization are average. For the purposes of getting an overall picture of how respondents rated themselves on leadership styles in their departments, all items in Table 27 were aggregated into one average index. Table 27 gives a summary of common descriptive statistics there from:

Table 27: Common summary descriptive statistics on respondents’ self-rating on leadership styles

Statistic	Value	
Mean	3.22	
95% Confidence Interval	Lower	3.13
	Upper	3.3
Median	3.27	
Standard Deviation	0.60	
Minimum	1.00	
Maximum	5.73	
Range	4.73	
Skewness	.184	

Table 27 shows that the mean value was 3.22 with a confidence interval of 3.13 to 3.30 at 95% level corresponding with average rating on leadership styles. Despite the average rating, Table 27 reflects that some employees in MTN (U) Limited scored very poor that is a minimum 1.00 while others scored best that is a maximum of 5.73. This gave a wide disparity as reflected by a high range of 4.73. Also from Table 27, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness = 0.184) that is to say their opinions were centrally located.

To test whether leadership styles positively relates to employee job satisfaction in MTN (U) Limited, the two indexes, namely leadership styles (LeadershipS) and employee job satisfaction (JobSat) were graphically correlated using a scatter or dot graph as shown in Figure 5:

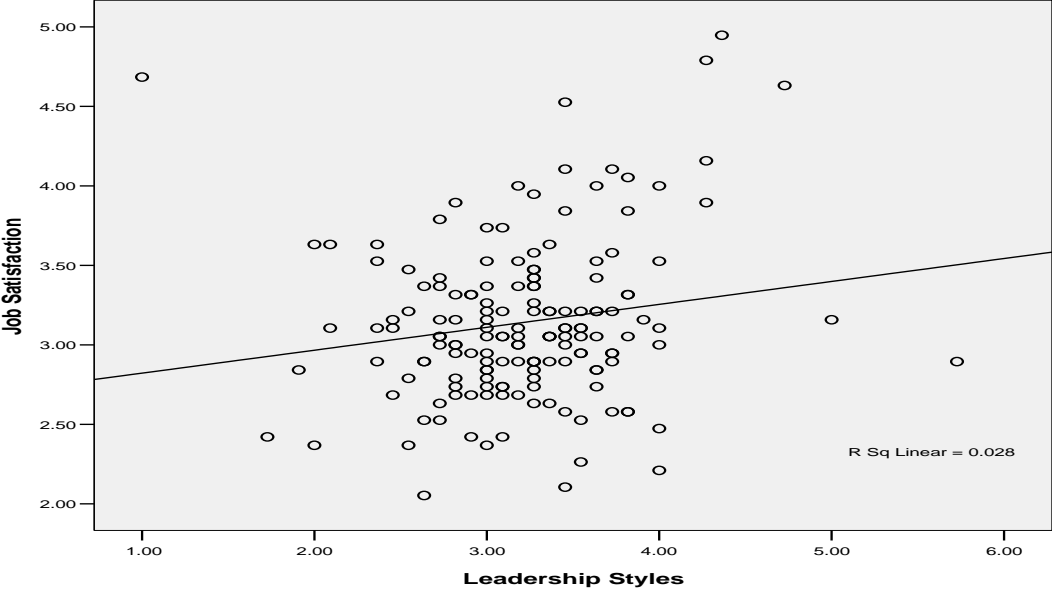


Fig. 5: Scatter graph showing correlation between leadership styles and job satisfaction

The scatter graph in Figure 5 suggested that there was a positive linear co-relation between leadership styles and job satisfaction. To confirm this, the two indexes (LeadershipS and JobSat) were co-related using Pearson’s linear co-relation co-efficient as shown in Table 28:

Table 28: Pearson’s linear correlation coefficient between leadership styles and job satisfaction

		Leadership styles	Job Satisfaction
Leadership styles	Pearson’s correlation	1	0.168*
	Sig. (2-tailed)	-	0.033
	N	289	237
Job Satisfaction	Pearson’s correlation	0.168*	1
	Sign. (2-tailed)	0.033	-
	N	237	237

* Correlation is significant at the 0.05 level (2-tailed)

Source: Primary Data

Table 28 indicated that the correlation between the two indices yielded $r = 0.168$ whose $\text{Sig.} = 0.033$ which is less than $\alpha = 0.05$. Hence the null hypothesis was rejected and the research hypothesis that leadership styles have a positive relationship with job satisfaction was accepted at the five percent level of significance. These findings implied that in organizations where the leadership styles are good for example where democratic styles of leadership are used, employees have higher levels of job satisfaction. Therefore, the researcher came to the conclusion that there was a weak positive significant relationship between leadership styles and job satisfaction. However, these were preliminary results

pending use of a more powerful multivariate tool (regression). Table 29 gave Fisher’s ratio (F) and its significance (p) value:

