**SPCRD GLOBAL
PUBLISHING**
Sustainable Solutions

RAMSS Review of Applied Management
and Social Sciences

Journal homepage: <http://ramss.spcrd.org>

ISSN (Print): 2708-2024

ISSN (Online): 2708-3640

Evaluating On-The-Job Training Effect on Employees' Satisfaction the SMEs Sector of Malakand Division, Pakistan

^a Hazrat Bilal, ^b Ashfaq Ahmad, ^c Palwasha Bibi, ^d Sher Ali

^a Assistant Professor, Centre for Management and Commerce, University of swat, Pakistan

Email: hbilal@uswat.edu.pk

^b Assistant Professor, Centre for Management and Commerce, University of swat, Pakistan

Email: Ashfaqahmad79@outlook.com

^c Assistant Professor, Centre for Management and Commerce, University of swat, Pakistan

Email: Dr.palwashabibi@gmail.com

^d PhD, College of Economics and Management, China Three Gorges University, Yichang, China

Email: Sherali9404@gmail.com

ARTICLE DETAILS	ABSTRACT
History: Accepted 10 March 2021 Available Online March 2021	<i>Employee satisfaction is the key element for the success and failure of an organization. On-the-job training practices significantly increase the employee satisfaction. Thus, it essential for Small Medium Enterprises (SMEs) to seek and improve the employee satisfaction to gain competitive edge and market survival. Hence in this backdrop the purpose of study is to investigate on-the-job training effect on the employee satisfaction at SMEs in Malakand Division of Pakistan. The data was collected from 623 employees of SMEs to empirically explore the relationships between on-the-job training and employee satisfaction by incorporating the Pearson correlation and Regression. The results shows that the dimension of on-the-job training such as a) Mentorship b) Apprenticeship and c) Job rotation of duty positively influence the employee's satisfaction.</i>
Keywords: On the Job Training, Employee Satisfaction, Mentorship, Apprenticeship, Job Rotation	
JEL Classification: J62, J28	

DOI: 10.47067/ramss.v4i1.107

© 2021 The authors. Published by SPCRD Global Publishing. This is an open-access article under the Creative Commons Attribution-NonCommercial 4.0

Corresponding author's email address: hbilal@uswat.edu.pk

1. Introduction

Continuously changes and repaid development of globalization in this present era recognized the significance of on-the-job training for employee satisfaction. It is essential for organization to keeping the employee satisfaction for market survival (Elnaga & Imran, 2013; Hidayat & Budiartma, 2018; Jagero, Komba, & Mlingi, 2012). On-the-job training enhance the employee satisfaction which increases it capabilities for punctuality and low turnover (Bafaneli & Setibi, 2015; Onyango & Wanyoike, 2020). Training is the procedure to educate and teach the employees to perform their jobs in effective and efficient way. On-the-job training effect the employees' satisfaction positively

which directly or indirectly impact the SMEs performance (Hasibuan, Purba, & Siahaan, 2016; Okechukwu, 2017). On-the-job training provides more comprehensive and complete inside to employees regarding their organization. Although, everyone now recognizes the importance and benefit of on-the-job training for the success and growth of firms.

Employees are the crucial and expensive resources of an organization and it need on-the-job training to improve their knowledge, skills and attitude toward the organization (Brayfield & Crockett, 1955; Hameed & Waheed, 2011; R. Jacobs, 2003). Furthermore, it makes easier for them to gained more knowledge based on the foundation gained from the training which may affect and change the other coworker's satisfaction positively. A significant relationship was analyzed between the employees' on-the- job training and their satisfaction level as a result employee were found more capable in performing different tasks. Hence on-the-job training directly affect the employee's satisfaction. As of such the importance of on-the-job training for organization performance this study will empirically analyze this relationship between on the job training and employee satisfaction.

