THE IMPACTS OF HUMAN RESOURCE DEVELOPMENT (HRD)

PRACTICES ON UTM ACADEMIC STAFF'S JOB SATISFACTION

SIA SHI XUAN

UNIVERSITI TEKNOLOGI MALAYSIA

THE IMPACTS OF HUMAN RESOURCE DEVELOPMENT (HRD) PRACTICES ON UTM ACADEMIC STAFF'S JOB SATISFACTION

SIA SHI XUAN

A dissertation submitted in partial fulfillment of the requirements for the award of the degree of Master of Management (Technology)

Faculty of Management
Universiti Teknologi Malaysia

ACKNOWLEDGEMENT

Special thanks to my supervisor my supervisor Dr. Choi Sang Long, for this knowledge, his time and his encouragement along the time I doing thesis. I am very grateful for his continuous support in this thesis. In particular, I am heavily indebted to his many constructive criticisms and suggestions that put me on the right track during the project. I couldn't have completed this thesis without his great help in supervising my thesis work.

I would like to thank my friend Goh that given me the valuable advices the completion of this stud.

I would like to express my gratitude to my family and friends for their patience and love that encouraged me so much in completing this study.

ABSTRACT

This study investigates the impact Human Resource Development practices on UTM academic staff's job satisfaction. There are four elements of HRD will be investigated which are i) Training and development, ii) Organization development, iii) Career development, and iv) Performance management. The research was conducted in Universiti Teknologi Malaysia (UTM), Skudai branch, Johor Bahru, and the respondents in this study were academic staff. A total of 95 questionnaires collected out of 1110 questionnaires distributed, indicating 8.5 percent rate of return. The methods applied in this study include Chi Square test, Mean score analysis, Spearman Rho's correlation analysis, simple linear regression analysis, and multiple regression analysis. There are four main results in this study. First, the Chi Square test showed that there is no significant difference among demographic factors on academic staff's job satisfaction. Second, mean score analysis showed that the highest satisfaction level among variables was career development, follow by overall job satisfaction, organization development, training and development, and performance management. Third, Spearman Rho's correlation analysis revealed that there is significant association between HRD practices with job satisfaction. Interesting, the regression result showed that HRD practices has positive significant effect on academic staff's job satisfaction. Lastly, regression result showed that career development was found to be the most influential on academic staff's job satisfaction, and then follow by organization development, performance management, and training and development.

ABSTRAK

Kajian ini menyiasat impak amalan Pembangunan Sumber Manusia pada kepuasan kerja kakitangan akademik UTM. Terdapat empat unsur HRD akan disiasat, iaitu i) Latihan dan pembangunan, ii) Pembangunan organisasi, iii) Pembangunan kerjaya, dan iv) Pengurusan prestasi. Penyelidikan ini dijalankan di Universiti Teknologi Malaysia (UTM), Cawangan Skudai, Johor Bahru, dan respondenresponden dalam kajian ini merupakan kakitangan akademik. Sejumlah 95 soal selidik dikutip daripada 1110 soal selidik yang diedarkan, menunjukkan 8.5 peratus kadar maklum balas. Kaedah-kaedah yang digunakan dalam kajian ini termasuk ujian Chi Square, analisis Mean score, analisis korelasi Spearman Rho, analisis simple linear regression, dan analisis Multiple regression. Terdapat empat keputusan penting dalam kajian ini. Pertama, ujian Chi Square menunjukkan bahawa tiada perbezaan signifikan antara faktor-faktor demografi dengan kepuasan kerja kakitangan akademik. Kedua, analisis mean score menunjukkan bahawa tahap kepuasan tertinggi antara pembolehubah-pembolehubah adalah pembangunan kerjaya, diikuti oleh kepuasan kerja keseluruhan, pembangunan organisasi, latihan dan pembangunan, dan pengurusan prestasi. Yang ketiga, analisis korelasi Spearman Rho mendedahkan bahawa terdapat jalinan penting antara amalan-amalan HRD dengan kepuasan kerja. Selain itu, keputusan regresi menunjukkan bahawa amalan-amalan HRD mempunyai positif signifikan impak pada kepuasan kerja kakitangan akademik. Akhir sekali, didapati dari keputusan regresi, pembangunan kerjaya mempunyai pengaruh yang paling tinggi pada kepuasan kerja kakitangan akademik , dan diikuti oleh pembangunan organisasi, pengurusan prestasi, dan latihan dan pembangunan.

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	DECLARARATION	ii
	ACKNOWLEDGEMENTS	iii
	ABSTRACT	iv
	ABSTRAK	v
	TABLE OF CONTENT	vi
	LIST OF TABLES	xi
	LIST OF FIGURES	xiii
	LIST OF APPENDICES	xiv
1	INTRODUCTION	1
	1.1 Background of study	1
	1.2 Problem Statement	4
	1.3 Research Questions	7
	1.4 Objectives of study	8
	1.5 Scopes and limitation of study	9
	1.6 Significance of study	9

	1.7 Definitions of terms	10
	1.7.1 HRD Practices	10
	1.7.2 Training and Development (T&D)	10
	1.7.3 Organization Development (OD)	11
	1.7.4 Career Development	11
	1.7.5 Performance Management	12
	1.7.6 Job Satisfaction	12
2	LITERATURE REVIEW	13
	2.1 Introduction	13
	2.2 Theories and Model of Human Resource Development	14
	2.3 Elements of Human Resource Development (HRD) in this study	20
	2.3.1 Training and Development (T&D)	20
	2.3.2 Organization Development (OD)	22
	2.3.3 Career Development	25
	2.3.4 Performance Management	27
	2.4 Job Satisfaction	30
	2.4.1 Theory of Job Satisfaction	32
	2.4.2 Job Satisfaction Measurement	35
	2.5 Relationship between HRD practices and Job Satisfaction	39
	2.5.1 Relationship between Training and Development (T&D) and Job Satisfaction	39

	2.5.2 Relationship between Organization Development	
	(OD) and Job Satisfaction	43
	2.5.3 Relationship between Career Development	
	and Job Satisfaction	45
	2.5.4 Relationship between Performance Management	
	and Job Satisfaction	48
	2.5.5 Justification in selecting independent variables	
	of this study	51
	2.5.6 Summary of previous studies on the relationship	
	between HRD practices and job satisfaction	52
	2.6 Conceptual Framework	54
	2.7 Conclusion:	55
3	METHODOLOGY	56
	3.1 Introduction	56
	3.2 Research Philosophy	56
	3.3 Research Design	57
	3.4 Research Venue	58
	3.5 Population and Sample	58
	3.6 Instrumentation	60
	3.7 Validity and Reliability Test	61
	3.7.1 Validity Test	61
	3.7.2 Reliability Test	62
	3.8 Data Analysis	62
	3.8.1 Descriptive analysis –Chi Square	62