Table 29: ANOVA results on regression of leadership styles on job satisfaction

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	1.157	1	1.157	4.612	0.033
Residual	39.893	159	0.251		
Total	41.050	160			

Basing on Table 29, the F was high that is 4.612 accompanied by a Sig. value 0.033 which was less than 0.05. The ANOVA results showed that there was a positive relationship between leadership styles and job satisfaction. Table 30 gave the respective regression values and their corresponding significances or p values.

Table 30: Regression of job satisfaction on leadership styles

Independent variable	Standardized coefficient Beta (β)	Significance (p)
Leadership styles	0.168	0.033

According to Table 30 the fourth objective (leadership styles), was accompanied with a positive beta (0.168) suggesting a positive correlation between leadership styles and the dependent variable (job satisfaction). However, the observed Sig. (p) which was given as 0.033 which was far lower than the benchmark Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level. Therefore, there was a significant positive relationship between leadership styles and job satisfaction.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the summary of the study findings, results on hypotheses, draws conclusions from the study findings and gives recommendations based on conclusions, recommendations, limitations of the study, contributions of the study and ends with areas for future research.

5.2 Summary of the Main Study Findings

This sub-section presents the summary on the study finding objective by objective. The main findings of the study revealed that there is a positive relationship between human resource development practices and job satisfaction in MTN (U) Limited.

5.2.1 Employee Training and Job Satisfaction

The first objective of the study was to establish the relationship between employee training and job satisfaction in MTN Uganda Limited. The corresponding hypothesis of the study stated that employee training has a significant positive relationship with job satisfaction in MTN Uganda Limited. Employee training was conceptualized as workshops, seminars, conferences and meetings. Pearson Linear Co-relation Coefficient Index was used to determine the magnitude and significance of the relationship. The analysis yielded $r = 0.226$ whose $\text{Sig.} = 0.004$ which is less than $\alpha = 0.05$. This meant that the relationship between employee training and job satisfaction was significant at the five percent significance level. These results indicate that employee training has a positive

relationship with job satisfaction in MTN Uganda Limited. This implies that when employees are given a chance for further training, their levels of job satisfaction increases.

5.2.2 Employee Involvement and Job Satisfaction

The second objective of the study was to find out the relationship between employee involvement and job satisfaction in MTN Uganda Limited. The corresponding hypothesis of the study stated that employee involvement had a significant positive relationship with job satisfaction in MTN Uganda Limited. Employee involvement was conceptualized as team work, communication, recognition and decision making. Pearson Linear Co-relation Coefficient Index was used to determine the magnitude and significance of the relationship. The analysis yielded $r = 0.250$ whose $\text{Sig.} = 0.001$ which was less than $\alpha = 0.05$. This meant that the relationship between employee involvement and job satisfaction was significant at the five percent significance level. These results indicated that employee involvement had a positive relationship with job satisfaction in MTN Uganda Limited. This implies that when employees are involved in several organizational matters, their levels of job satisfaction increases.

5.2.3 Employee Mentoring and Job Satisfaction

The third objective of the study was to find out if there was a relationship between employee mentoring and job satisfaction in MTN Uganda Limited. The corresponding hypothesis of the study stated that employee mentoring had a significant positive relationship with job satisfaction in MTN Uganda Limited. Employee mentoring was conceptualized as coaching, counseling, guiding and delegation. Pearson Linear Co-relation Coefficient Index was used to determine the magnitude and significance of the

relationship. The analysis yielded $r = 0.289$ whose $\text{Sig.} = 0.000$ which is less than $\alpha = 0.05$. This meant that the relationship between employee mentoring and job satisfaction was significant at the five percent significance level. These results indicated that employee mentoring has a positive relationship with job satisfaction in MTN Uganda Limited. This implies that when employees are mentored at the workplace, their levels of job satisfaction increases.

