INTERNATIONAL JOURNAL OF INNOVATION, ENTERPRISE, AND SOCIAL SCIENCES

ISSN 2454-6186
Volume 6, Issue 2, Pages 558-575, November, 2026
Journal Website: https://scholarnestpublishers.com/index.php/IJIESS

ROLE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON EMPLOYEE EXPERIENCE IN TIER TWO COMMERCIAL BANKS IN NAIROBI CITY COUNTY,

[1]Loise Wangari Wachira & [2]Dr. Mary Kamaara

[1]Master of Science in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology, Kenya

[2]Lecturer, Jomo Kenyatta University of Agriculture and Technology, Kenya

ABSTRACT

Employee experience has increasingly emerged as a critical determinant of workforce stability, organizational commitment, and long-term performance, particularly within high-pressure service sectors such as banking. In Kenya's commercial banking sector, rising workload demands, regulatory pressures, and evolving employee expectations have heightened the need to understand how human resource management practices shape employee experience. Nonetheless, existing studies have largely focused on isolated outcomes such as job satisfaction and performance, with limited attention to employee experience as an integrated construct. This study examined the influence of compensation and training and development on employee experience in tier two commercial banks in Nairobi City County, Kenya. The study adopted a descriptive cross-sectional research design and targeted employees across eight tier two commercial banks. A sample of 308 respondents was obtained from 369 distributed questionnaires, yielding a response rate of 83.47%. Data were collected using structured questionnaires and analyzed using descriptive statistics, Pearson correlation, and multiple linear regression analysis. Correlation results showed positive relationships between employee experience and training and development ($r = .658$) and compensation ($r = .645$). Regression results from the original model identified compensation ($\beta = .338$) and training and development ($\beta = .291$) as the two strongest predictors of employee experience, both statistically significant at $p < .001$. The study highlights the importance of fair compensation and accessible development opportunities in informing human resource strategies aimed at enhancing employee experience in Kenya's banking sector.

Keywords: Employee Experience, Compensation, Training and Development, Commercial Banks, Human Resource Management Practices, Kenya.

Background of the Study

Employee experience has increasingly emerged as a central construct in contemporary organizational scholarship and practice, reflecting a shift from output-focused management approaches toward a more holistic understanding of how employees perceive, interpret, and emotionally respond to their work environment. The advent of intensified competition, digital transformation, workforce diversity, and changing employee expectations has refined both scholarly and industry approaches to managing people, placing greater emphasis on the quality of employees' lived experiences across their employment lifecycle (Batat, 2022; Morgan, 2017). Employee experience captures the cumulative impressions employees form through daily interactions with organizational systems, leadership practices, workplace relationships, and institutional culture, shaping how they feel about their work, their employer, and their future within the organization (Verčič, 2021; Sun *et al*., 2023). Contemporary research demonstrates that employees increasingly evaluate organizations not solely on pay or job roles, but on broader experiential dimensions such as well-being, fairness, support, growth opportunities, and inclusion, which collectively influence commitment, trust, and psychological attachment to the organization (Marx *et al*., 2021; Gomez & Bernet, 2019).

Employee experience is particularly important in demanding service sectors such as banking, where staff work under strict regulatory requirements, performance targets, and frequent customer interactions. When banks fail to provide supportive working conditions, employees may experience burnout, reduced commitment, high turnover, and declining loyalty, even when they meet the required performance standards (Rawashdeh & Tamimi, 2021; Tensay & Singh, 2020). In contrast, organizations that promote supportive workplaces are more likely to maintain a stable workforce, improve employee morale, and strengthen employees' commitment to organizational values (Batat, 2022). Employee experience is therefore an important organizational outcome because it shapes employees' workplace behaviour, their perceptions of fairness and organizational credibility, and their expectations about future career opportunities (Verčič, 2021).

Compensation management and training and development are key human resource management practices influencing employee experience in organizations. Competitive compensation systems with fair salary scales, clear reward systems, and comprehensive benefits affect employee perceptions of fairness, recognition, and value in the workplace (Rawashdeh & Tamimi, 2021). A more just and equitable approach to compensation promotes perceptions of fairness, boosts support and trust in the organization, and decreases turnover intentions (Berber *et al*., 2021). A sense of fair recognition and reward significantly boosts employees' satisfaction, comfort, and engagement in the workplace, all of which are core elements of a positive employee experience (Gerhart & Weller, 2023).