	3.8.2 Descriptive analysis- Mean score	63
	3.8.3 Spearman Rho's correlation Analysis	63
	3.8.4 Simple Linear Regression	64
	3.8.5 Multiple Regression Analysis	65
	3.9 Conclusion	66
4	DATA ANALYSIS	67
	4.1 Introduction	67
	4.2 Reliability Test	67
	4.3 Sample size	68
	4.4 Demographic Analysis	69
	4.4.1 Gender	69
	4.4.2 Age	70
	4.4.3 Education Qualification	70
	4.4.4 Designation	71
	4.4.5 Years of Service	71
	4.4.6 Employment Status	72
	4.4.7 Chi-square test	73
	4.5 Descriptive Analysis – Mean Score	73
	4.6 Correlation Analysis	75
	4.7 Simple Linear Regression Analysis	76
	4.8 Multiple Regression Analysis	76
5	DISCUSSION AND CONCLUSION	80

5.1 Introduction	80
5.2 Discussion of Research Questions	80
5.3 Conclusion	86
5.4 Implications for Practice	87
5.5 Implications for Research	90
5.5.1 Limitation	90
5.5.2 Future Research	91
REFERENCES	
APPENDIX A.B	

LIST OF TABLES

TABLE NO.	TITLE	PAGE
2.1	Matrix of career development matrix	26
2.2	Performance management process and outcomes.	27
2.3	Five job satisfaction Model by Kreitner and Kinicki (1998).	38
2.4	Summary of previous studies on the relationship between	
	HRD practices and job satisfaction	52
3.1	Population of UTM academic staffs	59
3.2	Krejcie and Morgan (1970) sampling size table	59
3.3	Classification of questionnaire's questions	60
3.4	Type of analysis used to answer research questions	66
4.1	Reliability coefficients for all variables	68
4.2	Frequency and percentage of respondents' gender	70
4.3	Frequency and percentage of respondents' age	70
4.4	Frequency and percentage of respondents' education	
	qualification	71
4.5	Frequency and percentage of respondents' designation	71
4.6	Frequency and percentage of respondents' years of service	72
4.7	Frequency and percentage of respondents' employment status	72
4.8	Chi-Square test	73
4.9	Descriptive statistic of each variable	74
4.10	Spearman-rho correlation between variables	75
4.11	Simple linear regression between independent and dependent variables	76
4.12	Tolerance and VIF test for multi-collinearity	77

4.13 Multiple regressions of independent variables on deper		
	variable (Overall Job Satisfaction)	77
4.14	Multiple regression between independent variables and dependent variable	78
5.1	Hypotheses Results based on Simple Linear Regression	86

LIST OF FIGURES

FIGURE NO.	. TITLE	
2.1	Human resource development system world-wide model – internal and external process.	16
2.2	Three main pillars of human resource development theory	16
2.3	Definitions, components, applications, and contexts of HR	D 19
2.4	The conceptual framework of the effect of HRD practices	on
	academic staff's job satisfaction	
3.1	Interval scale of 5-Likert Scale	63
4.1	Interval scale of 5-Likert Scale	74
5.1	Multiple regression model	86

LIST OF APPENDICES

APENDIX	TITLE	PAGE
A	Questionnaire	106
В	Questionnaire Validation Form	112

CHAPTER 1

INTRODUCTION

1.1 Background of study

Education is very important to a country; it is also an investment for a country's long-run economic success. Successful education relies on the contributions of endeavor, attachment, and the most valuable is the professionalization of academic staffs. The emerging knowledge economy nowadays needs educated, skilled, knowledge employees and the creation of new knowledge to boost economic growth. At the same time, globalization and dynamic and fast changing environment make the higher education institutions or universities under pressure. Therefore, higher education institution academic staff play crucial roles in higher education in accomplishing the missions of education (Kuo, 2009). Eventually, the response of academic staffs which are the most important single resource available to any institution is critical.

On 1 November 2007, the new entity, the Malaysian Qualifications Agency (MQA) was launched with the enforcement of the Malaysian Qualifications Agency Act 2007 (MQA, 2012). The changeover from previous Lembaga Akreditasi Negara

(LAN) to MQA which is a migration to an advanced phase symbolizes the maturing of quality assurance in Malaysian higher education. The move from LAN to MQA brought about significant changes in the Malaysian quality assurance system and they are: i) to form a single, unified, transparent and private/public quality assurance body; ii) the implementation of the national qualifications framework as a reference point of qualifications; iii) to establish a reliable national information center on accredited programs and qualifications. Effective from 1/1/2009, the academic programs offered by all government and private universities in Malaysia must follow the Malaysian Qualifications Framework (MQF) standards and procedures and accredited by MQA. A series of guidelines, standards and code of practices are developed by MQA to enhance academic performance and institutional effectiveness. This is a big transformation in the Malaysia education system, for example, learning outcome is introduced, it is a statement of what students should know, understand and can do upon the completion over a period of study. There are also other changes which include the credit hours, academic staff qualification level, academic load and etc. This transformation brings great challenges to Malaysia academic staffs.

In addition, Datuk Saifuddin Abdullah, who is Deputy Higher Education Minister of Malaysia, mentioned that the QS World University Ranking could be used as the benchmark for Malaysia higher education to gauge a university. He also stated that the improvement in research and development, international collaboration network and high-impact publications are important to raise the rankings in QS WUR (News Strait Times, 2012).

The quality of higher education institutions is mutually related to the lecturers' high performance and job involvement in attaining their job tasks for improving knowledge management and student learning (Sarwar, Danial and Imran, 2010). Brock and Grady (1995) stated that teaching is the career that employees with least experiences and confront the most challenge and responsibility. Besides that, Sarwar, Danial and Imran (2010) also argued that via practical work and experience, human resource quality could be improved. The quality of education given by lecturers is relying on their expertise, especially in higher education level.

Furthermore, academic staffs are always proving to be a vital human resource to fasten organizational learning. As a result, the satisfaction and motivation of academic staff are the principal requisite for a successful teaching and learning practice. Academic staff's job satisfaction, commitment, and retention to the organization are very important to effective academic institutions. This was a complex occurrence which involved diverse of individual, institutional and social facets. There is a general perspective showed that it will encourage academic staff fulfill the institute's objectives and missions if they attains sufficient freedom, sovereignty and job satisfaction.

