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MANAGEMENT DEVELOPMENT: ITS INFLUENCE ON JOB SATISFACTION AND THE MODERATING INFLUENCE OF PROACTIVITY

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Abstract

Over the years management development activities have been linked to job satisfaction. However, little is known about the factors in it that influence job satisfaction. Given that job satisfaction is a product of individual assessment, an individual's personality trait is expected to influence the relationship. Drawing from the propositions of work adjustment theory, Bandura social learning theory, Herzberg's two factor theories, Knowles adult learning theory and Rotter's locus of control availability of role models and perceived control were assessed as factors in MD that influences job satisfaction. Proactive personality was expected to moderate the relationship. 137 employees from three organisations participated in the study. The two factors did not show significant positive influence on job satisfaction. Although there is indication that the respondents are satisfied with their job, the study findings did not out rightly support the theories. To ascertain the factors in MD that influences job satisfaction, a more comprehensive follow up study involving the use of both qualitative and quantitative approach is recommended.

Acknowledgement

Abbreviations

FCT	-	Federal Capital Territory
FCT- ARD	-	Federal Capital Territory – Agricultural and Rural Development Secretariat
HRD	-	Human Resource Development
MD	-	Management Development
MDP	-	Management Development Programme
NUFFIC	-	Netherlands Organisation For International Cooperation in Higher Education
OD	-	Organisational Development
PD	-	Personnel Development

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Chapter One

1.0 Introduction

Human resource development (HRD) has a strategic function of unleashing human expertise and development for the purpose of improving performance in organisations (Swanson & Holton III,2001). To achieve this function, a number of HRD activities and interventions are used. DeSimone and Harris (1998) identified management development programme (MDP) as one of the most common activities of HRD.

This suggests that in keeping with the strategic function of HRD, MD should constitute a key component of organisation effort to enhance performance. Most successful strategic function like this are often multifaceted (Swanson & Holton III, 2001). For instance, enhancing performance also require that employee must be satisfied with their job (Scholl, 1997). Evidently job satisfaction has been found to positively influence performance within the work setting (Davis, Bloom & Salmala, 2005; Landerweerd &Bournans, 1998). From these connections it is necessary that HRD practitioners understand how employees feel about MD programmes offered to them, and are aware of the factors in these programmes that make up job satisfaction from the employee viewpoint.

Job satisfaction represents the product of an "interaction between employees and their work environment by gauging the congruence between what employees want from their job and what they feel they receive" (Wright & Kim, 2004.19). It is often associated with a pleasurable or positive emotional reaction or feelings (Schmidt,2007) and individual subjective assessment (Picher & Wallace, 2008). This suggests that person's characteristics like personality traits will influence relationships involving individual job satisfaction in a given context.

Personality traits of individuals differ and have also been linked to job satisfaction (Thomas, Bubolt & Winkelspecht, 2004 ;Shell & Duncan, 2000). Personality is considered as "an individual unique constellation of behavioural traits" (Weiten, 2001.486). The behavioural trait of interest in this case is proactive personality. It is considered as a stable disposition toward proactive behaviour (Bateman & Crant ,1993).

Under this notion individuals take active role in their approach toward work and initiate situations that create favourable conditions (Erdogan & Bauer, 2005). This implies that proactive personality can enable individuals select and create situations that enhance the likelihood of high levels of job satisfaction. Therefore, to fully understand

the relationship between MD and job satisfaction, the role of proactive personality in the relationship need to be established.

1.1 Research Rationale

Although studies have linked MD activities to job satisfaction (Verbruggen & Sels, 2008; Schmidt, 2007; Cross & Wyman, 2006; Traut, Larson & Fiemer, 2000), they do not explain the role individual differences play or the factors in MD that determine the relationship. For instance, given varied MD typologies and approaches, its characteristics may differ between organisations (Cullen & Turnbull, 2005; Jansen,Velde & Mul, 2001). Likewise, the mechanisms of individuals' aspiration, adaptation and agency will vary between individuals (Picher & Wallace, 2008).

This implies that the influence of MD on job satisfaction may not be the same for all its participants. Therefore, this study will provide empirical evidence that identifies and explains what makes employees attain job satisfaction through MDP(s) and the differences in their level of satisfaction. It will also be useful in shaping human resource development policies toward employee satisfaction.

1.2 Research Question

The following research questions will be addressed in the study;

[1]   What are the factors in MDPs that influence employee job satisfaction?

[2]   Does employee proactive personality moderate the relationship between management development and employees' job satisfaction?

Chapter Two

2.0 Literature Review and Theoretical Background

This chapter is devoted to defining key concepts, results of relevant previous studies, establishing theoretical framework, hypotheses and   the research model.

2.1 Management Development

Management development (MD) has been diversely defined. Swanson and Holton III (2001p.52) define it as "any education or development activity specifically designed to foster the professional growth and capability of persons in or prepared for management and executive roles in the organisation". While, Jansen etal., (2001.106) defined it "as the system of personnel practices by which an organisation tries to guarantee the timely availability of qualified and motivated employees for key positions".

DeSimone and Harris (1998.395) quoted McCall, Lombardo,& Morrison (1998) definition - " an organisation conscious effort to provide it's managers (and potential managers) with the opportunities to learn, grow and change in hopes of producing over the long term cadre of managers with skills necessary to function effectively in that organisation".

However, despite the seeming existence of variation in definition, some key points are central in management development programmes i.e. [i] It is aimed at employee performance improvement and organisational development, [ii] It includes formal and informal education, training and learning on the job, [iii] It is organisation specific. These suggest why MDPs differ in typologies, approaches or activities (Cullen & Turnbull,2005; Jansen etal., 2001; Garavan, Barnicle & Suilleabhain,1999), and otherspecific factors or characteristics like length, understanding program, availability of role model and perceived control.

In this context, length represents the duration of MDP while, understanding program explains the clarity of the sequence of the learning experiences (i.e. how the MD programme evolves). Availability of role model represents participants' opportunities to learn through role models while; perceived control focuses on Jansen et. al, (2001) personnel development (PD) or organisational development (OD) dimension of the MD. It reflect the degree of freedom an individual has in deciding how to accomplish a task or goal (Borkowshi, 2005).Common MD activities include training, mentoring, performance

review, job rotation, secondments, international assignment, counselling and coaching (Jansen etal.,2001; Garavan, etal.,1999).