Along with compensation, training and development play an important role in forming employee experience by improving employees' sense of growth, competence, and career opportunities. Incorporating continuous learning opportunities, from formal training programs to mentorship and digital learning platforms, helps staff to grow in confidence, adjust to change, and feel supported in their growth and development (Munyeka, 2021). Evidence suggests that effective and relevant training programs increase employees' confidence, interest, and optimism regarding their career development and growth (Amoako & Dartey-Baah, 2022). For the banking industry, which has continuous development and regulatory requirements, the availability of ongoing learning helps create a sense of security and preparedness, thereby influencing the general working experience of employees (Manzoor *et al*., 2021).

The foundation of a positive employee experience is therefore shaped by compensation and training and development, which have an emotional and cognitive impact on workers' attitudes towards workplace well-being, organizational support, fairness, and opportunities for growth and advancement (Batat, 2022; Sun *et al*., 2023). By concentrating on human resource

management strategies that emphasize fair compensation and employee development, commercial banks may develop a more robust and stable staff that can adjust to the competitive financial climate and contribute to organizational sustainability (Tensay & Singh, 2021; Verčič, 2021).

Statement of the Problem

In the global banking sector, employee experience has become a pressing concern as organisations face increased regulatory requirements, the challenges of digitisation, and the rising expectations of their customers. For employees, experience in banking is not just about job performance; it is about their overall well-being, fairness and support in the workplace, and growth or career development opportunities. As these experiential dimensions suffer, banks continue to face persistent human capital risks such as burnout, disengagement, turnover, and reduced institutional loyalty, even if financial performance is unchanged (Verčič, 2021; Batat, 2022). In Kenya, the commercial banking industry accounts for about 6.4 percent of the national GDP (CBK, 2023), but there is a growing body of evidence indicating that the commercial banking industry is facing an experiential challenge, especially in Nairobi City County, where industry activity is most intense. In spite of its economic importance, the sector continues to experience workplace challenges, including dissatisfaction with compensation and inadequate development opportunities, which may negatively affect employee experience.

In terms of compensation, there is evidence that employees' perceptions of injustice over pay and reward systems remain a contributor to discontent in the banking sector in Kenya. High turnover in the banking sector in Nairobi County has been reported to be between 10 and 15 percent per year, with figures reportedly reaching 40 percent (CBK, 2020; Muthui, 2023). Among Kenya's top four commercial banks, 4,107 staff exits were recorded in one year, alongside 6,058 new hires, indicating workforce instability and replacement-driven hiring (Business Daily, 2026). Employees' dissatisfaction with compensation may contribute to this turnover because when they perceive a mismatch between the work they perform and the compensation they receive, they may experience emotional distress and become more likely to leave the organization (Kamau & Omondi, 2020). Pay inequities, particularly disparities in rewards among employees performing similar work, may further intensify perceptions of unfairness and negatively affect employee experience. These patterns indicate the need to systematically investigate the relationship between compensation and employee experience in tier two commercial banks.

In terms of training and development, the sector continues to experience skills gaps that indicate challenges in workforce development. Despite the sector having more than 38,000 registered finance practitioners across the country, a lack of advanced expertise has been reported in areas such as data analytics, sustainability reporting, and digital financial technologies (ICPAK, 2025; Standard Media, 2025). Kenya's banking sector has been rapidly transitioning to digital, with more than 90 percent of transactions managed digitally, but investment in structured employee development to keep pace with this technological transformation has been uneven, particularly among mid-tier banks with limited resources (KBA, 2025). When employees perceive training as inadequate, unrelated to their career aspirations, or lacking meaningful development opportunities, their sense of growth and career progression may decline, affecting their overall employee experience (Munyeka, 2021). The mismatch between industry transformation and the provision of employee development support raises questions about the relationship between training and development and employee experience in tier two commercial banks.