5.2.4 Leadership Styles and Job Satisfaction

The fourth objective of the study was to find out the relationship between leadership and job satisfaction in MTN Uganda Limited. The corresponding hypothesis of the study stated that leadership styles have a significant positive relationship with job satisfaction in MTN Uganda Limited. Leadership styles were conceptualized as democratic, authoritative and laissez faire. Pearson Linear Co-relation Coefficient Index was used to determine the magnitude and significance of the relationship. The analysis yielded $r = 0.168$ whose $\text{Sig.} = 0.033$ which is less than $\alpha = 0.05$. This means that the relationship between leadership styles and job satisfaction was significant at the five percent significance level. These results indicate that leadership styles have a weak positive significant relationship with job satisfaction in MTN Uganda Limited. This implies that, when there is appropriate leadership at workplaces, levels of job satisfaction increases

5.3 Discussion

This section deals with the discussion of results hypothesis by hypothesis;

5.3.1 Employee training has a significant positive relationship with job satisfaction in MTN Uganda Limited

Hypothesis one of the study was to the effect that employee training has a significant positive relationship with job satisfaction in MTN Uganda Limited was developed. Pearson Linear Co-relation Coefficient Index was used to determine the magnitude and significance of the relationship. The analysis yielded $r = 0.226$ whose $\text{Sig.} = 0.004$ which is less than $\alpha = 0.05$. The results from the hypothesis empirically indicated that employee training had a positive relationship with job satisfaction. This implied that employee training is an important aspect in influencing job satisfaction in any given organization. The results of this hypothesis were in agreement with the works of several earlier researchers. For example, the finding is in agreement with Gibbons, Corrigan and Newton (2000) who researched on the working practices and job satisfaction of dental therapists and empirically established that on the job training is major work practice that positively correlates with employee job satisfaction.

Similarly, the finding is also in line with Rowden (2002) who looked at the relationship between workplace learning and job satisfaction in the United States small and midsize businesses and established that there is a positive relationship between employee training and job satisfaction. The finding is also supported by Heneman (2000) who came to finding that it is important to train employees in order to change their attitude towards work. Similarly, Oldroyal (1997) established that across universities and colleges a wide

range of instructions exist to support and co-ordinate staff development with a view of creating job satisfaction. Hannagan (2002), Mullins (2002) and Decenzo (2002) all have similar opinion of the induction process to a new member of staff. They extend their argument by arguing that induction is important because impression of gained by new employees during this period can influence their perceptions on the organization for many years to come induction procedures help employees to fit into strange and initially uncomfortable environment quickly. It should be noted that from Gasner (2012) and Maicibi's (2005) argument that teachers' satisfaction is dependent on the induction process of socializing the new teacher into the profession. It should further be noted that effective induction is a continuous process covering the few months at work and therefore must be planned carefully.

The finding is in line with Schmidt (2012) who examined the relationship between satisfaction with employer-provided workplace training and overall job satisfaction of customer contact representatives and a significant relationship was found between job training and overall job satisfaction. Components of job training, including time spent in training, training methodologies, and content, were determined to be significant in their relationship to job satisfaction, and trainees were significantly more satisfied with the training they received when the methodology employed was their preferred one. The finding was further supported by Bennett (2005) who explored the relationship between continuing professional education and job satisfaction for Information technology professionals in higher education and came to the finding that training is curial in employee development in any organization. Bennett therefore concluded that there is a positive relationship between employee training and job satisfaction.

Saleemi (1977), Decenzo & Robbins (1996), Tiberondwa (2000) and Musaazi (1982) do contend that training has significant contributions to job satisfaction. Thomas (1985) & Huya (1996) consider training and development as being synonymous. They argue that development or training enhances the skills and attitude development hence creating job satisfaction. Akinpelu (1989) and Awa (1997 cited by Birungi 2002) share the same view that training programmes are necessary for skill development and promotion of job satisfaction among the trained teachers. Similarly Monapa (2000) points out that training are a long-term investment in people to enhance job satisfaction. Cole (2004) denotes that training technique should be used to equip teachers with skills and knowledge which can develop confidence among themselves hence being satisfied with the job.

Torrington & Hall (1995) argue that employees are inherently endowed with considerable potentials because they vary in age, education, training, experience and background. To maximize benefits from an employee's potential it is important to make deliberate efforts to exploit his/her potential to the fullest levels and enhance the capacity to contribute effectively to archive the organization goals and of his/her own. This way training is seemed as a process of empowering the employee because it enables him/her to be satisfied at work. Armstrong (2006) goes further to argue that training is the use of systematic and planned instruction activities to promote learning and it involves the use of formal processes to impart knowledge and helps staff to acquire the skills necessary for them to perform their jobs satisfactorily. Kaguhangire (2000) points out that staff development programs should be geared towards promoting the goals of the organization. This is to suggest that the success of an institution will largely depend on how well the potentials of the employees are developed and utilized. In line with Gasner (2012),

Maicibi (2003) suggested that the time spent inducing new employees is actually the best time gained because induction has three aspects acquisition of work skills and abilities, adoption of appropriate roles behavior and adjustment to the norms and values of the work group.