2. Literature Review

2.1 On the Job Training

Improved continuous knowledge, skills and capabilities of the employees is major source to gain competitive advantages in the market place (Barzegar & Farjad, 2011; De Grip & Sauermann, 2013). On the job training developed the abilities, knowledge and skills of the employees to perform well and it also affect their commitment and motivation toward organization (Ahadi & Jacobs, 2017; Ghirelli, Havari, Santangelo, & Scettri, 2019). The training of employees significantly optimizes their potential of doing jobs efficiently and effectively. Organization invest to build new skills, knowledge and capabilities by applying long run planning to cope with market uncertain condition and improve the employees motivation and commitment at work place to cope with future endeavors (Albert, GARCÍA-SERRANO, & Hernanz, 2010; R. L. Jacobs & Bu-Rahmah, 2012).

An employee is the valuable resource of an organization and on the job training improves the employees required set of skills, knowledge and capabilities that necessary to accomplishing their potential to carry out their job with maximum outcome (Jagero et al., 2012; Pastore & Pompili, 2020). On the job training is necessary in the workplace and those employees undergo the proper training tend to maintain their jobs for longer than those employees do not. Training refers to the programs that provided to the workers with new skills, information and professional development of their capabilities (Anam Amin & Lodhi, 2013; González-Velosa, Rosas, & Flores, 2016; Zhao et al., 2014). Organizations need to realize the importance of on-the-job training to aim at aging competitive edge in market place. Numerous researcher provide evidence that on the job training significantly improve the employee's satisfaction and organizational performance (Batalla-Busquets & Pacheco-Bernal, 2013; González-Velosa et al., 2016). Employees training is a way for new and old worker to gain new skill, knowledge, capabilities and abilities for performing their duties at workplace with new potential (Cheng & Chen, 2015; Vasanthi & Basariya, 2019). Training activities in organization improve significantly the employees learning, predetermined behavior and new skills. Numerous studies found that employees training is an instrument to improve the employees' satisfaction and their performance in work place (Bernardo, Landicho, & Laguador, 2014; Nazarov & Akhmedjonov, 2012).

2.2 Employees Satisfaction

Employee satisfaction refers to whether or not workers are happy and comfortable in their workplace and it has a positive impact on employee motivation, goal achievement, and morale in the workplace (Jung & Yoon, 2013; Longo & Mura, 2011; Navimipour & Zareie, 2015). Employees' satisfaction can be gain by treating employees with respect, rewarding them in work place in the form of compatible salary and wages, providing them favorable working environment, employees' recognition, empowering employees and on-the-job training. Employees satisfaction benefit to both organization as well worker (Coetzee & Stoltz, 2015; Ibraheem, Mohammad, AL-Zeaud, & Batayneg, 2011). Employee's satisfaction helps the organization to reduce the turnover ratio, increased the punctuality, improve the overall productivity to gain the competitive advantage in market place by production of better services and product. Employees' satisfaction increase the interest of worker towards their responsibility instead of distressing regarding their personal issues and they feel a sense of responsibility towards the organization (Majumder & Hossain, 2012; Navimipour & Soltani, 2016). Failure to gain the employees satisfaction result the frustration and may prevent employees from reaching their potential that alternately affect the organizational overall productivity. Employees' satisfaction in working environment lead them to much higher level of productivity and reduce the turnover and improve the punctuality (Madanat & Khasawneh, 2018; Ronen & Mikulincer, 2012).

3. Hypothesis of the Study

Mentoring is a method of providing guidance and advice to employees in order to advance them in their careers (de Janasz & Godshalk, 2013; Lo & Ramayah, 2011; Olatunji, Kehinde, & NWACHUKWU, 2017). Mentoring complements on the job training, which is often the most effective way to gain the employees satisfaction, unique skills and expertise that a job holder needs. Mentoring also supplements formal training by providing employees with individual advice from seasoned managers who are "wise" in the ways of the organization (Lee & del Carmen Montiel, 2011; Murphy, 2011). Mentoring can help with succession planning and employees' satisfaction, but the quality of the relationship and the willingness of the seniors to trainer determine its effectiveness. Mentoring has the disadvantage of diverting time away from senior management; however, because the role is demanding and complex, and requires excellent interpersonal skills, it is important that mentors receive training (O'Mally & Antonelli, 2016; Salami, 2010). Therefore, on the basis of the above discussion it is hypothesized that

H1: There is a positive relationship between mentorship and employee's satisfaction.