Despite these challenges, empirical studies in Kenya have largely focused on employee outcomes in a limited way, such as employee performance, employee satisfaction, and employee retention, with comparatively less attention to employee experience as a holistic construct. While employee well-being, perceptions of organizational support and fairness, and

growth and career opportunities have been explored in previous research, these dimensions have not received equal attention within the context of employee experience in tier two commercial banks, which are often resource-constrained and compete with higher-resourced institutions. More importantly, the relationship between compensation and training and development and employee experience in tier two commercial banks in Nairobi City County, Kenya, remains insufficiently explored, creating a gap in the empirical literature. Consequently, there is limited context-specific evidence explaining how these two human resource management practices relate to employees' overall workplace experiences within this banking segment. This study sought to address this gap by examining the relationship between compensation and training and development and employee experience in tier two commercial banks in Nairobi City County, Kenya.

Objectives of the Study

General Objective of the Study

The study sought to examine the relationship between compensation and training and development and employee experience in tier two commercial banks in Nairobi City County, Kenya.

Specific Objectives of the Study

i. To examine the relationship between compensation and employee experience in tier two commercial banks in Nairobi City County, Kenya.

ii. To examine the relationship between training and development and employee experience in tier two commercial banks in Nairobi City County, Kenya.

1.4 Research Questions

i. What is the relationship between compensation and employee experience in tier two commercial banks in Nairobi City County, Kenya?

ii. What is the relationship between training and development and employee experience in tier two commercial banks in Nairobi City County, Kenya?

LITERATURE REVIEW

Theoretical Review

Equity Theory

Equity Theory was introduced by J. Stacy Adams in 1963 as a framework for explaining how perceptions of fairness influence employee attitudes, emotions, and behavioral responses within organizational settings. The theory posits that employees continuously evaluate the balance between their inputs, such as effort, skills, experience, loyalty, and time invested, and the outcomes they receive, including salary, benefits, recognition, and opportunities for advancement. These evaluations are inherently comparative, as employees assess their input–outcome ratios against those of referent others in similar roles or organizational contexts (Adams, 1965). When employees perceive imbalance or inequity in these comparisons, they experience psychological tension, which shapes how they feel about their work and their employer (Lawler, 1968).

A central assumption of Equity Theory is that individuals are rational and socially aware actors who rely on relative, rather than absolute, judgments of fairness. Employees form perceptions of equity based on whether they believe they are being treated fairly in comparison to peers, both within and outside the organization (Adams, 1965). Perceived inequity elicits emotional responses such as frustration, resentment, and dissatisfaction, which may prompt cognitive or behavioural adjustments aimed at restoring balance (Greenberg, 1990). These responses may

include psychological withdrawal, reduced organizational attachment, or intentions to leave, all of which reflect deteriorating employee experience rather than immediate changes in observable performance.

The strength of Equity Theory lies in its capacity to explain how compensation and reward systems shape employees' subjective workplace experiences. Fair and transparent compensation structures contribute to positive perceptions of organizational justice, reinforcing feelings of being valued and supported by the employer (Greenberg, 1990). Conversely, opaque or inequitable reward systems undermine trust and weaken employees' sense of fairness and belonging. Empirical research has consistently validated the relevance of Equity Theory in contexts involving pay satisfaction, reward transparency, and distributive justice, demonstrating its explanatory power in understanding employee perceptions and emotional reactions to organizational practices (Al-Zawahreh & Al-Madi, 2012; Cheng *et al*., 2020).

Despite its relevance, Equity Theory has been critiqued for its primary focus on distributive justice, with limited consideration of procedural and interactional justice. Scholars argue that employees' experiences of fairness are also shaped by the transparency of decision-making processes and the quality of interpersonal treatment they receive from supervisors and management (Cropanzano & Byrne, 2000). Additionally, the theory's emphasis on individual comparison has been challenged for underestimating the influence of cultural norms and collective values, particularly in contexts where communal expectations shape fairness perceptions (Tavoletti *et al*., 2024). Nonetheless, these critiques do not diminish the theory's value but rather highlight the need to situate distributive fairness within broader organizational and cultural contexts.

In this study, Equity Theory provided a strong theoretical foundation for the independent variable of compensation, explaining how fairness in pay, benefits, and rewards shapes employee experience within commercial banks in Nairobi City County. When employees perceive compensation practices as equitable and transparent, they are more likely to experience higher levels of workplace well-being, stronger perceptions of organizational support and fairness, and greater confidence in their long-term prospects within the organization. Conversely, perceived inequities in compensation contribute to negative employee experiences characterized by emotional strain, reduced trust, and weakened organizational attachment.