5.3.2 Employee involvement has a significant positive relationship with job satisfaction in MTN Uganda Limited

Hypothesis two of the study was to the effect that employee involvement had a significant positive relationship with job satisfaction in MTN Uganda Limited was developed. Pearson Linear Co-relation Coefficient Index was used to determine the magnitude and significance of the relationship. The analysis yielded $r = 0.250$ whose $\text{Sig.} = 0.001$ which is less than $\alpha = 0.05$. The results from the hypothesis empirically indicated that employee involvement had a positive relationship with job satisfaction. This implied that employee involvement is an important aspect in influencing job satisfaction in any given organization. The results of this hypothesis were in agreement with the works of several earlier researchers. For example, the finding was in agreement with Scott (2012) who examined the relationship of employee involvement with job satisfaction, employee cooperation, and intention to quit in U.S Invested Enterprise in China. Scott argued that employee involvement has many benefits to workplaces including increased individual and team performance, better quality, less absenteeism and reduced employee turnover. Scott therefore came to the conclusion that when employees are involved in company matters, they feel contented and satisfied at work which results into better performance.

The finding was also supported by Kalisch (2010) who in a study about influence of unit characteristics, staff characteristics and teamwork on job satisfaction with current position and occupation, came to finding that Participants' levels of job satisfaction with current position and satisfaction with occupation were both higher when they rated their teamwork higher. Kalisch therefore concluded that there is a positive relationship between teamwork and job satisfaction. This finding is also in line with Griffin, Patterson and West (2001) who looked at teamwork and job satisfaction: the role of supervisor support and came to finding that there is a positive relationship between teamwork and job satisfaction in any organization.

The finding was in agreement with Rizwan (2010) who looked at the impact of reward and recognition on job satisfaction and motivation, an empirical study from Pakistan concluded that recognition and job satisfaction are related positively. Tausif (2012) explored the relationship between intrinsic rewards and job satisfaction for employees of service sector. The study examined the level of employee's job satisfaction for intrinsic rewards such as task autonomy, task significance, task involvement, opportunities to learn new things and recognition of public and private banking sector employees of Pakistan. The Results of study indicated that the employees of private banks satisfied with task autonomy, task significance, task involvement and recognition, they were satisfied with opportunities to learn new things. Results also reveals that public banking sector employees were satisfied with task autonomy, task involvement and recognition and they were satisfied with task significance, opportunities to learn new things. In general, the study findings suggest the intrinsic rewards such as task autonomy, task significance, task

involvement, opportunities to learn new things and recognition are important antecedence to job satisfaction for the employees of service sector organizations.

The finding is in line with Muindi (2011) who examined the relationship between participation in decision making and job satisfaction among academic staff in public University of Nairobi. The findings indicated that a significantly strong positive correlation was found to exist between job satisfaction and participation in decision-making. The findings indicate also a positively strong correlation between participation in decision-making and job satisfaction in relation to general working conditions; pay and promotion potential; use of skills and abilities; job design; and job feedback. The findings indicate that the level of job satisfaction for workers at the job increases proportionately with an increase in their level of participation in decision-making. Similarly, Randy (2007) examined the relationship between teacher job satisfaction and teaming structure at the middle school level. The results of the study indicate that maintenance of a collaborative culture in which educators engage in focused and purposeful activities dealing with instruction, assessment and professional development is essential in motivating teachers to perform above and beyond their current level. Involving employees in decision making typically results in a positive relationship between employee involvement and job satisfaction which results into effective performance. Employees who feel their opinions matter tend to be more invested in their work and derive greater satisfaction from their jobs.

Reddy (2010) carried out a study on employee involvement and job satisfaction in Indian Corporate Sector. Reddy argued that job satisfaction is a part of life satisfaction. The

nature of one's environment of job is an important part of life as job satisfaction influences one's general life satisfaction. Job satisfaction, thus, is the result of various attitudes possessed by an employee including involvement. Reddy empirically concluded employee involvement positively correlates with job satisfaction. Kumar and Giri (2009) examined the relationship of organizational communication and job satisfaction in Indian Organizations. Results reveal that there is a significant correlation between organizational communication and job satisfaction. It was observed that trust and communication satisfaction predicted significantly pay, promotion, supervision and fringe benefits.