Studies have linked these activities to job satisfaction. For example, it was found that, positive perceptions of training experiences are associated with overall job satisfaction (Aguinis & Kraiger,2009;Schmidt,2007;Cross & Wyman,2006). Also, organization support for training and development was among the best 18 of the 40 potential predictor variables found to be statistically associated with job satisfaction (Krueger, Brazil, Lohfeld, Edward, Lewis & Tjam, 2002). Coaching, mentorship and counselling, professional development have been identified as predictors of job satisfaction (Brown & Lent, 2005; Kleinman, 2004; Ellinger, Ellinger & Keller, 2003; Traut etal., 2000).

2.2 Job Satisfaction

According to Pool and Pool (2006), job satisfaction results from an individual's perception of their job and the degree to which there is a good fit between the individual and the organisation. Spector (1997) defined it as how people feel about their jobs and different aspect of it. While, Locke (1976.1300) considered it as "pleasurable or positive emotional state resulting from the appraisal of one's job or job experience".

Luthan (1998) described it from three important dimensions as follows: an emotional response to a job situation, how well outcome meet or exceed expectations, and the characteristic of a job. Regardless of its numerous definitions, it is commonly accepted that, it is a product of the individual assessment of the working life (Pichler & Wallace, 2008; Pool & Pool, 2006) because one can be satisfied with certain aspects of the job, feel neutral about some and or be dissatisfied with others (Schmidt, 2007; Pool & Pool, 2006). This explains why it can be examined from multiple viewpoints using multiple constructs. Over the years, scholars have isolated a number of factors that influence job satisfaction. These range from demographic characteristics like age, gender, tenure (Kacmer & Ferris, 1989), to motivating factors like achievement; recognition; tasks- the work itself; responsibility; advancement; and personal growth (Herzberg, Mausner & Snyderman, 1959 cited in Sledge, Miles & Coppage, 2008) and other contextual work related factors like skills and competencies (Pichler & Wallace, 2008; Frantz,2006; House & Wigdor , 1967), opportunity for learning, training and development (Schmidt, 2007;Cross & Wyman, 2006; Barbeite & Maurer, 2002), work family conflict (Jayaweera, 2005;), as well as the autonomy (Owuamanam,1990), self-directedness and participation in decision making (Verbruggen & Sels,2008;Wright & Kim, 2004).

Individual and contextual differences are critical factors in job satisfaction (Pichler & Wallace, 2008). This is also true of adult learning situations like MDP (Swanson and Holton III,2001) hence, adult learning is often characterised by an andragogical orientation to study and high level of readiness for self-directed learning" (Choy & Delahaye,2000.1). This raises the importance of person characteristics like proactive personality in the relationship between MD and job satisfaction.

2.3 Proactive Personality

Proactive personality is considered as one of the motivators of proactive behaviour in work place (Erdogan & Bauer,2005). They define it as "the degree to which individuals have an active role orientation" (p.681). Seibert, Kraimer & Crant (2001) described it as a stable disposition to use personal initiative in a broad range of activities and situations. In all, it implies that proactive people identify opportunities and act on them, show initiative, take action, and persevere until positive change is achieved (Crant, 2000).

According to Bateman & Crant (1993) the prototypical proactive personality has been characterized as someone who is relatively unconstrained by situational forces and who effects environmental change. Although, there is no known study that relates proactive personality with job satisfaction within the context of management development programme, there are studies showing that proactive personality is a construct that is positively related to a number of criterion outcomes (Crant, 1995).

For instance, research has shown a positive relationship between proactive personality with career self management behaviour (Chiaburu,Baker & Pitariu, 2006), career satisfaction (Erdogan & Bauer, 2005), conflict at work (Havey, Blovin & Stout, 2006), work adjustment and performance (Kammeyer-Mueller & Wanberg,2003), charismatic leadership (Crant & Bateman,2000), socialisation process (Wanberg & Kammeyer - Mueller,2000), objective and subjective career success (Seibert etal., 1999 ; 2001).

2.4 Theoretical Framework and Hypotheses

A number of theories support the claim that MDP influences job satisfaction. From the perspective of work adjustment theory, "satisfaction is a function of the correspondence between the reinforcer system of the work environment and individual

needs, provided that the individual's abilities correspond with the ability requirements of the work environment" (Dawis, Lofgist, & Weiss, 1968.p.11). The reinforcer system or patterns represent what the environment is willing or able to provide.

The theory suggests that individuals and organisations have needs. When the individual needs do not correspond with the organisational needs, there is no fit or satisfaction. This forms the basis for interaction and adjustment. Adjustment here represents the continuous and dynamic process of seeking to achieve and maintain correspondence (Dawis etal., 1968). Most often such adjustments are products of HRD intervention (Swanson & Holton III, 2001). Typical examples of modes of adjustment include the use MD activities like training or coaching to update skills and competencies, or the use of counselling and mentorship to reorder priorities or change values. (Inkson, 2007; Swanson & Holton III,2001).

In this light, it is apparent that, employees will acquire different job required skills and knowledge through MDPs. Job required skills and quantity of knowledge needed to perform or carry out the task and responsibility of a job is known to have link with job satisfaction (Pichler & Wallace, 2008; Frantz, 2006; Drake & Kossen, 1998; House and Wigdor, 1967).This is important because skills and knowledge have considerable impact on employee performance (DeSimone & Harris, 1998). The lack of it implies that the employee will fail to perform job task or behaviour hence will lack correspondence with employing organisation (Inkson, 2007; Dawis, Lofgist, & Weiss, 1968).

Also, using only one skill to do the same task repeatedly can be quite boring and capable of causing decrease in productivity after a period of time whereas using a variety of skills in a job will tend to keep the employee more motivated and satisfied in the job. This strengthens the fact that, the possession of appropriate skills and knowledge will minimise or eliminate a source of dissatisfaction. In fact, skill variety has been found to have significant positive effect on job satisfaction (Kim, 2001;Glisson & Durick,1988). This is often made possible through various MD activities. Consistent with theory therefore, it is argued that MD will influence job satisfaction positively.