Within the competitive and highly stratified banking environment of Nairobi City County, where compensation structures often vary across institutions and job levels, perceptions of equity play a critical role in shaping how employees experience their work. By applying Equity Theory, this study examines how fairness in compensation practices influences the quality of employee experience, thereby providing insight into how reward systems contribute to employees' sense of well-being, fairness, and belonging within tier two commercial banks.

Expectancy Theory

Expectancy Theory, developed by Victor Vroom (1964), provides a cognitive framework for understanding how employees form expectations about their work experiences based on perceived relationships between effort, outcomes, and personal value. The theory posits that individuals' attitudes and responses to organizational practices are shaped by three core components: expectancy, instrumentality, and valence. Expectancy refers to the belief that one's effort will lead to the successful acquisition of skills or competencies; instrumentality denotes the belief that these competencies will translate into valued outcomes such as career progression, recognition, or job security; and valence reflects the subjective value employees attach to these outcomes (Vroom, 1964; Lunenburg, 2011). Together, these components explain how employees assess whether organizational systems support their personal and professional growth.

A central assumption of Expectancy Theory is that employees are purposeful and self-directed, forming judgments about the future based on perceived clarity, consistency, and credibility of organizational practices (Parijat & Bagga, 2014). Employees evaluate whether training opportunities are relevant, accessible, and aligned with their career aspirations, and whether acquiring new skills will meaningfully improve their work experience and long-term prospects. Where organizations provide clear learning pathways, feedback, and support, employees are more likely to experience optimism, confidence, and psychological security regarding their roles and future within the organization (Olusadum & Anulika, 2018). Conversely, when training is perceived as symbolic, poorly aligned, or disconnected from career advancement, employees may experience frustration, stagnation, and reduced attachment to the organization.

Training and development play a critical role in shaping the growth and career experience dimension of employee experience. Effective training enhances employees' perceptions of competence and employability, strengthening expectancy by reinforcing beliefs that effort invested in learning will yield meaningful personal development (Munyeka, 2021). When organizations explicitly link training outcomes to career progression, role enrichment, or internal mobility, instrumentality is reinforced, signalling that learning is valued and rewarded. The valence component is satisfied when employees perceive that these outcomes align with their personal goals, thereby enhancing their sense of purpose and fulfilment at work (Manzoor *et al*., 2020). Together, these mechanisms contribute to a positive employee experience characterized by confidence in growth opportunities and long-term organizational fit.

Empirical evidence supports the relevance of Expectancy Theory in explaining how training influences employees' experiential outcomes. Studies indicate that well-designed training initiatives aligned with employees' aspirations enhance perceptions of career support, job meaningfulness, and organizational commitment, all of which are central elements of employee experience (Amoako & Dartey-Baah, 2020). In contrast, training programs that lack relevance, transparency, or follow-through weaken expectancy and instrumentality, resulting in diminished perceptions of growth and reduced confidence in organizational support.

In the context of this study, Expectancy Theory provided a robust theoretical foundation for examining how training and development influence employee experience within commercial banks in Nairobi City County. The theory explains how employees' perceptions of learning opportunities, career pathways, and reward linkages shape their growth and career experience, an essential component of overall employee experience. By applying Expectancy Theory, the study examines how training practices contribute to employees' sense of progression, future orientation, and psychological security within tier two commercial banks.