On-the-job training is a procedure to well-trained individual, provide advice and guidance to employees that help in development of their capabilities, skills, knowledge and abilities. Several authors cited out the importance of apprenticeship process on the employees' satisfaction level. Apprenticeship during on-the-job training is the best way to improve the particular skills, knowledge and capabilities that an employee needs for a specific task. Most of the organization used employees training to increase the employees' apprenticeship during their working period. The apprenticeship helps both the employer and employees to gain new skill in their work place. It motivates the employees to have better attitude toward organization and can produce better products and services. Apprenticeship increased positive work behavior, reduce turnover and increased punctuality in employees. Furthermore, apprenticeship help in increasing the employee's loyalty, worker safety and create a versatile working environment and easiness adaption of new technologies. On-the-job training helps an inexperienced or new worker in learning new or updating the existing skills, knowledge, capabilities and abilities and try to imitate their behaviors in the workplace. On-the-job

training significantly affect employees' satisfaction where a supervisor, manager and trainer teach some specific skills that help in advancement of employee's performance. Based on the above discussion it is hypothesized that

H2: There is a positive relationship between apprenticeship and employee's satisfaction.

Employees are rotated from one job to the next or from one department to the next in order to gain more experience. If not carefully planned and supervised, it can be a time-consuming and frustrating way to gain new knowledge and skills (Cocks, Thoresen, & Lee, 2015; Cortini, 2016; Jaworski, Ravichandran, Karpinski, & Singh, 2018). Many recruits into management training programs have gone through a brief period of job rotation before advancing to a particular department such as production, human resource management or marketing. As the value of flexibility becomes more widely accepted, many businesses are adopting it. This distinguishes the Japanese approach to on the job training management development (Bercu, 2017; Vaughan, 2017). Transfers and job rotations, both inside and outside the organization, may be part of such a plan. Trainees in places where no one knows what to do with them prefer to blame time to waste on criticisms of the technique. The term "planned sequence of experience" is preferred over "work rotation" to emphasize that we should program the experience to meet a learning specification for gaining knowledge and skills in different departments and professions. The success of this strategy depends on the development of a program that outlines what trainees should learn in each department or region where they gain experience (Christ-Brendemühl & Schaarschmidt, 2020).

Workers rotate through different positions within an organization, each for a short period, under the job rotation system. To gain employees satisfaction and motivation, they are rotated through a variety of positions. A method for advancing an employee's career is job rotation. To be successful, it must start with an end goal, be carefully planned, and benefit both employees and the organization (Aleksynska, 2018; Lerman, 2010). Therefore, on the basis of this discussion it is hypothesized that

H3: There is a positive relationship between job rotation and employee's satisfaction

4. Methodology Approach

Data were collected from 439 employees of SMEs from the Malakand region of KPK, Pakistan through a structured questionnaire by random sampling technique. The independent variable of the study is on-the-job training with sub-dimensions a) mentorship b) apprenticeship and c) job rotation while on other hand the dependent variable is employees' satisfaction (Punctuality and Low turnover). Bartlett, Kotrlik, and Higgins's (2001) formula were used to draw a sample size for the study, and hence the sample size was 439 employees of SMEs from the Malakand region of Khyber Pakhtunkhwa, Pakistan.

5. Results and Analysis of The Study

5.1 Demographics

The below table 1 shows the demographic picture of the respondent by age, income and education status.

Table 1: Demographic Profile

Age	Frequency	Percent
under 20	29	6.6%
21-30	176	40.1%
31-40	192	43.7%
41-50	42	9.6%
Total	439	100.0
income		
10000	12	2.7%
10000-15000	131	29.8%
15000-20000	202	46.0%
20000-25000	94	21.4%
Total	439	100.0
Education		
illiterate	10	2.3%
primary	143	32.6%
middle	252	57.4%
secondary	34	7.7%
Total	439	100.0

5.2 Correlation Analysis

The following table 2 shows the correlation analysis of the current study. The results of the analysis shows that there is a positive relationship between on the job training and employees' satisfaction. The correlation between mentorship and employee satisfaction is positive ($r = 0.298$) and significant ($p < 0.05$) and hence the results support the first hypothesis of the study. The relationship between apprenticeship and employee satisfaction is positively correlated ($r = 0.356$) and thus supports the 2nd hypothesis of the study. The relationship between job rotation and employee satisfaction is also a positive association ($r = 0.360$) and hence supports the third hypothesis of the study.