According to Yusoff, Ripin and Awang (2009), there are many studies investigating the reasons that cause job satisfaction and dissatisfaction of academic staff. In General, job satisfaction is regarding the overall attitude from employees to their job (Robbins and Coutler, 1996). Weiss & Cropanzano (1996) and Hulin & Judge (2003) pointed that job satisfaction is an appraisal decision regarding the happiness level of an employee draw from their work that encompasses cognitive and effectiveness. It is important to understand the impacts of employee job satisfaction because it is directly linked to the intention to leave the organization and the organizational commitment of employees. (Costen & Salazar, 2011 and Costen, Salazar, & Antun, 2006).

It is also found in many academic staff job satisfaction studies that there are various factors that lead to job satisfaction, such as a previous study from Yusoff, Ripin, and Awang (2010), the authors found that academic staff's job satisfaction is closely related to their feeling and attitude to teaching and their research. They also stated that this would reflect the extent of the individual's needs and desires met and the how the other employees perceived. Academic staff job satisfaction affects their performance, confidence, motivation and ultimately influences students' performance. According to Noordin and Jusoff (2009), a positive and healthy university climate will lead to an increment of academic staff's job satisfaction. Furthermore, it will also enhance the learning environment and boost up the university productivity. Moreover, the authors also mentioned that academic staff's

job satisfaction is a forecaster of academic staff's intention to leave organization which has a critical influence upon the effectiveness of the university.

Job satisfaction is very important and should not be neglected, because commonly visions and beliefs, and a positive environment are the main force for success. As a result, it is significant for university to discover the level of academic staff satisfaction and identify the extent of job dissatisfaction in order to make working force sustainable (Noordin and Jusoff, 2009).

Another important element in this study is Human Resource Development (HRD) practices. As mentioned earlier the quality of human resource could be improved via experiences and practical works. Therefore, HRD practices playing a main role in academic staff's job satisfaction. There are four elements of HRD will be investigated, which are i) Training and development, ii) Organization development, iii) Career development, and iv) Performance management. These four elements act as the independent variables of this research and investigate the impacts of them on employee job satisfaction.

1.2 Problem Statement

In 2011, Universiti Teknologi Malaysia (UTM) has been upgraded to Research University (RU). There are many changes of this evolution. The goals of the Research University include: a) to be a leader in innovation; b) to produce world class research outputs; c) to generate Nobel Prize winners; d) to produce high impact research publications; e) to be a center of excellence in prioritized areas of the country; f) to protect research funds from industry; g) to attract and to graduate high standard students; h) to attract the best brains academic staffs for teaching and

research; and i) to provide a conducive environment for all the above. This is not only affecting students but also academic staffs. The transformation of UTM becomes Research University has altered the human resource development of their staff. One of the big changes was the nature of job of academic staffs where the nature of job of academic staff is more focusing on teaching previously, but now it is more focus on research such as journal publication. There are also many new elements added in academic staff performance evaluation, such as pattern and copyright, industrial attachment, number of postgraduate student supervised, MOU, conference proceeding, journal publication and etc. These are the big changes and challenges for academic staffs in UTM. (Universiti Teknologi Malaysia, 2012)

A research from Noordin and Zainuddin (2003) revealed that there was collectivist culture and moderate level of job satisfaction among Malaysians (Hofstede, 1980; 1984). These findings support the results of their research on the academic job satisfaction in public universities. In the study, the authors found that the Malaysia government is trying to improve the job satisfaction level of academic staff. Obviously, there is an urgent need to fully understand the factors that driving job satisfaction in local universities.

According to Awang et. al. (2010), there is plentiful of studies investigating the relationship between job satisfaction with job autonomy, working environment and management. A research from Sarwar, Danial and Imran (2010) indicate some major hindering factors of new teachers' high performance in higher education in Pakistan, which includes lack of teaching exposure, lack of training, overburden, strict evaluation, inadequate materials and supplies, ineffective communication, difficulty in evaluating students' work, low expectation of teaching field career and naughtiness of student and the level of performance of fresh academic staff in higher education could be improved. This phenomenon showed that there are various problems or difficulties faced by academic staffs and it is crucial to solve the problem.

According to Noordin and Jusoff (2009) research which examine the level of job satisfaction amongst Malaysia academic staff, university academic staff's job expectations have shifted and grew exponentially in recent years. This will lead to job related stress increasing, low morale and job satisfaction amongst academic staff. The authors stated that academic staff's job satisfaction has great influences on their job performance and also student academic performance. Therefore, university administration and academic staff are needed to cooperate to build a conducive environment in the learning process. They also stated some negative effects of job dissatisfaction such as low productivity, turnover problem, absenteeism, tardiness, lack of interest, low job performance, etc. Eventually the university learning environment and performance of the university will be affected.

The problem of academic staffs' is not only occurred in Malaysia, but also other countries. The result of a research about UK academic that conducted by Kinman and Jones (2008) showed that UK academics faced high psychological distress. In the author's research finding states that some countries recommend that academic staffs have become relatively stressful with their workforce and the increase of higher education quality.

In addition, development of a country depends on the education of its citizens. Concern about human resource development (HRD) increased after a realization that technology alone cannot yield the best outcomes if people do not advance (Bhargava, 2011). Using a similar analogy, it is believed that Human resource development (HRD) is an important factor to determine the success or survivor of any economy entities including university. Likewise, Kooij (2010) suggested that employees' job satisfaction can be attributed to HR practices. Specifically, the HRD practices, for example performance management and training and development, are also a crucial factor determining academic staff's job satisfaction (Kooij 2010).

In summary, from the review above, the problem of job satisfaction is very obvious in local universities in Malaysia, and HRD practices are playing a vital role

in predicting academic staff's job satisfaction. However, little research has been done on investigating of this problem from HRD perspectives. This is an important gap to be addressed and the solution of the problem will not only increase academic staff's job satisfaction but also improve our local university performance indirectly.