Hence, it is hypothesized that:

H1:There will be a positive relationship between MD and employee job satisfaction

The study also draws support from Bandura's Social Learning Theory. Social Learning theory's underlying premise is that behaviour is an outcome of both person and situation and not that of either factor alone (Crittenden, 2005). The theory believes in "the

development of people's cognitive, social and behavourial competencies through mastery and modelling" (Wood & Bandura, 1989.362). Bandura developed a four-step observational learning model that combined a cognitive and an operant view of learning theory (Wood& Bandura, 1989). The steps are termed attention processes, retention processes, reproduction processes and motivation processes.

Attention processes establish what people selectively observe and what information they get from ongoing modelled activities; Retention process involves active transformation and restructuring information about events in the form of rules and conceptions; Reproduction refers to the conception-matching process, in which people's centrally guided patterns of behaviour are enacted and the adequacy of their actions is compared against their conceptual model while motivation process entails identifying valued outcomes, rather than unrewarding or punishing effects (Wood& Bandura,1989).

The theory assumes that more learning occurs as people watch and follow what other people do and imitating their behaviours than through classical and operant conditioning(Malthy, Day & Macaskill,2000). Through this process people are motivated by the successes of others and not encouraged by behaviours that they have seen often result in adverse consequences (Wood & Bandura ,1989).They refer to this process as modelling and maintain that "people can expand their knowledge and skills on the basis of information conveyed by modelling " (p.362).This draws attention to the importance of mentoring as an MD activity (Garavan et al, 1999) through which protégés learn by observing the clever behaviour and reactions of mentors that have achieved success in the organisation (Berryman-Fink & Fink,1996).

Mentoring provides opportunities for employees to learn from role models (Kram,1985 cited in Lankau & Scadura, 2002). This can be formal or informal. Informal mentoring occurs naturally due to an affiliation between the mentor and the protégé as in a case where a senior manager voluntarily takes a younger colleague under his or her care and tutelage while, formal mentoring is arranged by the organisation (Inkson, 2007). As a result of the relationship the protégé often experiences increased socialization (Hegtaad & Wentling,2004; Lindbo & Shultz,1998) skills and knowledge development (Swap, Leonard,Shields &Abrams,2001), self-confidence, self-actualization and job satisfaction (Cuesta & Bloom, 1998).Therefore, consistent with theory and findings from previous studies; it is obvious that learning through models will positively influence job satisfaction. Thus, the following hypothesis is made:

H1a: There will be positive relationship between learning through models in MD and

employee job satisfaction.

Herzberg's two- factor theory of motivation and satisfaction is another that supports this study. Although, Hackman and Oldham (1976) criticised the theory's inability to provide for individual difference in how to respond to enriched jobs among other reasons, they, however, commended it as being the most influential theory of satisfaction and motivation. The theory links job satisfaction to motivator and hygiene factors. These factors are broken down into composite elements found in most jobs as achievement; recognition; tasks- the work itself; responsibility; advancement; and personal growth representing motivators that encourage employees to gain satisfaction while, hygiene factors (policies and administration; supervision / managerial relationships; salary; working conditions; status; security; and co-worker relationships) are identified as causes of dissatisfaction (Sledge etal,2008).

Satisfaction and dissatisfaction in this context represent dimensions that are not opposite ends of the same continuum but two distinct continua (House & Wigdor, 1967). Hence theory assumes that the absence of good hygiene factors would potentially block motivation factors from taking effect (Borkowshi, 2005). Herzberg recommended that management should rearrange work through job enlargement, job rotation and job enrichment so that motivator factors can take effect.

First, if these MD activities are capable of making motivator factors effective, then it can therefore be argued that other MD influences job satisfaction. Second, according to Jansen etal (2001) a strong emphasis on personnel development focused MD implies that MD intend to encourage people by means of personal growth. Personal growth is a job satisfaction motivation factor (Herzberg etal, 1959 cited in Sledge etal., 2008), and also represents the successes an individual has attained on the job (Gunz & Heslin, 2005). People who are unsuccessful on the job have little or no satisfaction (Slavery, 1998 cited in Drake & Kossen, 1998). Therefore, it is apparent that they will not only attain personal growth, but will also attain other job satisfaction motivating factors like advancement, promotion, recognition etc.

Furthermore, Herzberg considered work its self as a satisfier. Work characteristic such as autonomy has implication on job satisfaction (Owuamanam, 1990). It is the level of control; independence and discretion that people have over their work (Hackman and Oldham, 1976).Accordingly, the level of individual control or autonomy over their MD will make individuals satisfied in PD focused MD. Consequently, consistent with theory and literatures, it is argued that employee level of control over MDPs he or she attends will influence his or her job satisfaction positively. This warrant the hypothesis that:

H1b   There will be a positive relationship between perceived control of MD and

employee job satisfaction.

From the perspective of individual differences and proactive personality, this study draws from Knowles' adult learning theory and the concept of locus of control developed from Rotter's (1954) social learning theory. Whereas the adult learning theory provide a sound foundation for planning adult learning experiences and shaping learning processes to be more effective with adults (Swanson & Holton III 2001), Rotter locus of control is an important variable for the explanation of human behavior in organizations and job satisfaction (Spector,1982). Rotter believes that personality represents an interaction of the individual with his or her environment and assumes that behaviour is most accurately predicted by an understanding of four variables namely; behaviour potential, expectancy, reinforcement value, and the psychological situation (Rotter, 1978).

The concept of locus of control explains the seeming tendency of some individuals to ignore reinforcement contingencies (Phares, 1976 cited in Spector, 1982). In this context reinforcement is another name for the outcomes of our behaviour and reinforcement value refers to the desirability of outcomes (Rotter, 1978).Things the person wants to happen or not to happen, that he or she is attracted to or wish to avoid, have a high reinforcement value or a low reinforcement value. It can be internal or external. Internal reinforcement is the individual's perception of an event, whereas external reinforcement refers to society's evaluation of an event. The internal versus external control of reinforcement is often referred to as locus of control (Rotter, 1990).