Table 2: Correlation

		Employees Satisfaction	Mentorship	Apprenticeship	Job Rotation
Employees Satisfaction	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	439			
Mentorship	Pearson Correlation	.298 ^{**}	1		
	Sig. (2-tailed)	.000			
	N	439	439		
Apprenticeship	Pearson Correlation	.356 ^{**}	.318 ^{**}	1	
	Sig. (2-tailed)	.000	.000		
	N	439	439	439	
Job rotation	Pearson Correlation	.360 ^{**}	.349 ^{**}	.348 ^{**}	1
	Sig. (2-tailed)	.000	.000	.000	
	N	439	439	439	439

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

5.3 Regression Analysis

Below Table 3 shows the characteristics of the variation between on the job training and employee satisfaction. The R square value for the given relation is 0.127 which means 12.7% variation in employee satisfaction occurs due to the mentorship where ($p < 0.00$ with $F = 63.290$). So, the result supports the first hypothesis of the study.

Table 3: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					ΔR^2	F Change	df1	df2	Sig. F Change
1	.356 ^a	.127	.125	.39734	.127	63.290	1	437	.000

a. Predictors: (Constant), Mentorship

Table 4 below shows the test result of the simple regression and determined the actual value of $F = 63.290$ at significance level $p < 0.05$ for the given relationship between employee's satisfaction and mentorship.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.992	1	9.992	63.290	.000 ^b
	Residual	68.993	437	.158		
	Total	78.985	438			
a. Dependent Variable: Employees Satisfaction						
b. Predictors: (Constant), Mentorship						

The strength of the given relationship is revealed by the value of slope and intercept for the employees' satisfaction and mentorship. Below Table 5 shows the constant value which is 3.275 with a slope of 0.299 regression line which indicates that one unit change in mentorship can significantly predict 0.299 unit change in the employees' satisfaction.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.275	.173		18.958	.000
	Mentorship	.299	.038	.356	7.956	.000
a. Dependent Variable: Employee's satisfaction						

Table 6 shows the variation between employees' satisfaction and apprenticeship that the R square value for the given relationship is 0.129 which mean 12.9% variation in employees satisfaction caused by the apprenticeship where the ($p < 0.00$ with $F = 64.916$). Hence it supports the 2nd hypothesis of the study.

Table 6: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					ΔR^2	F Change	df1	df2	Sig. F Change
1	.360 ^a	.129	.127	.39670	.129	64.916	1	437	.000
a. Predictors: (Constant), apprenticeship									

Below Table 7 shows the test outcome of the simple regression and determine the value of $F = 64.916$ for the given relationship and significance level at $p < 0.05$ for the employee's satisfaction and apprenticeship relationship.

Table 7: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.216	1	10.216	64.916	.000 ^b
	Residual	68.770	437	.157		
	Total	78.985	438			
a. Dependent Variable: Employee's Satisfaction						
b. Predictors: (Constant), Apprenticeship						

Table 8 shows the strength of the given relationship revealed by the value of slope and intercept for the employee's satisfaction and apprenticeship. The constant value which is 3.291 with the given slope of 0.296 regression line that indicates one unit change in apprenticeship brings about 0.296 unit change in employee's satisfaction.

Table 8: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.291	.169		19.515	.000
	Apprenticeship	.296	.037	.360	8.057	.000
a. Dependent Variable: Employee's Satisfaction						

Below Table 9 shows the variation level between employee satisfaction and job rotation. The R square value is 0.49 which means 49% variation in employee satisfaction occurred due to the job rotation at $p < 0.00$ with $F = 64.916$. Therefore, it supports the 3rd hypothesis of the study.

Table 9: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					ΔR^2	F Change	df1	df2	Sig. F Change
1	.298 ^a	.049	.047	.40576	.049	42.733	1	437	.000
a. Predictors: (Constant), Job rotation									

Table 10 below shows the test value of the simple regression and determined the value of $F = 42.733$ and significance at level $p < 0.05$ for the employee's satisfaction and job rotation.