1.3 Research Questions

This research particularly focuses on the relationship between HRD practices and UTM academic staff's job satisfaction. As mentioned earlier, the job satisfaction of higher education academic staffs is a crucial element for a nation's education development and it is found that local university academic staff's job satisfaction is low or medium. Job Satisfaction was also being given special focus into searching the answer to understand why some people are more satisfied with their job than others. There are two lines of research in this study, which are HRD and employee job satisfaction. This study investigates the impact of HRD practices on academic staff's job satisfaction. In this study, there are four elements of HRD will be investigated which are i) Training and development, ii) Organization development, iii) Career development, and iv) Performance management.

The research questions in this research include:

- 1. What is the level of HRD practices and job satisfaction of UTM academic staffs?
- 2. What is the relationship between HRD practices and UTM academic staff's job satisfaction?
- 3. Which HRD element is the most critical predictor of job satisfaction?

Based on the research question, the following hypotheses have formulated. The statistical test will be performed based on the data collected from the questionnaire distribute to Universiti Teknologi Malaysia (UTM), Skudai academic staffs.

Hypothesis 1: Training and Development practice has significant impact on academic staff's job satisfaction

Hypothesis 2: Organization Development has significant impact on academic staff's job satisfaction

Hypothesis 3: Career Development has significant impact on academic staff's job satisfaction

Hypothesis 4: Performance Management has significant impact on academic staff's job satisfaction

1.4 Objectives of study

This study embarks on the following objectives:

- 1) To measure the level of HRD practices and job satisfaction in UTM academic staffs.
- 2) To explore the relationship between HRD practice and job satisfaction.
- 3) To identify the critical predictor of HRD to job satisfaction.

1.5 Scopes and limitation of study

The research is carried out at UTM in context of UTM culture, which may affect the result. The respondents of this study are the academic staff from UTM, this sample size is sufficient to present the whole population of UTM, but it can only be considered as evidence from a regional context, and cannot accurately illustrate the entire country local university academic staff's job satisfaction.

Moreover, the factors behind job satisfaction may be different, or at least have different importance, in different cultures. The respondents in this study are academic staff; therefore, the result of this study may not be applicable for other field or career. Besides, the research is focused on the impact of HRD practices on job satisfaction. There are also other elements that affect job satisfaction.

1.6 Significance of study

It is found that there was limited or few studies on topics concerning the impacts of HRD practices namely Training and Development, Organizational Development, Career Development and Performance Management on university academic staff's job satisfaction. This research would enrich the existing literature on HRD practices in Malaysia universities' academic staff's job satisfaction.

Finding value creation processes generated by HRD practices will encourage the university to use available human resource to improve not only the UTM but also the other research universities in Malaysia. Human resource is the most precious resource any organization, therefore if the university deploy and develop academic staffs strategically, it will generate a great competitive advantage for the university itself and also for the country.

1.7 Definitions of terms

1.7.1 HRD Practices

A definition from Swanson (2009) "HRD is a process of developing and unleashing expertise for the purpose of improving the organizational system, work process, team, and individual performance." Besides, that Swanson also emphasized that in an organization, HRD programs is always taking place under the additional banners of training and development, career management, organization development, performance improvement, organizational learning, leadership development, etc.

In this study, the components of HRD practice we applied are: i) training and development, ii) organization development, iii) career development, and iv) performance management.

1.7.2 Training and Development (T&D)

According to Armstrong-Stassen (2006), training is a systematic and planned coaching activity to encourage learning which focuses on practical skills and is concerned with utilizing and executing techniques and processes to develop

employees' competency and skills in order to enhance their performance. On the other hand, according to Noe, Hollenbeck, Gerhart & Wright (2004), developmental activities does not necessarily allied with the employee's current work, it is also preparing for the organization's future. Development helps employees preparing for changes of jobs, new tasks, or new requirements.

1.7.3 Organization Development (OD)

According to Parsch and Baughman (2010), "organization development (OD) is based in the behavioral sciences disciplines of psychology, sociology, organizational behavior, and management, with specific focus on the human side of organizations." According to Anderson et al (2001), the objective of OD is to provide organizational change to enhance improvement in organizations. OD activities are designed to improve the organization's functioning through enabling organization members to manage their team and organizational culture effectively.

1.7.4 Career Development

Hite and McDonald (2008) stated that in general, a wide-based definition that integrates the individuals and the systems and also related to HRD. That is, the career development is a continuing process of planning and directed action to attain individual work and life goals. Specifically, the development is defined as growth, continuous learning and application of skill sets. Career Development is the product of the personal career planning and the provided support and opportunities from organization generally through a collaborative process (Simonsen, as cited in Simonsen, 1997, pp. 6-7).

1.7.5 Performance Management

According to Smither (2009), over the past decade or so, the phrase "performance appraisal" was replaced by the term "performance management" in many organizations. Whereas performance appraisal focused the (usually annual) appraisal of an employees' performance, performance management denotes the continuing route that consists of goals setting, training and developing employee, giving feedback, assessing employee's performance formally, and associating performance to reward and recognition. The purpose of performance management is not only to improve employees' performance but also job satisfaction.

1.7.6 Job Satisfaction

A most-used definition of job satisfaction in organizational research from Locke (1976), defining job satisfaction as a positive and pleasing emotional condition that cause by from the appraisal of their work or working experience (p. 1304). A popular job satisfaction instrument-Minnesota Satisfaction Questionnaire (MSQ, Weiss et al. 1967), which uses 20 facets to determine employees' job satisfaction, which facets are: ability utilization, accomplishment, activities, promotion, authority, company policy and practice, compensations, colleague, creativity, independence, moral value, recognitions, responsibilities, security, social services, social status, human relation supervision, technical supervision, variety, and working conditions.

REFERENCES:

- Adhikari, D. R. (2010). Human resource development (HRD) for performance management: The case of Nepalese organizations. *International Journal of Productivity and Performance Management*, 59, 306-324.
- Anderson, N., Ones, D. S., Sinangil, H. K. & Viswesvaran, C. (2001). *Handbook of Industrial, Work & Organizational Psychology: Volume 2: Organizational Psychology*, SAGE Publications.
- Armstrong-Stassen, M. (2006). Encouraging retirees to return to the workforce. Human Resource Planning, 29, 38.
- Arthur Jr, W., Bennett Jr, W., Edens, P. S. & Bell, S. T. (2003). Effectiveness of Training in Organizations: A Meta-Analysis of Design And Evaluation Features. *Journal of Applied Psychology*, 88, 234.
- Awang, Z., Ahmad, J. H. & Zin, N. M. (2010). Modelling job satisfaction and work commitment among lecturers: a case of UITM kelantan. *Journal of Statistical Modeling and Analytics*, 1, 45-59.
- Bae, J., Chen, S. & Lawler, J. J. (1998). Variations in human resource management in Asian countries: MNC home-country and host-country effects.