Conceptual Framework

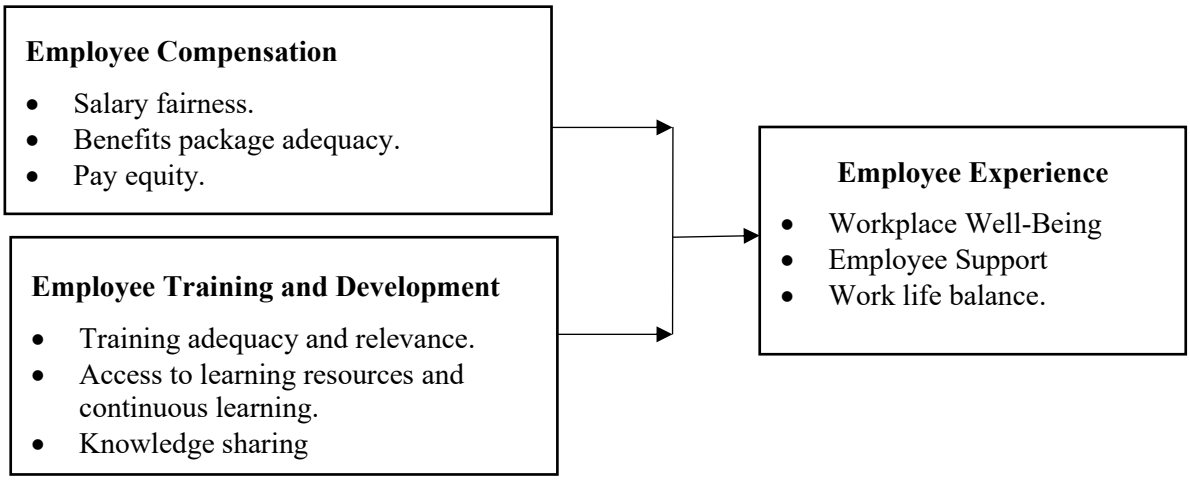


Figure 2.1: Conceptual Framework

Compensation

Compensation represents a core human resource management practice through which organizations signal value, recognition, and fairness to employees. It encompasses salary levels, benefits packages, and pay equity, which collectively shape how employees perceive distributive justice within the workplace. In the banking sector, where roles are highly differentiated and performance expectations are intense, compensation systems strongly influence employees' emotional and psychological responses to work. Fair and transparent compensation practices foster positive perceptions of organizational support and fairness, contributing to improved workplace well-being and trust in management. Conversely, perceived inequities in pay or benefits generate dissatisfaction and emotional strain, negatively affecting employee experience.

Within the conceptual framework, compensation is therefore viewed as a primary determinant of employee experience by shaping employees' perceptions of fairness, recognition, and value. Through equitable reward systems, organizations create conditions that enhance psychological comfort and strengthen employees' attachment to the workplace.

Training and Development

Training and development refers to organizational initiatives aimed at enhancing employees' skills, knowledge, and professional capabilities through structured programs, knowledge transfer mechanisms, and access to learning resources. In the banking sector, training and development plays a critical role in enabling employees to cope with technological change, regulatory demands, and evolving customer expectations. Beyond skill acquisition, training and development shapes how employees experience growth, competence, and future career prospects within the organization.

Conceptually, training and development influences employee experience by strengthening growth and career experience. When employees perceive training and development opportunities as relevant, accessible, and linked to career progression, they develop confidence in their long-term employability and organizational future. In contrast, limited or poorly aligned training and development diminishes optimism and contributes to feelings of stagnation, weakening employee experience.

Employee Experience

The dependent variable for the study is employee experience, which can be defined as a set of perceptions, emotions, and meanings that employees accrue in their interactions with an organization's systems, leadership practices, relationships at work, and culture during their employment journey. Employee experience is an integrated and holistic construct, as it is the experience of the employee as a whole, with regard to the comprehensive picture of the work environment, where the employee perceives, interprets, and emotionally reacts to the entire work environment (Batat, 2022; Verčič, 2021). Research in the modern era has increasingly shown that employees now consider and evaluate their organisations on experiential factors such as well-being, fairness, support, growth, and inclusion, which play a role in their commitment, trust, and psychological attachment to their organization (Sun *et al*., 2023; Grover & Chawla, 2025).

For this study, employee experience was conceptualized and measured as three dimensions. The first, workplace well-being, reflects employees' feelings of psychological comfort, work-life balance, emotional security, and how well their work setting promotes their physical and mental health. The second, perceived organizational support and fairness, refers to employees' perceptions of the fairness and transparency of how the organization treats them, such as perceived justice in decision-making, consistency of managerial treatment, and the responsiveness of the organization to their needs and concerns. The third, growth and career experience, relates to employees' perceptions of developmental opportunities, career

progression, and the level of development investment the organization makes into employees' future professional growth.

In the conceptual framework, employee experience is viewed as an outcome of continuous engagement with human resource management practices in the areas of compensation and training and development. Employee experience is influenced by compensation, as evidenced by perceptions of distributive fairness and recognition. It is formed by training and development through perceptions of growth, competence, and career confidence. High employee experience is therefore associated with an environment of fairness, support, and growth, whereas negative employee experience indicates psychological strain, perceived injustice, lack of career opportunities, and reduced organizational attachment. The study analyzes employee experience in relation to compensation and training and development, providing a focused perspective on employee perceptions and reactions to their work environment in tier two commercial banks in Nairobi City County.