Ehlers (2012) examined the relationship between communication satisfaction of employees with co-workers, supervisors, and upper management, job satisfaction and self-reported absenteeism. Results were analyzed with correlations, multiple regressions and t-tests. It was found that communication satisfaction with co-workers, supervisors and upper management has significant positive relationships with job satisfaction. Khan and Nemati (2010) examined the impact of job involvement on employee satisfaction in a study based on medical doctors working at Riphah International University Teaching Hospitals in Pakistan. The results indicate that job involvement has a significant positive impact on medical doctors' satisfaction working at Teaching Hospitals of Riphah International University.

5.3.3 Employee mentoring has a significant positive relationship with job satisfaction in MTN Uganda Limited

Hypothesis three was to the effect that employee mentoring has a significant positive relationship with job satisfaction in MTN Uganda Limited was developed. Pearson Linear

Co-relation Coefficient Index was used to determine the magnitude and significance of the relationship. The analysis yielded $r = 0.289$ whose $\text{Sig.} = 0.000$ which was less than $\alpha = 0.05$. The results from the hypothesis empirically indicated that employee mentoring had a positive relationship with job satisfaction. This implied that employee mentoring is an important aspect in influencing job satisfaction in any given organization.

The results of this hypothesis were in agreement with the works of several earlier researchers. For example, the finding was in agreement with Cuesta and Bloom (2010) who researched on mentoring and job satisfaction while considering the perceptions of certified nurse-midwives and came to the finding employee mentoring and job satisfaction are positively correlated. Bustrum (2010) investigated the relationship between employee briefings and job satisfaction among early entry professionals in a selected non-profit, Para church organization. The finding was also supported by Laurie (2009) who researched on career satisfaction and the role of employee guidance in a survey of Pediatric Hospitalists and established that adequate mentorship was significantly positively correlated with overall career satisfaction, having sufficient opportunity for promotion, feeling valued by one's administration, and wishing to remain at one's current hospital.

The finding was with support of Batson (2012) who researched on managerial coaching and staff nurse perceptions of work environment, professional work satisfaction, job satisfaction, and intent to stay. The results indicated that managerial coaching behaviors were positively correlated with eight work environment characteristics which comprise professional work satisfaction, with medium to large effect sizes noted. Coaching

behaviors also demonstrated positive relationships with job satisfaction and intent to stay. Sizer (2012) examined the effects of mentoring relationships on job satisfaction and examined faculty members' perceptions of the effectiveness of the mentoring relationships and came to the finding that mentoring relationship related significantly and positively to job satisfaction.

Weng and Huang (2010) explored the impact of mentoring functions on job satisfaction and organizational commitment of new staff nurses and came to finding that mentoring positively correlates with employee job satisfaction. Lo and Ramayah (2011) examined employee counseling and job satisfaction in Malaysian SMEs. The results show that there was a positive relationship between employee mentoring and all dimensions in job satisfaction such as co-workers, job itself, promotion and supervisors. On the other hand, no significant relationship was found between psychosocial mentoring and three aspects of employees' job satisfaction, namely co-workers, job itself, and promotion.

5.3.4 Leadership styles have a significant positive relationship with job satisfaction in MTN Uganda Limited

Hypothesis four was to the effect that leadership styles have a significant positive relationship with job satisfaction in MTN Uganda Limited was developed. Pearson Linear Co-relation Coefficient Index was used to determine the magnitude and significance of the relationship. The analysis yielded $r = 0.168$ whose $\text{Sig.} = 0.033$ which was less than $\alpha = 0.05$. The results from the hypothesis empirically indicated that leadership styles have a positive relationship with job satisfaction. This implies that leadership styles are an important aspect in influencing job satisfaction in any given organization.

The results of this hypothesis were in agreement with the works of several earlier researchers. For example, the finding is in agreement with Mumbe (1995) who studied the leadership styles and teacher job satisfaction in primary schools in Busia Sub-District of Uganda where he found out that democratic leadership promotes productivity and teacher job satisfaction. Similarly Musaazi (1982) found out that, effective leadership is determined by the way the leader relates with subordinates and how is able to satisfy them. All these suggest that democratic leadership should be encouraged for better results and employee harmony. This can further be supported by Nasser (1991)'s findings that, democratic leadership enhances job satisfaction among teachers because its group-oriented and gives a considerable freedom to subordinates in their work.

In support of the study findings, Jang (1987) in his study on the principal's leadership and communication, and employee job satisfaction in Korea found out that, the greater the managers leadership style is supportive of employees, the more, facilitates their work, derives towards a known goal, the more likely it is to satisfy their intrinsic and extrinsic values of employees. The study findings were also in consonance with Musaazi (1982) whose findings established that democratic leadership promotes job satisfaction of workers. A similar finding by Koontz (2005) had that, ability to act in a manner that will develop and arouse job satisfaction among workers is a major ingredient of democratic leadership.