 International Journal of Human Resource Management, 9, 653-670.
- Baird, L. & Griffin, D. (2006). Adaptability and Responsiveness:: The Case for Dynamic Learning. *Organizational dynamics*, 35, 372-383.
- Barnett, B. R. & Bradley, L. (2007). The impact of organisational support for career development on career satisfaction. *Career Development International*, 12, 617-636.
- Beer, M. (1980). Organization change and development: A systems view, Goodyear Publishing Company.
- Bennis, W. G. (1969). Organization Development: Its Nature, Origins, and Prospects.
- Bhargava, S. & Kelkar, A. (2001). Examining the relationship between organisational structure, job involvement, job satisfaction, and empowerment: implications for human resource development. *International Journal of Human Resources Development and Management*, 1, 150-161.

- Bing, J. W., Kehrhahn, M. & Short, D. C. (2003). Challenges to the field of human resources development. *Advances in Developing Human Resources*, 5, 342-351.
- Borman, W. C. & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. *Personnel selection in organizations*, 71, 98.
- Borman, W. C. & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human performance*, 10, 99-109.
- Boydell, T. & Leary, M. (1997). *Identifying training needs*, Universities Press.
- Brethower, D. M. (1995). Specifying a Human Performance Technology Knowledgebase Originally published in 1995, PIQ 8.2. *Performance Improvement Quarterly*, 10, 74-96.
- Brief, A. P. & Roberson, L. (1989). Job attitude organization: An exploratory study. *Journal of Applied Social Psychology; Journal of Applied Social Psychology*.
- Bristow, S. & Scarth, R. (1980). Personnel in Change. *Institute of Personnel Management, London*.
- Brock, B. L. & Grady, M. L. (1995). *Principals in Transition: Tips for Surviving Succession*, ERIC.
- Bromwich, M. (1990). The case for strategic management accounting: the role of accounting information for strategy in competitive markets. *Accounting, Organizations and Society*, 15, 27-46.
- Brooks, K. & Nafukho, F. M. (2006). Human resource development, social capital, emotional intelligence: any link to productivity? *Journal of European Industrial Training*, 30, 117-128.
- Burke, R. (2005). Reinventing human resource management: challenges and new directions, Routledge.
- Camp, S. D. (1994). Assessing the effects of organizational commitment and job satisfaction on turnover: An event history approach. *The Prison Journal*, 74, 279-305.
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), Handbook of industrial and organizational psychology *Palo Alto: Consulting Psychologists Press*, 1, 687–732.

- Chan, J. M., Pan, Z. & Lee, F. L. F. (2004). Professional aspirations and job satisfaction: Chinese journalists at a time of change in the media. *Journalism & Mass Communication Quarterly*, 81, 254-273.
- Cheng, E. W. L. & Ho, D. C. K. (2001). The influence of job and career attitudes on learning motivation and transfer. *Career Development International*, 6, 20-28.
- Chenhall, R. H. (2004). The role of cognitive and affective conflict in early implementation of activity-based cost management. *Behavioral Research in Accounting*, 16, 19-44.
- Choo, S. & Bowley, C. (2007). Using training and development to affect job satisfaction within franchising. *Journal of Small Business and Enterprise Development*, 14, 339-352.
- Chow, C. W., Haddad, K. & Singh, G. (2007). Human resource management, job satisfaction, morale, optimism, and turnover. *International journal of hospitality & tourism administration*, 8, 73-88.
- Cohen, A. (2003). *Multiple commitments in the workplace: An integrative approach*, Lawrence Erlbaum.
- Conley, S., Bas-Isaac, E. & Brandon, J. (1998). What matters to whom: Predictors of teacher satisfaction in a career development plan. *Journal of Personnel Evaluation in Education*, 11, 299-322.
- Costen, W. M. & Salazar, J. (2011). The impact of training and development on employee job satisfaction, loyalty, and intent to stay in the lodging industry. *Journal of Human Resources in Hospitality & Tourism*, 10, 273-284.
- Costen, W. M., Salazar, J. & Antun, J. (2006). Who's happy? The relationship between race/ethnicity and job satisfaction in the lodging industry. *International Journal of Organisations, Communities, and Nations*, 6(2), 15-22.
- Currivan, D. B. (2000). The causal order of job satisfaction and organizational commitment in models of employee turnover. *Human Resource Management Review*, 9, 495-524.
- De Waal, A. (2007). Strategic performance management: A managerial and behavioural approach, Palgrave Macmillan.
- De Waal, A. & Counet, H. (2006). Lessons learned from the balanced scorecard.

 *Performance Measurement and Management: Public and Private, Cranfield School of Management, Cranfield, 211-18.

- Deming, W. E. (1986). Out of the Crisis: Quality. *Productivity and Competitive Position, Cambridge*.
- Desimone, R. L., Werner, J. M. & Harris, D. M. (2002). *Human Resource Development (3rd edition)*, Orlando, Harcourt College Publishers.
- Dirani, K. M. (2009). Measuring the learning organization culture, organizational commitment and job satisfaction in the Lebanese banking sector. *Human Resource Development International*, 12, 189-208.
- Dodd-Mccue, D. & Wright, G. B. (1996). Men, women, and attitudinal commitment: The effects of workplace experiences and socialization. *Human relations*, 49, 1065-1091.
- Donnelly, E. (1987). The Training Model: Time for a Change? *Industrial and Commercial Training*, 19, 3-6.
- Edis, M. (1995). *Performance Management and Appraisal in Health Services*, Kogan Page.
- Edwards, B. D., Bell, S. T., Arthur Jr, W. & Decuir, A. D. (2008). Relationships between facets of job satisfaction and task and contextual performance. *Applied Psychology*, 57, 441-465.
- Ellickson, M. C. & Logsdon, K. (2002). Determinants of job satisfaction of municipal government employees. *Public Personnel Management*, 31, 343-358.
- Fink, S. L. (1992). High commitment workplaces, Greenwood Publishing Group.
- Fisher, C. D. (2003). Why do lay people believe that satisfaction and performance are correlated? Possible sources of a commonsense theory. *Journal of Organizational Behavior*, 24, 753-777.
- Fisher, C. D. (2010). Happiness at work. *International journal of management reviews*, 12, 384-412.
- Franco, M. & Bourne, M. (2003). Factors that play a role in "managing through measures". *Management Decision*, 41, 698-710.
- Garavan, T. N., Costine, P. & Heraty, N. (1995). The emergence of strategic human resource development. *Journal of European Industrial Training*, 19, 4-10.
- Garavan, T. N., Heraty, N. & Barnicle, B. (1999). Human resource development literature: current issues, priorities and dilemmas. *Journal of European Industrial Training*, 23, 169-179.