Table 10: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.036	1	7.036	42.733	.000 ^b
	Residual	71.950	437	.165		
	Total	78.985	438			
a. Dependent Variable: Employee's satisfaction						
b. Predictors: (Constant), Job rotation						

Below Table 11 shows the strength of the given relationship which is revealed by the value of slope and intercept for the employees' satisfaction and job rotation. In the below Table 11 the constant value which is 3.081 with the slope of 0.336 regression line shows that one unite change in job rotation cause 0.336 unite change in employee's satisfaction.

Table 11: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.081	.239		12.869	.000
	Job rotation	.336	.051	.298	6.537	.000
a. Dependent Variable: Employee's satisfaction						

6. Discussion and Conclusion

The current study was carried to determine on the job training effect with sub-dimensions a) mentorship b) apprenticeship and c) job rotation of employees' satisfaction such as punctuality and low turnover in the context of SMEs from Malakand division of Pakistan. The data was collected from 439 employees of SMEs and the result shows that mentorship, apprenticeship and job rotation positively affect the employees' satisfaction and in result it reduces employee's turnover and increase the employee's punctuality. SMEs in Pakistan facing challenges like high inflection rata, greater ratio of turnover, low employees' punctuality and rapid change of firms from domestic structure to modern. In such situation it increases the importance of on-the-job training for SMEs survival and market competition. Hence the organization needs to ensure and facilitate the employees' on-the-job training especially in context of SMEs in Malakand division of Khyber Pakhtunkhwa, Pakistan. The study also highlights that if organizations invest more in human resource development will result increase in the employees' punctuality and reduce the turnover ratio. On-the-job training in other words is the polishing or development of the existing knowledge, skills, capabilities and abilities of the human resource. It may also add up new sets of skills, knowledge, capabilities, and abilities to the existing, which can effectively be utilized by the continuous involvement of managerial intention towards mentorship, job rotation and apprenticeship. Continuous mentorship under the supervision of qualified and experienced management can further improve and develop the skills of human resources which affects their job satisfaction positively. Job satisfaction further enhances punctuality and reduces turn over which positively influences employees and organizational performance. Having a highly-skilled, qualified and experienced human resource enhances the performance and productivity of an organization which helps organizations in getting a competitive edge over their

rivals in the marketplace.

7. Limitations and Future Recommendations

Even though the study attempted to empirically explore the relationship of on-the-job training and employee satisfaction but still there are certain limitations to this study. Firstly, only three dimensions of on-the-job training namely mentorship, apprenticeship, and job rotation were studied and we might have ignored other key and important dimensions that future studies should consider while conducting a similar study. Secondly, this study was conducted in small and medium enterprises of a specific industrial area naming Malakand, Khyber Pakhtunkhwa, Pakistan. Thirdly the population size for the study was limited so it needs to enlarge the sample size with other geographical boundaries.

References

- Ahadi, S., & Jacobs, R. L. (2017). A review of the literature on structured on-the-job training and directions for future research. *Human Resource Development Review*, 16(4), 323-349.
- Albert, C., GARCÍA-SERRANO, C., & Hernanz, V. (2010). On-the-job training in Europe: Determinants and wage returns. *International Labour Review*, 149(3), 315-341.
- Aleksynska, M. (2018). Temporary employment, work quality, and job satisfaction. *Journal of Comparative Economics*, 46(3), 722-735.
- Anam Amin, R. S., & Lodhi, M. R. N. (2013). The impact of employees training on the job performance in education sector of Pakistan. *Middle-East Journal of scientific research*, 17(9), 1273-1278.
- Bafaneli, S., & Setibi, G. (2015). The impact of on-the-job training on employee performance: The case of Riley's Hotel. *Journal of Business Theory and Practice*, 3(2), 239.
- Barzegar, N., & Farjad, S. (2011). A study on the impact of on the job training courses on the staff performance (a case study). *Procedia-Social and Behavioral Sciences*, 29, 1942-1949.
- Batalla-Busquets, J.-M., & Pacheco-Bernal, C. (2013). On-the-job e-learning: Workers' attitudes and perceptions. *International Review of Research in Open and Distributed Learning*, 14(1), 40-64.
- Bercu, A.-M. (2017). Impact of employees' training programmes on job satisfaction. *Current science*, 1340-1345.
- Bernardo, A., Landicho, A., & Laguador, J. M. (2014). On-the-Job Training Performance of Students from AB Paralegal Studies for SY 2013-2014. *Studies in Social Sciences and Humanities*, 1(4), 122-129.
- Brayfield, A. H., & Crockett, W. H. (1955). Employee attitudes and employee performance. *Psychological bulletin*, 52(5), 396.
- Cheng, W.-y. T., & Chen, C.-c. (2015). The impact of e-learning on workplace on-the-job training. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 5(4), 212.
- Christ-Brendemühl, S., & Schaarschmidt, M. (2020). The impact of service employees' technostress on customer satisfaction and delight: A dyadic analysis. *Journal of Business Research*, 117, 378-388.
- Cocks, E., Thoresen, S. H., & Lee, E. A. L. (2015). Pathways to employment and quality of life for apprenticeship and traineeship graduates with disabilities. *International Journal of Disability, Development and Education*, 62(4), 422-437.
- Coetzee, M., & Stoltz, E. (2015). Employees' satisfaction with retention factors: Exploring the role of career adaptability. *Journal of Vocational Behavior*, 89, 83-91.
- Cortini, M. (2016). Workplace identity as a mediator in the relationship between learning climate