The study findings were in tandem with assertions of McGregor's theory Y cited in Nwankwo (1982) that, mental or physical work are as natural as play if are satisfying. Man likes work and will always exercise self-control and self-direction towards

organizational goals if he is committed to them. Just like this study findings, the Theory suggests that an average human being naturally feels satisfied with the job if left with full freedom to decide on what to do, how and when to do it. This is however on condition that the work itself is satisfying. It was also discovered by Banks (1968) cited in Ogweng (1995) that, employees gained more considerable job satisfaction from a sense of autonomy from their work. Here managers were encouraged to allow their subordinate autonomy in their work. Lugumba (1974) learnt that, facilitating a significant degree of individual responsibilities and offering opportunities for a work force to use their full abilities is of a great importance and brings job satisfaction.

The study findings were also supported by Koontz (2005)'s assertion that, leaders should not stand behind a group and push and prod; they should place themselves before the group as they facilitate the progress and inspire the group to accomplish organizational goals willingly. In the study on introducing management, a development guide for new managers Bob (1999) discovered that, when managers allow their subordinates lead when they are convinced of their competence it increase on the job satisfaction of subordinates. This will make them exercise their potential to satisfy their leaders in return together with the organizational harmony.

Similarly, Namubiru (2005) investigated on leadership styles and management of primary teachers colleges in Uganda and found out that job satisfaction and productivity of workers was high with laissez faire leadership only when subordinates were able to analyze the situation and determine what needs to be done and how to do it She then opined that leaders must allow their subordinates take a lead when their strength are

needed and they have the knowledge. This will increase their concern and see to it that plans are implemented. Tannenbaum and Schmidt (1973) had similar findings and opined that, hands-off leadership is good and brings job satisfaction but should be used where employees are accountable and influential in decision making. Basing on the study findings on this hypothesis it was concluded that leadership styles have a positive effect on job satisfaction.

5.4 Conclusions of the Study

This section gives the conclusion from discussion based on the four study objectives;

5.4.1 Employee Training and Job Satisfaction

From objective one which was to establish the relationship between employee training and job satisfaction in MTN Uganda Limited, the researcher came to the conclusion that there is a significant positive relationship between employee training and job satisfaction. Therefore, the researcher came to the conclusion that training received is related to a significant portion of satisfaction experienced on the job. It means that employees value training, and deem it a necessary part of the job. Satisfaction with training may allow them to be better able to do exactly that, which ties into both job satisfaction and training. From an organizational standpoint, this strong relationship clearly demonstrates the value that employees place on training, and the importance of the powerful tool that is training. Organizations can take advantage of this tool, and the results will be better trained, more satisfied employees, as well as employees who are more valuable to the organization. Training ultimately benefits both the employee and the organization. The level or quality of your employee training is either supporting or stifling company's growth. The more you

invest in training employees, the more your company gains in sales and profit and the better your employees become true team members.

5.4.2 Employee Involvement and Job Satisfaction

From objective two which was to establish the relationship between employee involvement and job satisfaction in MTN Uganda Limited, the researcher came to the conclusion that there is a significant positive relationship between employee involvement and job satisfaction. Therefore, the researcher came to the conclusion that solid foundation of any successful company is its people. Employees represent a source of knowledge and ideas, but often times the resources remain untapped. Involving employees in organizational matters not only empowers them to contribute to the success of an organization, but also saves the company time and money, with increased productivity and reduced outsourcing. When employees are involved in organizational activities, they gain a professional and personal stake in the organization and its overall success. This commitment leads to increased productivity as employees are actively participating in various aspects of the company and wish to see their efforts succeed overall. This is not only beneficial to company growth, but is also on-the-job training for workers. The increase in responsibility expands employee skill sets, preparing them for additional responsibility in the future.

Employee involvement gives each employee the opportunity to voice their opinions, and to share their knowledge with others. While this improves the relationship between manager and employee, it also encourages a strong sense of teamwork among workers. The expression of viewpoints opens dialogue between co-workers, with each worker

bringing their individual strengths to a project. It is also a good way to gather information about the employees as to how they work in a team environment, and where training may be necessary, all of which leads to an increase in effectiveness, and ultimately an increase in good teamwork and job satisfaction.