- Goldstein, I. L. & Gilliam, P. (1990). Training system issues in the year 2000. American Psychologist, 45, 134.
- Gradous, D. & Boothe, B. A. (1989). Systems theory applied to human resource development, University of Minnesota Training and Development Research Center, Department of Vocational and Technical Education and the American Society for Training and Development Research Committee.
- Green, C. & Heywood, J. S. (2008). Does performance pay increase job satisfaction? *Economica*, 75, 710-728.
- Green, S. B. (1991). How many subjects does it take to do a regression analysis. *Multivariate behavioral research*, 26, 499-510.
- Guest, D. E. (1999). Human Resource Management: The Workers' Verdict *Human Resource Management Journal*, 9(3): 5-25.
- Hackman, J. R. & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60, 159.
- Hair, J. F., Anderson, R. E., Tatham, R. L. & William, C. 1998. Black (1998), Multivariate data analysis. Upper Saddle River, NJ: Prentice Hall.
- Harel, G. H. & Tzafrir, S. S. (1999). The effect of human resource management practices on the perceptions of organizational and market performance of the firm. *Human resource management*, 38, 185-199.
- Harrison, R. (1997). *Employee development*, Universities Press.
- Hartline, M. D. & Ferrell, O. C. (1996). The management of customer-contact service employees: an empirical investigation. *The Journal of Marketing*, 52-70.
- Hassan, A. (2007). Human resource development and organizational values. *Journal of European Industrial Training*, 31, 435-448.
- Heinrich, C. J. (2002). Outcomes—based performance management in the public sector: implications for government accountability and effectiveness. *Public Administration Review*, 62, 712-725.
- Herzberg, F. (1968). One more time: how do you motivate employees?, Harvard Business Review.
- Hite, L. M. & Mcdonald, K. S. (2008). A new era for career development and HRD. Advances in Developing Human Resources, 10, 3-7.
- Ho, R. (2006). Handbook of univariate and multivariate data analysis and interpretation with SPSS, Chapman & Hall/CRC.

- Hofstede, G. 1980. Culture's consequences. Beverly Hills. Ca: Sage.
- Hofstede, G. 1984. Culture's consequences: International differences in work-related values. Beverly Hills. CA: Sage.
- Holdaway, K. & Saunders, M. (1992). *The in-house trainer as consultant*, Institute of Training Development, Kogan Page.
- Hollins, M. A. (2012). Effect of organizational mentoring on job satisfaction, organizational commitment, career development and job-related stress in the black employee.
- Hopkins, J., Marcus, M. & Campbell, S. B. (1984). Postpartum depression: a critical review. *Psychological Bulletin; Psychological Bulletin*, 95, 498.
- Hoque, Z. & James, W. (2000). Linking balanced scorecard measures to size and market factors: impact on organizational performance. *Journal of Management Accounting Research*, 12, 1-17.
- Hulin, C. L. & Judge, T. A. (2003a). Job attitudes. *Handbook of psychology*.
- Hulin, C. L. & Judge, T. A. (2003b). *Job attitudes. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.) Handbook of psychology: Industrial and organizational psychology*, (pp. 255–276) Hoboken, NJ: Wiley.
- Iaffaldano, M. T. & Muchinsky, P. M. (1985). Job satisfaction and job performance: A meta-analysis. *Psychological bulletin*, 97, 251.
- Ilgen, D. R. & Pulakos, E. D. (1999). The Changing Nature of Performance: Implications for Staffing, Motivation, and Development. Frontiers of Industrial and Organizational Psychology, ERIC.
- Ittner, C. D. & Larcker, D. F. (2001). Assessing empirical research in managerial accounting: a value-based management perspective. *Journal of Accounting and Economics*, 32, 349-410.
- Jacobs, R. L. (1989). Systems theory applied to human resource development. *Systems theory applied to human resource development*, 27-60.
- Johnson, A. (2011). Organization Change in Higher Education: Transforming Institutions of Learning into Learning Organizations. THE COLLEGE OF ST. SCHOLASTICA.
- Jones, A. (1981). "Figure of eight evaluation±a fundamental change in the trainers approach". *The Training Officer*, 17, 6.

- Judge, T. A., Thoresen, C. J., Bono, J. E. & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological bulletin*, 127, 376.
- Keenan, K. & Marchel, M. (2007). Navigating change in higher education: The partnership experience of department faculty with an organization development consultant. *Organization Development Journal*, 25, 56.
- Khorshidifar, M. & Abedi, A. (2010). An empirical study on the impact of stress on the relationship between locus of control and job satisfaction and job performance. *Management Science*, 1.
- Kim, S. (2002). Participative management and job satisfaction: Lessons for management leadership. *Public Administration Review*, 62, 231-241.
- Kinicki, A. & Kreitner, R. (2003). Organizational behavior: Key concepts, skills & best practices, McGraw-Hill.
- Kinman, G. & Jones, F. (2008). A Life Beyond Work? Job Demands, Work-Life Balance, and Wellbeing in UK Academics. *Journal of Human Behavior in the Social Environment*, 17, 41-60.
- Kline, P. (1999). Handbook of psychological testing, Routledge.
- Ko, W.-H. (2012). The relationships among professional competence, job satisfaction and career development confidence for chefs in Taiwan. *International Journal of Hospitality Management*, 31, 1004-1011.
- Koberg, C. S., Boss, R. W., Chappell, D. & Ringer, R. C. (1994). Correlates and consequences of protégé mentoring in a large hospital. *Group & Organization Management*, 19, 219-239.
- Kooij, D. (2010). Motivating older workers: A lifespan perspective on the role of perceived HR practices. *Unpublished Dissertation, University Amsterdamm, VU*.
- Kooij, D. T. A. M., Jansen, P. G. W., Dikkers, J. S. E. & De Lange, A. H. (2010). The influence of age on the associations between HR practices and both affective commitment and job satisfaction: A meta - analysis. *Journal of Organizational Behavior*, 31, 1111-1136.
- Korsvold, T., Hansson, L. & Lauvsnes, A. (2010). Job satisfaction and extensive participation processes in organizational development-A case study from the Norwegian petroleum industry.