- and job satisfaction during apprenticeship. *Journal of Workplace Learning*.
- De Grip, A., & Sauermann, J. (2013). The effect of training on productivity: The transfer of on-the-job training from the perspective of economics. *Educational Research Review*, 8, 28-36.
- de Janasz, S. C., & Godshalk, V. M. (2013). The role of e-mentoring in protégés' learning and satisfaction. *Group & Organization Management*, 38(6), 743-774.
- Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European journal of Business and Management*, 5(4), 137-147.
- Ghirelli, C., Havari, E., Santangelo, G., & Scettri, M. (2019). Does on-the-job training help graduates find a job? Evidence from an Italian region. *International Journal of Manpower*.
- González-Velosa, C., Rosas, D., & Flores, R. (2016). On-the-job training in Latin America and the Caribbean: Recent evidence Firm innovation and productivity in Latin America and the Caribbean (pp. 137-166): Palgrave Macmillan, New York.
- Hameed, A., & Waheed, A. (2011). Employee development and its affect on employee performance a conceptual framework. *International journal of business and social science*, 2(13).
- Hasibuan, H. A., Purba, R. B., & Siahaan, A. P. U. (2016). Productivity assessment (performance, motivation, and job training) using profile matching. *SSRG Int. J. Econ. and Management Stud*, 3(6).
- Hidayat, R., & Budiatma, J. (2018). Education and job training on employee performance. *International journal of social sciences and humanities*, 2(1), 171-181.
- Ibraheem, S., Mohammad, S., AL-Zeaud, H., & Batayneg, A. M. (2011). The relationship between transformational leadership and employees' satisfaction at Jordanian private hospitals. *Business and Economic Horizons (BEH)*, 5(1232-2016-101155), 35-46.
- Jacobs, R. (2003). *Structured on-the-job training: Unleashing employee expertise in the workplace*: Berrett-Koehler Publishers.
- Jacobs, R. L., & Bu-Rahmah, M. J. (2012). Developing employee expertise through structured on-the-job training (S-OJT): An introduction to this training approach and the KNPC experience. *Industrial and Commercial Training*.
- Jagero, N., Komba, H. V., & Mlingi, M. N. (2012). Relationship between on the job training and employee's performance in courier companies in Dar es Salaam, Tanzania. *International Journal of Humanities and Social Science*, 2(22), 114-120.
- Jaworski, C., Ravichandran, S., Karpinski, A. C., & Singh, S. (2018). The effects of training satisfaction, employee benefits, and incentives on part-time employees' commitment. *International Journal of Hospitality Management*, 74, 1-12.
- Jung, H. S., & Yoon, H. H. (2013). Do employees' satisfied customers respond with an satisfactory relationship? The effects of employees' satisfaction on customers' satisfaction and loyalty in a family restaurant. *International Journal of Hospitality Management*, 34, 1-8.
- Lee, C. D., & del Carmen Montiel, E. (2011). The correlation of mentoring and job satisfaction: A pilot study of mental health professionals. *Community mental health journal*, 47(4), 482-487.
- Lerman, R. I. (2010). *Apprenticeship in the United States: Patterns of governance and recent developments Rediscovering apprenticeship* (pp. 125-136): Springer.
- Lo, M. C., & Ramayah, T. (2011). Mentoring and job satisfaction in Malaysian SMEs. *Journal of management development*.
- Longo, M., & Mura, M. (2011). The effect of intellectual capital on employees' satisfaction and retention. *Information & Management*, 48(7), 278-287.
- Madanat, H. G., & Khasawneh, A. S. (2018). LEVEL OF EFFECTIVENESS OF HUMAN RESOURCE MANAGEMENT PRACTICES AND ITS IMPACT ON EMPLOYEES'SATISFACTION IN THE BANKING SECTOR OF JORDAN. *Journal of Organizational Culture, Communications and*