5.4.3 Employee Mentoring and Job Satisfaction

From objective three which was to establish the relationship between employee mentoring and job satisfaction in MTN Uganda Limited, the researcher came to the conclusion that there is a significant positive relationship between employee mentoring and job satisfaction. Therefore, the researcher came to the conclusion that mentoring programs help employees grow develop and learn new skills under the direction and advice of a seasoned expert. Organizations implement mentoring programs to align the goals of the company with the employee development of its employees. Mentoring provides benefits for the "mentee," the mentor and the organization. Companies can align the goals of the business with a mentoring program to gain a competitive edge. For example, the mentoring program can target new employees in product development when the goal of the organization is to bring new products to the market. Developing employees in weak areas of the company can also benefit the business's organizational goals.

5.4.4 Leadership Styles and Job Satisfaction

From objective four which was to establish the relationship between leadership styles and job satisfaction in MTN Uganda Limited, the researcher came to the conclusion that there is a significant positive relationship between leadership styles and job satisfaction. Therefore, the researcher concluded that a leaderless organization is like an army without

generals. Work forces need the leadership of skilled and experienced individuals to provide guidance and a single direction for all employees to follow. Leaders are invaluable when it comes to formulating and communicating new strategic directions, as well as communicating with and motivating employees to increase dedication to organizational goals.

5.5 Recommendations of the Study

In this Section, recommendations are given according to the four specific objectives that guided the study;

5.5.1 Employee Training and Job Satisfaction

MTN (U) Limited should provide on-the-job and off-the-job training opportunities to her employees to enhance their job satisfaction for effective performance.

5.5.2 Employee Involvement and Job Satisfaction

MTN (U) Limited should involve her employees in the different organizational activities to enhance their job satisfaction. Job Satisfaction with employee involvement should be considered as an aspect of overall job satisfaction. Practitioners interested in improving job satisfaction among their employees should, in part, focus on employee involvement as a way to improve job satisfaction.

5.5.3 Employee Mentoring and Job Satisfaction

MTN (U) Limited should mentor her employees to improve performance as way of enhancing their job satisfaction.

5.5.4 Leadership Styles and Job Satisfaction

MTN (U) Limited administrators and managers should allow a considerable degree of freedom to employees to exploit their potentials at their own if they are sure of their competences and abilities.

5.6 Limitations of the Study

During the course of conducting the study, various problems and obstacles were encountered for example; many respondents were unwilling to participate, let alone answer any questions in fear that the response might cause them problems, while others preferred being paid for their participation, rather than contribute voluntarily. To help solve this the researcher reassured the participants of confidentiality, as well as stressing that the study was for academic purposes and that it would help the entire organization in the long run. Although such obstacles were encountered, the researcher tried to acquire all the necessary data, relevant to the successful and timely completion of the research.

5.7 Contributions of the Study

The most important contribution of the study is the awareness of the relationship between human resource development practices and job satisfaction since the study came to finding that there is a positive relationship between the study variables. Therefore, MTN administrators and managers can use the recommendations suggested to improve the employee job satisfaction in the various departments to have efficient and effective performance. The study can also provide a basis of future research in the field of human resource development practices and employee job satisfaction.

5.8 Areas Recommended for Future Research

Due to financial and time constraints, the study was centered on employee training, employee involvement, employee mentoring and leadership styles as potential variables influencing job satisfaction in MTN (U) Limited. However, there were other variables like remuneration, organizational policies and management which may relate with employee job satisfaction. Therefore, research needs to be carried on those factors to see how they relate with employee job satisfaction.

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APPENDICES

APPENDIX A

SELF-ADMINISTERED QUESTIONNAIRE FOR EMPLOYEES IN MTN

UGANDA LIMITED ON HUMAN RESOURCE DEVELOPMENT

PRACTICES AND EMPLOYEE JOB SATISFACTION

Higher Degrees Department

Uganda Management Institute

May, 2013

Dear Sir/Madam,

I am a student of Uganda Management Institute carrying out a survey on Human Resource Development Practices and Employee Job Satisfaction in Telecommunication Companies in Uganda using MTN Uganda Limited as a case study in partial fulfillment of the requirements for the award of a Master's degree in Business Administration of Uganda Management Institute. The following questionnaire is for MTN employees like you. It is against this background that you have been selected to participate in the research by completing the questionnaire. The information sought is required only for academic purpose, so it will be treated with maximum confidentiality.

Thank you.

Yours faithfully,

.....

