

ABSTRACT

This investigation was devised and conducted for the purpose of determining levels of job satisfaction amongst certain categories of employees and for assessing some of the outcomes of an educational programme which constitutes part of the human resource development thrust in a large Jamaican organization.

Its main component included exposure of a sample of ninety-five employees to a range of learning experiences which had been developed over a period of four years, in the attempt to address specified performance and developmental needs of those concerned. This was followed by a comparative analysis of participants' responses to the various courses and the development of a survey instrument to determine job satisfaction levels amongst these employees, as compared with either the responses of their untrained counterparts or in one instance, with their own pre-training responses.

The main findings were as follows:

- (1). The evaluation responses of trained employees support their verbal reports that they experienced attitudinal changes which they attributed to the training received.
- (2). The existence of pre-experiment indicators of job dissatisfaction which had been gleaned in less formal contact with employee groups, was generally confirmed. However, the research findings did not validate the existence of the widespread disaffection which had been anticipated.

- (3). Consistent differences were detected between survey responses of untrained and trained employees; comparative analysis of these responses invites the conclusion that training programmes of the type included, can assist in bringing about changes in perceptions, feelings and dispositions which have become established indices of the construct Job Satisfaction.

On the basis of these findings, conclusions were drawn, implications discussed and recommendations made, all concerning the necessity of acknowledging the relationships which exist between education and training. Attention was therefore drawn to the importance of close collaboration between groups, institutions and organizations which are engaged in any form of experimentation and research which can increase the society's knowledge and application of the theory and practice of education, in the broad sense which is being advocated by the emerging philosophy of lifelong education.