This "refers to the degree to which persons expect that reinforcement or an outcome of their behaviour is contingent on their own behaviour or personal characteristics versus the degree to which persons expect that the reinforcement or outcome is a function of chance, luck or fate is under the control of powerful others or is simply unpredictable" (Rotter,1990.489). Those who attribute control of events to themselves are said to have an internal locus of control and are referred to as internals while those that attribute control to outside forces are said to have an external locus of control and are termed externals (Spector,1982). People with an internal locus of control are predictably in control of their lives, and empowered to try to change things in their environment (Rotter, 1982 cited in Malthy, Day & Macaskill, 2000.92).

These theories emphases on autonomy, self concept, self direction, prior experience, need fulfilment and internal motivation provides the premise for proactive personality tendencies to be revealed. Individuals with high proactive personality characteristic are unconstrained by situational forces (Bateman & Crant, 1993).This attribute go with that of internals in locus of control because"Individuals with an internal locus of control typically engage in proactive and adaptive behaviours" (Page & Scalora, 2004.526).

Employees are often proactive and maintain internal locus of control. Grant & Ashford (2008) observes that employees habitually try to shape, affect, curtail, expand and direct or redirect what happens in their lives. They are often expected to adapt, learn or acquire new skills and knowledge to cope with new demands (Martin & Jackson, 2004). Therefore, proactive individuals will, not only strive to update their skills, they will ensure that their participation in MDP meets their desire and needs. This explains the basis for an argument that proactive personality will positively influence the relation between MD and satisfaction. It is expected that a high proactive personality individual will select, create, control and would continue to engage in activities that would increase the likelihood of positively influencing the relationship between MD and his or her job satisfaction. Hence, consistent with theories and literature it is hypothesized that:

H2:   An employee's proactive personality will positively moderate the   relationship between management development and job satisfaction.

A moderator is a variable that affects the direction and or strength of the relation between an independent variable and dependent variable (Schwab, 2005; Baron & Kenny, 1986).Thus, meaningful conclusion on moderators can be reached if it is empirically established that the relationship between independent variable (management development programme) and dependent variable (job satisfaction) will be more stronger or positive as a result of a moderator (proactive personality) influence or interference (Arnold, 1982). In other words, moderation will take effect when the relationship between two variables is a function of the level of the moderator variable.

2.5 Research Model
Drawing from literature review, theoretical frame work and the hypothesis of this study, our research model is as represented in fig. 1 below:

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Figure 1: Research Mode
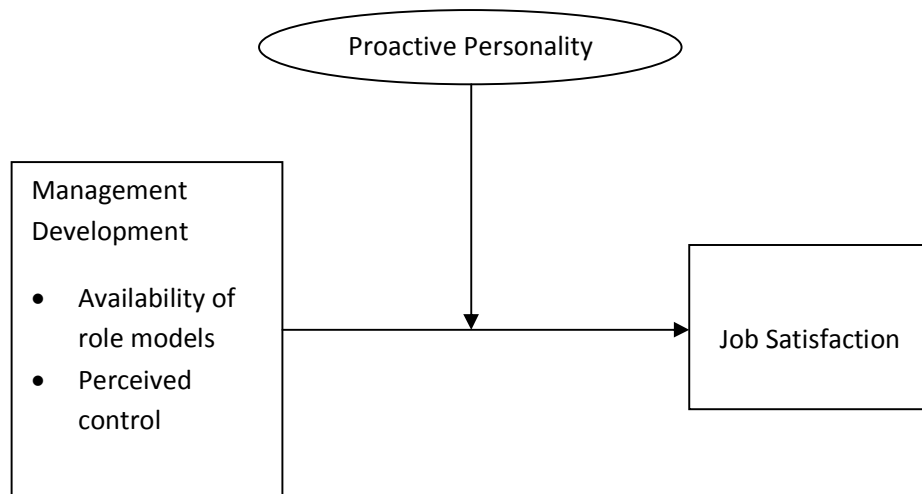
Chapter Three

3.0 Method

This chapter reports on the study sample, measures and the method of data analysis.

3.1 Research Procedure and Samples

In order to provide answers to the research questions, the study relied on existing samples drawn from a steel, transport and banking organisations in the Netherlands. It is important to note that employees of FCT Agricultural Development Project, Nigeria were also invited to participate in the study but the organisation sample could not be used because data gotten from it was of very poor quality. It had low variance and answer pattern indicated social desirability.

The number of participants from each organisation sample used in the study is as shown in the table below:

Table 1: Distribution of number of participants

Organisation	Sample size	No of Participants	Response Rate %
Steel	86	28	33
Transport	59	53	90
Bank	142	56	39
Total	287	137	47.74

As indicated in the table above the total sample size was 287 with 137 actual respondents which constitute 48%. They are made up of 83 male, 41 female at 67%and 33%respectively. Their mean age is 36.8 with a standard deviation of 6.3. Majority of the respondents representing 80% held university degree, 13% held higher vocational degree while less than 1% held middle vocational degree and 6% have attained educational level other than the ones specified in the questionnaire. For instance WO plus, VWO, post HBO and post doctoral. The years of employment with organisations show a mean of 7.6 years and standard deviation of 5.6

3.2 Measures

Questionnaires were used to elicit response from participants. The questionnaire was designed using likert- type scale response pattern. Respondents were required to select for every question the option they consider most suitable. They were required to select from available options or provide the answers themselves on demographic information.

Proactive personality was measured with a ten item scale from Seibert etal.,(1999). The Cronbach's alpha of the items in this study yielded .65. The sample include items like - I am constantly on the lookout for new ways to improve my life; wherever I am, I have been a powerful force for constructive change; nothing is more exciting than seeing my ideas turn into reality. Responses were on a five point scale of strongly disagree (1), disagree (2), neutral (3), agree (4) strongly agree (5).