- Kreitner, R. & Kinicki, A. (1998). A. Organizational behavior (4th ed). Boston: McGraw-Hill.
- Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educ Psychol Meas*.
- Kunin, T. (1955). The construction of a new type of attitude measure. *Personnel Psychology*.
- Kuo, H. M. (2009). Understanding relationships between academic staff and administrators: An organisational culture perspective. *Journal of Higher Education Policy and Management*, 31, 43-54.
- Lambert, E. G., Lynne Hogan, N. & Barton, S. M. (2001). The impact of job satisfaction on turnover intent: a test of a structural measurement model using a national sample of workers. *The Social Science Journal*, 38, 233-250.
- Lambert, S. J. (1991). The combined effects of job and family characteristics on the job satisfaction, job involvement, and intrinsic motivation of men and women workers. *Journal of Organizational Behavior*.
- Lawler, E. E. (1995). The New Pay A Strategic Approach. *Compensation & Benefits Review*, 27, 14-22.
- Lee, T. W. & Mitchell, T. R. (1994). An alternative approach: The unfolding model of voluntary employee turnover. *Academy of Management Review*, 51-89.
- Leedy, P. D. 1993. Practical research: Planning and design. Macmillan (New York and Toronto and New York).
- Lehman, K. (2008). *Museums and marketing in an electronic age*. University of Tasmania.
- Lindholm, N. (1999). National culture and performance management in MNC subsidiaries. *International Studies of Management & Organization*, 29, 45-66.
- Locke, E. A. (1976). The nature and causes of job satisfaction. *Handbook of industrial and organizational psychology*, 1319-1328.
- Lundy, O. & Cowling, A. (2004). *Strategic human resource management*, London, Thomson Learning.
- Malaysian Qualifications Agency (2012). Malaysian Qualifications Agency (MQA) [Online]. Available: http://www.studymalaysia.com/education/art_govn.php?id=agencies5 [Accessed 18 November 2012].

- Malaysian Qualifications Agency (2012). Malaysia Qualifications Framework-Point of Reference and Joint Understanding of Higher Education Qualifications in Malaysia [Online]. Available: http://www.mqa.gov.my/ [Accessed 18 November 2012].
- Marshall, L. L. (2011). The Impact Of Training On Employee Advancement. University Of North Texas.
- Mcdowall, A. & Saunders, M. N. K. (2010). UK managers' conceptions of employee training and development. *Journal of European Industrial Training*, 34, 609-630.
- Mclagan, P. A. (1989). Models for HRD Practice. *Training and Development Journal*, 43, 49-59.
- Mclagan, P. A. & Suhadolnik, D. (1989). *Models for HRD practice: The research report*, American Society for Training and Development.
- Mclean, G., Bartlett, K. & Cho, E.-S. 2003. Human resource development as national policy: Republic of Korea and New Zealand. Canberra: Pacific Circle Consortium for Education.
- Mclean, G. N. & Mclean, L. (2001). If we can't define HRD in one country, how can we define it in an international context? *Human Resource Development International*, 4, 313-326.
- Merchant, J. & Robert, C. (1996). The Role of Career Development in Improving Organizational Effectiveness and Employee Development.
- Mihaela, S., Adela, M., Adriana-Elena, T. & Monica, F. (2011). An organizational development program in the preschool educational institution. *Procedia-Social and Behavioral Sciences*, 15, 998-1002.
- Mount, D. J. & Bartlett, A. B. (2002). Development of a job satisfaction factor model for the lodging industry. *Journal of Human Resources in Hospitality & Tourism*, 1, 17-39.
- Moynihan, D. P. (2008). *The Dynamics of Performance Management: Constructing Information and Reform*, Georgetown University Press.
- Nadler, L. (1970). Developing human resources, Gulf Pub. Co. (Houston, Tex).
- Neuman, G. A., Edwards, J. E. & Raju, N. S. (1989). Organizational Development in Interventions: A Meta-Analysis Of Their Effects On Satisfaction And Other Attitudes. *Personnel Psychology*, 42, 461-489.

- Ng, W., Nicholas, H. & Williams, A. (2010). School experience influences on preservice teachers' evolving beliefs about effective teaching. *Teaching and Teacher Education*, 26, 278-289.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2004). Fundamentals of human resource management, McGraw-Hill.
- Noordin, F. & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science*, **5**, P122.
- Noordin, F. & Zainuddin., A. 2003. Affective, continuance, and normative commitment of academic staff: a case of a public university in Malaysia. *Unpublished Report*. Universiti Teknologi MARA, Malaysia.
- Norusis, M. 1995. SPSS. SPSS 6.1 Guide to Data Analysis. Engelewood Cliffs. NJ: Prentice Hall.
- Parsch, J. H. & Baughman, M. S. (2010). Towards healthy organizations: The use of organization development in academic libraries. *The Journal of Academic Librarianship*, 36, 3-19.
- Pergamit, M. R. & Veum, J. R. (1999). What is a Promotion? *Industrial and Labor Relations Review*, 581-601.
- Petrescu, A. I. & Simmons, R. (2008). Human resource management practices and workers' job satisfaction. *International Journal of Manpower*, 29, 651-667.
- Pettijohn, C., Pettijohn, L. & Taylor, A. J. (2008). Salesperson perceptions of ethical behaviors: Their influence on job satisfaction and turnover intentions. *Journal of business ethics*, 78, 547-557.
- Pfeffer, J. (1998). The human equation: Building profits by putting people first, Harvard Business Press.
- Raidén, A. B. & Dainty, A. R. J. (2006). Human resource development in construction organisations: An example of a "chaordic" learning organisation? *Learning Organization, The*, 13, 63-79.
- Rao, T. V. (2004). Performance Management and Appraisal Systems: HR tools for global competitiveness, Sage Publications Pvt. Limited.
- Rice, R. W., Gentile, D. A. & Mcfarlin, D. B. (1991). Facet importance and job satisfaction. *Journal of Applied Psychology*, 76, 31.
- Robbins, S. (2003). Organizational behavior New York, NY: Prentice Hall.
- Robbins, S. P. & Coulter, M. (1996). *Management. Upper Saddle River*, NJ: Prentice-Hall.