Charles Walakira

Researcher

B1.6	I am regularly trained through Seminars					
B1.7	I regularly attend workshops in MTN					
B1.8	I regularly attend meetings in MTN					
B1.9	I regularly attend conferences in MTN					

B2. Employee Involvement

	Employee involvement	1	2	3	4	5
B2.1	I communicate with my fellow employee in the department.					
B2.2	I communicate with my supervisors/team leaders in the department.					
B2.3	The team leader is ever ready to listen to me.					
B2.4	I share jokes with my team leader					
B2.5	I consult fellow staff on difficult tasks.					
B2.6	I am involved in the decision making process in my department.					
B2.7	I sit with boss to programme activities of the department					
B2.8	I am assured of promotion at one point of time or the other.					
B2.9	My department awards me trophies whenever I merit.					
B2.10	I am recognized by management for good work done					

B3. Employee Mentoring

	Employee Mentoring	1	2	3	4	5
B3.1	I am guided when at work.					
B3.2	I am mentored while on duty.					
B3.3	I am guided while performing work					
B3.4	My team leader always counsels me					
B3.5	I was coached before starting work in MTN					
B3.6	I participate in mentoring members of staff in my department.					
B3.7	I participate in coaching new staff members					
B3.8	I am regularly delegated to perform official duties.					
B3.9	My introduction to staff by the manager assisted					

	me cope up easily.					
B3.10	I received a good reception on my arrival by the manager					

Section C: Dependent Variable: Employee Job Satisfaction

In this Section you are requested to tick the most appropriate view to the statement. Use a scale where; 1 = Strongly Disagree; 2 = Disagree; 3 = **Undecided**; 4 = Agree; 5 = Strongly agree.

	Employee Job Satisfaction	1	2	3	4	5
C1	My commitment at work has greatly reduced my absenteeism					
C2	I put in extra energy due to my commitment at work					
C3	Job security can make me stay in MTN for a long time					
C4	I am happy with the supervisor I work under					
	My loyalty in MTN has resulted into my long stay					
C6	Sense of belonging can enable me to stay in an organization for long in MTN					
C7	I have stayed for long because of the confidence I have in MTN					
C8	Being valued has enhanced my retention in MTN					
C9	I am always punctual for work					
C10	I have the ability to be creative and innovative.					

Section D: Moderating Variable: Leadership Styles

In this Section you are requested to tick the most appropriate view to the statement. Use a scale where; 1 = Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly agree.

	Leadership Styles	1	2	3	4	5
D1	My boss involves me in decision making.					
D2	My supervisor conducts staff meetings regularly.					
D3	My supervisor allows me express my own views					
D4	My supervisor offers support supervision to me					
D5	My boss gives me opportunity to work on my own approach					

D6	My supervisor effectively delegate duties to staff.					
D7	My boss gives me all details of the tasks allocated to me.					
D8	My supervisor uses persuasive language to motivate staff achieve organizational goals					
D9	My boss recognizes staff contributions					
D10	My boss is willing to learn from subordinates					

Thank you for your time and assistance.

APPENDIX B

INTERVIEW SCHEDULE FOR MTN UGANDA EMPLOYEES

TOPIC: Human Resource Development Practices and Job Satisfaction In MTN Uganda

Interviewer: Walakira Charles

Interviewees: MTN employees

Date of interview..... Time

Name of interviewee Position

Venue

Step I: Self-introduction

Step II: Questions and discussions

1. Give a brief profile about MTN Uganda Limited.
2. Comment on the employee training practices as you view them in MTN Uganda Limited.
3. What is your view on the employee involvement practices as you view them in MTN Uganda Limited?
4. Comment on the employee mentoring practices in MTN Uganda Limited.
5. What is your view on the level of job satisfaction in MTN Uganda Limited?

Thank you for your time and assistance.

APPENDIX C

CONTENT VALIDITY INDEX CALCULATIONS FOR THE QUESTIONNAIRE

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared item valid}}{\text{Total number of items}}$$

$$\begin{aligned} \text{Valid items} &= 58 \\ \text{Total number of items} &= 62 \\ &= 58/62 \\ &= 0.94 \end{aligned}$$

APPENDIX D

RELIABILITY ANALYSIS – CRONBACH ALPHA

Reliability Statistics for employee training

Cronbach's Alpha	Number of Items
.743	12

Reliability Statistics for employee involvement

Cronbach's Alpha	Number of Items
.641	10

Reliability Statistics for employee mentoring

Cronbach's Alpha	Number of Items
.750	10

Reliability Statistics for job satisfaction

Cronbach's Alpha	Number of Items
.759	19

Reliability Statistics for leadership styles

Cronbach's Alpha	Number of Items
.598	11