Perceived control was measured with eight items formulated to reflect personal versus organisational dimension of MD typology (Jansen etal, 2001). After factor analysis, four items with two from each dimension appeared as one scale. The items are - within this organisation, one is able to compose one's own programme; within this organisation, I feel ownership of my own development; within this organisation, MD-candidates are part of a fixed programme; they have no influence on the content of the programme; what the employer wants to achieve with the MD-programme is leading; my wishes are secondary. Responses were also on a five point scale ranging from strongly disagree (1) to strongly agree (5). They yielded Cronbach's alpha of .67.

The two other variables, availability of role models and job satisfaction were measured using a single item i.e 'through the MD programme, there are many opportunities to learn from others' and 'In general I am satisfied with my current job'. Previous studies have shown the validity of single item measures (Wanous, Reichers &

Hudy, 1997). Responses were as well on a five point scale of strongly disagree (1), disagree (2), neutral (3), agree (4) strongly agree (5).

Also, there was the use of control variables. In social sciences dependent variable is rarely determined by one variable hence the use of control variable (Brman &Cramer,2001). These are variables held as constant in order to measure or explain the relationship between two other variable. Thus, some demographic variables known to have influence on job satisfaction were used in the data analysis as control variable. These variables are organisation, age, gender and tenure. "The use of control variable in certain type of sample surveys is a well known procedure" (Fieller & Hartley,1954.494).

3.3 Data Analysis

In order to provide answers to the research questions and hypotheses postulated in this study, the following statistical analysis were made. First, to ensure that the measures are reliable, reliability analyses were conducted on the data. Factor analysis was performed for perceived control. The results for all variables proved sufficiently reliable (alpha > .60).

Also descriptive statistic was employed to explain the sample, determine response rate and as well mean and standard deviation of variable scores. To ascertain the strength and direction of the variables as stated in the hypotheses, correlation analysis was employed while, regression analysis was used to determine and predict the causal link between the independent variables and dependent variable. The demographic variables of organisation, age, gender and tenure were also used in the correlation and regression analysis to control their potential impact on the dependent variable.

Chapter Four

4.0 Results

Results pertaining measurements in the study are reported in three subsections. These consist of descriptive statistics, correlation analysis and regression analysis. As mentioned earlier a number of control variables were introduced during the analysis. These are organisation, age, gender, tenure and salary. To be included in the regression model, organisation and gender were recoded as dummy variable.

4.1 Descriptive Statistics

The result of the descriptive analysis of the study variables in table 2 below shows that proactive personality yielded a mean score of 3.7 with .42 standard deviation. Availability of role model had 3.9 mean score and .84 standard deviation. Perceived control showed the lowest mean and standard deviation score of 3.1 and .39 respectively. Job satisfaction had the highest mean score of 4.0 and .73 standard deviation.

Table 2
Descriptive Statistics

	Mean	Std. Deviation	N
Proactive Personality	3.7	.42	136
Availability of Role Model	3.9	.84	127
Perceived Control	3.1	.39	127
Job Satisfaction	4.0	.73	125

4.2 Correlation Analysis

The correlation analysis result is as represented in the table below

Table 3 :Correlations

	1	2	3	4	5	6	7	8	9	10
1. Organization*1	1.00									
2. Organization*2	-.40**	1.00								
3.Age	-.64**	.36**	1.00							
4.Gender	-.36**	.20*	.21**	1.00						
5.Salary	-.02	.02	-.05	-.06	1.00					
6.Tenure	-.63**	.35**	.68**	.24*	-.01	1.00				
7.Proactive Personality	-.04	.10	.26**	.10	-.28*	.28**	1.00			
8.Availability of Role Model	.04	-.34**	.04	.01	-.19	-.02	.07	1.00		
9.Perceived Control	-.16*	.04	.12	.01	.09	.23*	.26**	-.10	1.00	
10.Job Satisfaction	-.20*	-.01	.11	.05	-.19	.15	.07	.20*	.05	1.00

**. Correlation is significant at the 0.01 level (1-tailed).

*. Correlation is significant at the 0.05 level (1-tailed).

The result show generally weak correlation. Reflecting on the study core variables, availability of role models yielded a significant positive correlation with job satisfaction. Proactive personality also shows significant positive correlation with perceived control. However, perceived control is negatively correlated with job satisfaction.

4.3 Regression Analysis

The regression analysis was performed after the correlation analyses. There was no issue of multicollinearity as none of the correlation between variables, particularly among the independent variables exceeded .70. The regression was performed in the following order. First, the dependent variable (job satisfaction) was entered, followed by the control variables (organization, age, gender, tenure and salary) and lastly the independent variables (availability of role models and perceived control) using the SPSS enter method. The regression output indicated R^2 and adjusted R^2 of .12 and -.19 respectively.

These indicate that availability of role models and perceived control as predictor explains only 2% of the variation in the respondents' job satisfaction. Detail is as presented in table 3 below. The R^2 statistic is a measure of the amount of variability in the dependent variable that can be explained by the independent variable while the adjusted R^2 is a modification of R^2 that adjusts for the number of explanatory terms in a model. Adjusted R^2 increases only if the new term improves the model more than would be expected by chance and can be negative, less than or equal to R^2.

Table 3: Regression Model Summary

Model	R Square	Adjusted Square	R Change Statistics			Sig. F Change
			R Square Change		F Change	
1	.105	.003	.105		1.030	.412
2	.126	-.019	.022		.519	.599

a. Predictors:(Constant),tenure, Salary, Gender, Age, Organization*1, Organization*2

b. Predictors:(Constant),tenure, Salary, Gender, Age , Organization*, Organization*2, Perceived Control, Availability of Role Model

Also, the results of the coefficients of the model indicate that both availability of role models and perceived control contributes to the model in predicting respondent's job satisfaction with standardized Coefficients Beta of .08 and .16 at .62 and .32 significance respectively. Table 4 below presents result summary of the study regression coefficients.

Table 4: Summary of regression **Coefficients** [a]

Model	Standardized Coefficients	
	Beta	Sig.
Availability of Role Model	.083	.627
Perceived Control	.164	.321

a. Dependent Variable: Job Satisfaction

The inability to establish a significant causal link between the two independent variables and the dependent variable precluded the testing of the third hypothesis for moderating effect. This is because meaningful conclusion on moderators can only be reached if it is empirically established that the independent variable predicts the dependent variable (Arnold, 1982).