- Conflict, 22(1), 1-19.
- Majumder, M., & Hossain, T. (2012). Human resource management practices and employees' satisfaction towards private banking sector in Bangladesh. *Human Resource Management Practices and Employees' Satisfaction Towards Private Banking Sector in Bangladesh* (January 2, 2012). *International Review of Management and Marketing*, 2(1), 52-58.
- Murphy, W. M. (2011). From e-mentoring to blended mentoring: increasing students' developmental initiation and mentors' satisfaction. *Academy of Management Learning & Education*, 10(4), 606-622.
- Navimipour, N. J., & Soltani, Z. (2016). The impact of cost, technology acceptance and employees' satisfaction on the effectiveness of the electronic customer relationship management systems. *Computers in Human Behavior*, 55, 1052-1066.
- Navimipour, N. J., & Zareie, B. (2015). A model for assessing the impact of e-learning systems on employees' satisfaction. *Computers in Human Behavior*, 53, 475-485.
- Nazarov, Z., & Akhmedjonov, A. (2012). Education, on-the-job training, and innovation in transition economies. *Eastern European Economics*, 50(6), 28-56.
- O'Mally, J., & Antonelli, K. (2016). The effect of career mentoring on employment outcomes for college students who are legally blind. *Journal of Visual Impairment & Blindness*, 110(5), 295-307.
- Okechukwu, W. (2017). INFLUENCE OF TRAINING AND DEVELOPMENT, EMPLOYEE PERFORMANCE ON JOB SATISFACTION AMONG THE STAFF. *Journal of Technology Management and Business*, 4(1).
- Olatunji, F., Kehinde, O. J., & NWACHUKWU, C. E. (2017). Succession planning and job commitment: moderating role of employees' satisfaction in selected beverages companies in Lagos metropolis. *Trends Economics and Management*, 11(30), 21-36.
- Onyango, J., & Wanyoike, D. M. (2020). Effects of training on employee performance: a survey of health workers in Siaya County, Kenya. *Expanding Horizons*.
- Pastore, F., & Pompili, M. (2020). Assessing the Impact of Off-the-Job and On-the-Job Training on Employment Outcomes: A Counterfactual Evaluation of the PIPOL Program. *Evaluation Review*, 44(2-3), 145-184.
- Ronen, S., & Mikulincer, M. (2012). Predicting employees' satisfaction and burnout from managers' attachment and caregiving orientations. *European Journal of Work and Organizational Psychology*, 21(6), 828-849.
- Salami, S. O. (2010). Career plateauing and work attitudes: Moderating effects of mentoring others with Nigerian employees. *Europe's Journal of Psychology*, 6(4), 71-92.
- Vasanthi, S., & Basariya, S. R. (2019). On the job training implementation and its benefits. *International Journal of Research and Analytical Reviews (IJRAR)*, 6(1).
- Vaughan, K. (2017). The role of apprenticeship in the cultivation of soft skills and dispositions. *Journal of Vocational Education & Training*, 69(4), 540-557.
- Zhao, Y., Chen, R., Wang, B., Wu, T., Huang, Y., & Guo, A. (2014). General practice on-the-job training in Chinese urban community: a qualitative study on needs and challenges. *PLoS One*, 9(4), e94301.