- Rogers, E. M. (1995). Diffusion of innovations, Simon and Schuster.
- Rothwell, W. J., Sanders, E. S. & Soper, J. G. (1999). ASTD models for workplace learning and performance: Roles, competencies, and outputs, ASTD.
- Rothwell, W. J. & Sredl, H. J. (2000). The ASTD reference guide to workplace learning and performance: Present and future roles and competencies, Human Resource Development Pr.
- Rowold, J. (2008). Multiple effects of human resource development interventions. *Journal of European Industrial Training*, 32, 32-44.
- Salam, Z. 2012. Implementing A Fair Academic Workload And Yearly Performance Appraisal While Maintaining Research University Status. Universiti Teknologi Malaysia (UTM).
- Salas, E. & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual review of psychology*, 52, 471-499.
- Sarwar, S., Danial Aslam, H. & Imran Rasheed, M. (2010). Hindering Factors of Beginning Teachers' High Performance in Higher Education Pakistan (Case Study of IUB-The Islamia University of Bahawalpur). *International Journal of Education*, 2.
- Schermerhorn, J. R. (1996). *Essentials of management and organizational behavior*, New York, John Wiley.
- Schmidt, S. W. (2007). The relationship between satisfaction with workplace training and overall job satisfaction. *Human Resource Development Quarterly*, 18, 481-498.
- Selamat, A. (2011). *To revisit and fine tune the KPI of academic staffs* [Online]. Available:
 - http://web.utm.my/transform/images/attachments/KFA/PembentanganAkhir/ 02RI/ri11_pa.pdf [Accessed 01 Jan 2013 2013].
- Senge, P. (1990). The art and practice of the learning organization. *The new paradigm in business: Emerging strategies for leadership and organizational change*, 126-138.
- Simonsen, P. (1997). Promoting a Development Culture in Your Organization: Using Career Development as a Change Agent, ERIC.
- Sloman, M. (1999). A handbook for training strategy, Gower Publishing Company.
- Sloman, M. (2003). Training in the Age of the Learner, CIPD Publishing.

- Smith, P. C., Kendall, L. M. & Hulin, C. L. (1969). The measumment of satisfaction in work and retirement. *Chicago: Rand McNally*.
- Smither, J. W. (2009). *Performance Management: Putting Research into Practice*, John Wiley & Sons.
- Spector, P. 1994. Job satisfaction survey, JSS. Retrieved 20 June, 2012.
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, cause, and consequences*, Sage Publications, Inc.
- Steijn, B. (2004). Human resource management and job satisfaction in the Dutch public sector. *Review of Public Personnel Administration*, 24, 291-303.
- Swanson, R. A. (1996). In praise of the dependent variable. *Human Resource Development Quarterly*, 7, 203-207.
- Swanson, R. A. (2001). Human resource development and its underlying theory. Human Resource Development International, 4, 299-312.
- Swanson, R. A. (2008). Economic foundation of human resource development: Advancing the theory and practice of the discipline. *Advances in Developing Human Resources*, 10, 763-769.
- Swanson, R. A., Holton, E. F., Holton, I. I. I. E. & F, H. I. I. I. E. (2009). Foundations of Human Resource Development, Berrett-Koehler Publishers, Incorporated.
- Taormina, R. J. (1999). Predicting employee commitment and satisfaction: The relative effects of socialization and demographics. *International Journal of Human Resource Management*, 10, 1060-1076.
- Tett, R. P. & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: path analyses based on meta analytic findings. *Personnel Psychology*, 46, 259-293.
- News Straight Times (2012,04 May). Bid to have varsity among world's top 50 by 2020. *New Straits Times* [Online]. Available: http://www.nst.com.my/nation/general/bid-to-have-varsity-among-world-s-top-50-by-2020-1.80548 [Accessed 18 November 2012].
- Torraco, R. J. & Hoover, R. E. (2005). Organization development and change in universities: Implications for research and practice. *Advances in Developing Human Resources*, 7, 422-437.
- University of Virginia (2011). *University of Virginia 2011 Academic Division Staff*Survey Report [Online]. Available: http://www.hr.virginia.edu/other-hr-

- <u>services/president-sullivan-staff-survey/president-sullivan-staff-survey-reports/</u> [Accessed 05 October 2012].
- Universiti Teknologi Malaysia (2012). *Research University* [Online]. Available: http://www.utm.my/research/research-university/ [Accessed 06 June 2012].
- Verbeeten, F. H. M. (2008). Performance management practices in public sector organizations: Impact on performance. *Accounting, Auditing & Accountability Journal*, 21, 427-454.
- Wayne, S. J., Shore, L. M. & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management journal*, 82-111.
- Weiss, D. J., Dawis, R. V. & England, G. W. (1967). Manual for the Minnesota Satisfaction Questionnaire. *Minnesota Studies in Vocational Rehabilitation*.
- Weiss, H. M. & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work.
- Werner, J. M. & Desimone, R. L. (2011). *Human resource development*, South-Western Pub.
- Whitener, E. M. (2001). Do "high commitment" human resource practices affect employee commitment? A cross-level analysis using hierarchical linear modeling. *Journal of Management*, 27, 515-535.
- Whitman, D. S., Van Rooy, D. L. & Viswesvaran, C. (2010). Satisfaction, Citizenship Behaviors, And Performance In Work Units: A Meta Analysis Of Collective Construct Relations. *Personnel Psychology*, 63, 41-81.
- Wicker, D. (2011). Job Satisfaction: Fact Or Fiction: Are You Satisfied with Your Job?
- Wright, B. E. & Davis, B. S. (2003). Job Satisfaction In The Public Sector. *The American Review of Public Administration*, 33, 70-90.
- Xie, J. & Huang, E. (2010). Comparative analysis of Human Development between different countries under the vision of competition. *Higher Education Press and Springer-Verlag 2010*.
- Yang, E. & Gysbers, N. C. (2007). Career transitions of college seniors. *The Career Development Quarterly*, 56, 157-170.

- Yap, M., Holmes, M. R., Hannan, C. A. & Cukier, W. (2010). The relationship between diversity training, organizational commitment, and career satisfaction. *Journal of European Industrial Training*, 34, 519-538.
- Yeo, R. K. & Li, J. (2011). Working out the quality of work life: A career development perspective with insights for human resource management. Human Resource Management International Digest, 19, 39-45.
- Yusoff, R., Awang, Y. & Mat Ripin, R. (2009). Job satisfaction among academic Staff in UiTM Terengganu.
- Yusoff, R., Ripin, R. M. & Awang, Y. 2010. Patterns of satisfaction and dissatisfaction among UiTMT academics. *Science and Social Research* (CSSR), 2010 International Conference IEEE.