Chapter Five

5.0 Discussion and Conclusion

In this chapter an attempt is made to discuss the result and the limitation of the study.

5.1 Discussion

From the descriptive statistic the result indicates that, on the average the study sample are satisfied with their current job. However, merely using mean scores cannot explain the causal relationship between the variables. The result from the correlation and regression analysis did not show significant causal link between the study predictor variables and the dependent variable. With an R^2 accounting for only 2% variation in the model outcome, and the regression coefficient significance of .62 and .32, hypotheses H1a & b are rejected.

In the light of the above, it is obvious that availability of role models and perceived control are not characteristics of MD that significantly influence job satisfaction among the study sample. By implication the study did not provide answer to any of the research questions. Although this is slightly difficult to explain, it is not very strange judging from findings from previous studies findings and the prepositions of the study theoretical framework.

This study finding concur that of Aremu & Adeyoju (2003) and Cuesta & Bloom (1998) which revealed that mentoring is not significant on the job satisfaction of the police in Nigeria and that there was no significant relationship between job satisfaction and participation in mentoring relationship among certified Nurse-Midwives respectively. From the perspective of work adjustment theory when the reinforcer system of the work environment and individual needs do not correspond, there will be no satisfaction. This suggest a possibility that availability of role models or the perceived control need of the respondents did not correspond with the reinforcer system of MDP s they attended. For example, "if the quality of the mentoring relationship is not high, it may fail to influence job satisfaction" (ˎCuesta & Bloom, 1998.115).

Furthermore, drawing from Herzberg's theory, satisfaction is not an opposite of dissatisfaction and that the absence of good hygiene factors would potentially block motivation factors from taking effect. There is also the possibility that, in the conduct and implementation of MDPs attended by respondents, there are missing hygiene factors that did not allow motivational factors take effect. Given the overwhelming evidence in

literature and previous studies of the positive results of motivators on job satisfaction, chances are that there are good hygiene factors that blocked perceived control from taking effect.

This study has enabled us to understand and appreciate that job satisfaction is as an indicator of the individual assessment of their job and the fact that context can decreases job satisfaction more than other wise reasonably assumed.

However, there are other characteristics of MD activities not considered in this study. These include methodology, time spent and content. Schmidt (2007) found them significant in their relationship with job satisfaction. Also there are other outcomes that are linked with MD activities. Outcomes like organisational commitment (Bartlett, 2001), innovative behaviour (Klein & Sorra,1996), and participation in development activities (Noe & Wille, 1993).

5.2 Limitation of the Study

A few limitations have been identified to help guide future studies. First, the exclusion of the Nigeria sample narrowed the study to using samples from one national setting. This posed a threat to external validity and generalisation of the studies result. However to ameliorate this, the final study sample was drawn from three organisations of different background. As mentioned earlier the Nigeria sample data was of poor quality. The questionnaires were administered using the organization structure and bureaucratic process.

This top down process has the potential of intimidating or compelling respondents to complete the questionnaires in socially desirable pattern depending on the characteristics of the data collector, location of the data collection and or if they feel it could have influence on the organisation or their job. Thus, some level of bias that undermined the import and quality of data must have been introduced. Schmidt (2007) maintains that location and characteristic of data collector may pose a threat to internal validity when respondents are asked about a variety of work related issues while at work and that they may not provide true answers or respond at all.

This is a likely source of socially desirable or extreme answers. Although these were not considered before administering the questionnaire, it can be checked in future by requesting participating organisations to explicitly reassure employees of their

neutrality and confidentiality. Respondents should be invited to participate voluntarily. It can be arranged in a way that employees voluntarily pick up survey questionnaires, complete it and return it anonymously (Schmidt, 2007). In addition, where feasible the survey link via e-mail addresses (electronically) should be used to minimize the threat that the characteristics of a data collector may pose.

Also, the orientation and attitude of people toward researcher could be a limiting factor. Most often student's research work is treated with levity because the findings often do not go beyond the universities or colleges. They see it as a routine academic exercise needed as requirement for the award of degrees or diploma. With this mind set some people tend not take it serious or important. They see it as rendering help to the researcher. Thus, they do not necessarily complete questionnaires truthfully but do so in a way they consider beneficial to the researcher. This is a possibility with the Nigeria data. A researcher need to emphasis and request respondent's to complete questionnaires truthfully.

Chapter Six

6.0 Conclusion and Recommendations

This chapter attempt to summarize the study findings, its implication to practice and theory. It also makes a few recommendations for future studies.

6.1 Conclusion

The study came up with two research questions. The first was to examine the factors in MD that affect job satisfaction while the second was to determine the moderating influence of proactive personality on the relationship between MD and job satisfaction. Availability of role models and perceived control were identified as factors in MD that influences job satisfaction. They did not show significant positive influence on job satisfaction. This implies that the job satisfaction experienced by the respondents in this study is not as a result of perceived control or the availability of role models in the MDPs attended by the respondents.

The second research question on moderating effect was not considered because causal relationship could not be established between the independent variables (availability of role models and perceived control) and the dependent variable (job satisfaction).

6.2 Implication for HRD and Theory

The results of this study suggest that HRD run the risk of running programmes that does not contribute to the employee job satisfaction process. This is can weaken the link between workplace learning and performance. The result is therefore a useful insight to the effectiveness of HRD activities from the employee perspective.

At the theoretical level, the proposition of work adjustment theory on correspondence of individuals need with organisations reinforcer system and, Herzberg's theory believe that, the absence of good hygiene factors would potentially block motivation factors from taking effect is considered relevant. However, none of the theories was out rightly supported. The study also contributes to the understanding of the multidimensional nature of job satisfaction.

6.3 Recommendations

Drawing from the study result, a more comprehensive follow up study involving the use of both qualitative and quantitative approach is recommended. More factors like methodology, content and time spent in MDPs may be added. This will enable the researcher obtain first hand information about prevailing factors in MD that influences job satisfaction and or the absence of good hygiene factors bearing in mind the multidimensional and emotional nature of job satisfaction.

Further research to investigate MD influence on other outcomes like participation in development activities, MD satisfaction, organisational commitment and innovative behaviour is also recommended

Organisations and HRD professionals should endeavour to identify factors in its activities that will influence job satisfaction, job dissatisfaction or no satisfaction in order to address specific areas that need improvement or change. Employee satisfaction with MD activities will make learning worthwhile, capable of enhancing performance (Davis, Bloom & Salmala,2005) and organisational commitment.(Bartlett, 2001).

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Appendix

Dear Sir / Madam,

I am a student of University of Twente, the Netherlands and conducting a study on Effectiveness of Management Development Programmes (i.e. departmental courses: in-service/SLWP, in-house and out-station trainings, counselling, coaching, mentoring etc.). This study is a cooperation between Berenschot and The University of Twente.

You are hereby cordially invited to take part in this study. Filling in the questionnaire takes about 20 minutes. I hope you can spare some time and give me your opinion based on the management development programme, you have attended in your organisation.

Data collected through this questionnaire will be handled entirely anonymously. Results reported to your organisation cannot be traced back to individuals.

Thank you very much for your valuable input.

Truly yours,

Ekpo, Aniedi

Please feel free to contact me if you have any questions or comments:

Email: aeekpo@yahoo.com

Note: For every question select which option you consider most suitable using any of the following answer options: **SD**=Strongly Disagree; **D**=Disagree; **N**=Neutral; **A**=Agree; **SA**=Strongly Agree.

In the questionnaire the word 'Management Development' is abbreviated as 'MD'.

S #	Item	Answer options				
		SD	D	N	A	SA
1	I am constantly on the lookout for new ways to improve my life.	□	□	□	□	□
2	I am someone who searches out new technologies, processes, techniques, and/or produce ideas.	□	□	□	□	□
3	Wherever I am, I have been a powerful force for constructive change.	□	□	□	□	□
4	I am someone who generates creative ideas.	□	□	□	□	□
5	If I were to participate in a management skill development activity (workshop, course, etc.), my success in the activity would be at least comparable to most other participants.	□	□	□	□	□
6	Nothing is more exciting than seeing my ideas turn into reality.	□	□	□	□	□
7	I am someone who promotes and sells /shares ideas to others.	□	□	□	□	□
8	If I see something that I don't like, I fix it.	□	□	□	□	□
9	If I take part in a career-related workshop, seminar or course, I would probably learn at least as much as anyone else.	□	□	□	□	□
10	No matter what the odds, if I believe in	□	□	□	□	□

something I will make it happen.

11	I am someone who investigates and secures funds needed to implement new ideas.	□	□	□	□	□
12	I stick to my ideas, even if others do not agree.	□	□	□	□	□
13	In a class designed to improve skills, I would succeed and learn as well as others.	□	□	□	□	□
14	I excel at identifying opportunities.	□	□	□	□	□
15	I am someone who develops adequate plans and schedules for the implementation of new ideas.	□	□	□	□	□
16	I am always looking for better ways to do things.	□	□	□	□	□

S #	Item	Answer options				
		SD	D	N	A	SA
17	I probably can NOT learn as well as most other participants in a learning activity.	□	□	□	□	□
18	If I believe in an idea, no obstacle (e.g. rules, persons etc) will prevent me from making it happen.	□	□	□	□	□
19	I am someone who is innovative.	□	□	□	□	□
20	I can spot a good opportunity long before others can.	□	□	□	□	□
21	I can increase my career skills beyond its current levels.	□	□	□	□	□
22	I come up with ideas, how things can differently be organised here.	□	□	□	□	□
23	I often read materials related to my work to improve my ability.	□	□	□	□	□
24	I make suggestions to my supervisor about a different working method.	□	□	□	□	□
25	I am willing to select a challenging work assignment that helps me to learn from it.	□	□	□	□	□
26	I give my opinion about developments at work.	□	□	□	□	□
27	I often look for opportunities to develop new skills and knowledge.	□	□	□	□	□
28	I criticize the policy of this organisation.	□	□	□	□	□
29	I enjoy challenging and difficult tasks at work , where I'll learn new skills.	□	□	□	□	□
30	I put critical questions to my supervisor about the	□	□	□	□	□

working of this organisation.

31	For me, development of my work ability is important enough to take risks.	□	□	□	□	□
32	I make suggestions to my colleagues about a different working method.	□	□	□	□	□
33	I prefer to work in situations that require a high level of ability and talent.	□	□	□	□	□
34	When all of my colleagues agree, I remain critical.	□	□	□	□	□

S #	Item	Answer options				
		SD	D	N	A	SA
35	The MD-activities within my organisation do not constitute a clear sequence of learning activities.	□	□	□	□	□
36	I attend a programme which is especially composed for me, according to my learning needs.	□	□	□	□	□
37	Within my organisation, management skills which are yet to develop are systematically established.	□	□	□	□	□
38	In my organisation, much can be learnt from experienced managers.	□	□	□	□	□
39	I have mastered most management skills by trial and error method.	□	□	□	□	□
40	In this organisation, there is a clear pattern in the sequence of management courses.	□	□	□	□	□
41	Within this organisation, one is able to compose one's own programme.	□	□	□	□	□
42	It's clear within this organisation, how much time	□	□	□	□	□

	it takes to complete the various management courses.					
43	Internships, projects and other forms of learning from experience are part of this MD-programme.	□	□	□	□	□
44	Within this organisation, I feel ownership of my own development.	□	□	□	□	□
45	Through the MD-programme, there are many opportunities to learn from others.	□	□	□	□	□
46	Within this organisation, MD-candidates are part of a fixed programme; they have no influence on the content of the programme.	□	□	□	□	□
47	I have no idea when my next MD-training will be.	□	□	□	□	□
48	What the employer wants to achieve with the MD-programme is leading; my wishes are secondary.	□	□	□	□	□
49	What the employer wants to achieve with the MD-program corresponds with what I want to achieve with it.	□	□	□	□	□

S #	Item	Answer options				
		SD	D	N	A	SA

To what extent does the MD-programme focus on …

| 50 | Organisational development: MD is focused on filling key positions within the organisation (organisational goals are leading and the individual has no choice but to comply with). | □ | □ | □ | □ | □ |
| 51 | Personal development: MD is focused on personal growth (individual capacities and opportunities are leading and the organisation is virtually folded around them). | □ | □ | □ | □ | □ |

Note: if options presented below do not exist in your organisation, you can choose the answer option NA (=not applicable). Other answer options: 1=not at all; 2=vaguely; 3=somewhat; 4=aware; 5=fully aware

To what extent are you aware of …

		1	2	3	4	5	NA
52	Your potential assessment	□	□	□	□	□	□
53	Possible career paths	□	□	□	□	□	□
54	Vacancies for key positions	□	□	□	□	□	□
55	The MD training programme	□	□	□	□	□	□

In the following questions you are asked to indicate how often you took part in MD-activities during the past year. Answer options are: 1 = never; 2 = 1-3 times; 3 = 4-5 times; 4 = 6-7 times; 5 = 8 or more times

To learn something new for my career or to improve my management skills, I have …

		1	**2**	**3**	**4**	**5**
56	taken a college or continuing education course <u>required</u> for my job.	□	□	□	□	□
57	used pre-recorded audio/video tapes that were <u>required</u> for my job.	□	□	□	□	□
58	taken a career-related training class, workshop, or seminar that was <u>required</u> for my job.	□	□	□	□	□
59	studied a book that was <u>required</u> for my job.	□	□	□	□	□
60	consulted with a career counselor.	□	□	□	□	□
61	worked on or practiced a specific skill "on the job".	□	□	□	□	□
62	worked to learn a new skill on the job.	□	□	□	□	□
63	tried to improve a specific attribute of myself while doing the work required for my job.	□	□	□	□	□

S #	Item	Answer options				
		1	**2**	**3**	**4**	**5**
64	asked for feedback and input from co-workers.	□	□	□	□	□
65	asked for feedback and input from a supervisor at work.	□	□	□	□	□
66	asked for feedback and input from subordinates at work.	□	□	□	□	□
67	participated in a special task or assignment that was <u>required</u> of me.	□	□	□	□	□
68	received <u>mandatory</u> coaching from a supervisor at work.	□	□	□	□	□
69	taken a different job assignment on a temporary basis that was <u>required </u>of me.	□	□	□	□	□
70	worked on a career/professional development plan.	□	□	□	□	□
71	participated in a <u>mandatory</u> assessment at work which provided formal feedback on my strengths, weaknesses or style.	□	□	□	□	□
72	relied on a special or close relationship of some kind to get career-related advice or suggestions.	□	□	□	□	□
73	acted as a job/career-related coach, mentor or teacher to someone else.	□	□	□	□	□
74	attended an organised event which focused on future career issues.	□	□	□	□	□

The following questions concern you, your relationship to your organisation and the MD-programme. Answer options: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree.

		SD	D	N	A	SA

75	I feel that problems of this organisation are my own.	□	□	□	□	□
76	In general, I am satisfied with my current job.	□	□	□	□	□
77	I feel emotional attachment to this organisation.	□	□	□	□	□
78	This organisation has a lot of personal meanings to me.	□	□	□	□	□
79	In general, I am satisfied with the management development program I am part of.	□	□	□	□	□
80	I feel a sense of belonging to this organisation.	□	□	□	□	□

S #	Item	Answer options				
		SD	**D**	**N**	**A**	**SA**
81	I feel like 'part of the family' in this organisation.	□	□	□	□	□
82	Being able to participate in the MD-programme was an important reason to work for this organisation.	□	□	□	□	□
83	Following the MD-programme made me less inclined to leave and join another employer.	□	□	□	□	□
84	I am able to apply/translate what I have learnt during the MD-programme in my work situation.	□	□	□	□	□
85	I think the MD-programme accelerated my personal development.	□	□	□	□	□
86	The programme challenges me to develop myself.	□	□	□	□	□
87	Participation in learning activities will help me in getting promotion to higher level jobs with better pay and reward.	□	□	□	□	□
88	My participation in work-related learning activities, leads to my work becoming more interesting.	□	□	□	□	□
89	My participation in career-related learning activities will affect the overall effectiveness of my department and organisation.	□	□	□	□	□
90	Better pay or other rewards are the result of my participation in training and development activities.	□	□	□	□	□
91	Training and development activities help me develop and reach my full potential as a person.	□	□	□	□	□
92	My participation in training and learning activities makes me become a more well-rounded and better person at work and outside of	□	□	□	□	□

work.

93	My participation in training or learning activities will help my subordinates and/or peers.	□	□	□	□	□
94	Training and learning activities will not help me get better pay or other rewards.	□	□	□	□	□
95	Training and development activity participation will not help my personal development, self-esteem, self-confidence, etc.	□	□	□	□	□
96	Career-related training and development activities are very worthwhile to me.	□	□	□	□	□
97	My participation in learning or training activities will help my supervisor.	□	□	□	□	□

Finally, we ask you some general questions:

98	What is your age?	_____ Years

99	What is your gender?	□ Male □ Female

100	What is the highest level of education, you attained?	□Middle vocational degree [OND/NCE] □ Higher vocational degree [HND] □ University degree □ Other, namely _____

101	Years of employment within organisation?	_____ Years and _____ Months

102	Years of employment within current position?	_____ Years and _____ Months

103	Total work experience in years (from first job to present)?	_____ Years

104	Which of the following management position do you hold?	□ Lower management [GL08 -10] □ Middle management [GL12 – 14] □ Upper management [

GL15 – 17]

105	Which MD-programme did you attend recently ? [i.e in-service/SLWP, in-house and or out-station trainings, counselling, coaching, mentoring etc.]	_____
106	What is your current gross annual salary?	N_____/=
107	What was your gross annual salary at the point of entering this organisation?	N_____/=
108	How long have you been attending the MD-programme in the current organisation?	_____ Years and _____ Months
109	How much time does it take to complete the total MD-programme which you attend?	_____ Years and _____ Months

Thanks for your participation. It is much appreciated. Please return the questionnaire in the enclosed envelope.

If you wish to receive a summary of the results, please write down your email address and I'll mail you the summary in due time.

Email address: _____

You can put your final thoughts, suggestions or remarks in the box below.