Empirical Review

Compensation and Employee Experience

Adil et al. (2020), in a study of private universities in Afghanistan, established a significant positive relationship between compensation packages, job satisfaction, and employee retention. The authors concluded that compensation aligned with prevailing labour market conditions enhances employees' positive workplace experiences, thereby strengthening their willingness to remain within the organization. Similarly, Rinny et al. (2020) examined compensation, job promotion, and job satisfaction among university staff in Indonesia. Although compensation did not independently exert a statistically significant effect on performance, its combined influence with promotion and satisfaction underscored its role in employees' workplace experiences, particularly through perceptions of rewards, recognition, and career progression.

Asriyani and Riyanto (2020) investigated work environment, compensation, and job satisfaction in relation to turnover intention among employees in Indonesia's public service sector. The study found that compensation negatively and significantly influenced turnover intention, indicating that fair and adequate remuneration reduces employees' desire to exit the organization. Turnover intention reflects employees' negative workplace experiences and suggests that compensation contributes to emotional stability and perceived organizational support.

Within the African context, Isaika et al. (2021) examined compensation management and job satisfaction among employees of the Central Bank of Nigeria. Their findings revealed that wages and salaries significantly influenced job satisfaction, reinforcing the view that comprehensive compensation systems enhance employees' sense of fairness and value, particularly within highly regulated financial institutions. Yunusa (2023) further demonstrated a negative relationship between remuneration and turnover intention within the Nigerian banking sector. The findings indicated that improved remuneration reduces employees' intentions to leave, suggesting that compensation serves as a stabilizing factor in workplace experiences.

At the local level, Kamau and Omondi (2020) investigated remuneration and employee retention at Kenya Commercial Bank and found that remuneration significantly influenced employees' decisions to remain with the organization. The study observed that perceived misalignment between rewards and employee contributions undermined positive workplace experiences despite the presence of remuneration structures. Similarly, Nyaga et al. (2020) reported a statistically significant effect of remuneration on job satisfaction within Kenya's Public Service Commission, reinforcing the centrality of fair compensation in shaping employees' perceptions of organizational support and fairness.

Training and Development and Employee Experience

Nguyen (2021), in a study of young employees in Vietnamese organizations, found a strong positive relationship between training and employee experience, alongside improvements in job satisfaction and retention. The findings suggest that structured and relevant training enhances employees' confidence, motivation, and sense of professional growth. These elements are central to growth and career experience, indicating that employees interpret training as a signal of investment in their future and employability.

Similarly, Ullah et al. (2020) examined training and job satisfaction among bank employees in Pakistan and established that training significantly improved satisfaction with pay, work quality, and interpersonal relations. The moderating role of organizational culture further indicated that training effectiveness depends on how learning is experienced within the work environment. These findings underscore the role of training in shaping workplace well-being and employees' perceptions of organizational support, rather than merely improving task execution.

Evidence from Indonesia by Prilyana and Aseanty (2020) showed that satisfaction with training programmes significantly reduced turnover intention among employees in Shariah banks. Reduced turnover intention reflects a positive employee experience, suggesting that effective training enhances employees' emotional attachment and confidence in long-term organizational fit. The study further linked training satisfaction to higher engagement and discretionary behaviours, reinforcing the experiential value of learning opportunities.

Alrazehi and Amirah (2020), focusing on Yemen's banking sector, established that training and development significantly improved job satisfaction and employee retention. These outcomes reflect employees' perceptions of being supported and valued by the organization. The study highlights that continuous learning contributes to psychological security and optimism about career progression, both of which are key components of employee experience in competitive service industries. Aktar (2023) similarly identified informal learning, job rotation, and seminars as training methods that significantly enhanced employee satisfaction within the Bangladeshi banking sector. These findings emphasize that employees value training that is practical, accessible, and aligned with real work challenges, strengthening their sense of competence, adaptability, and growth.

Cik et al. (2021) examined training, learning organizations, competence, and job satisfaction among bank employees in Indonesia. Although training did not directly influence performance, it significantly enhanced employee competence, which in turn influenced job satisfaction. This indirect pathway reinforces the argument that training primarily shapes how employees experience their roles, rather than immediately translating into measurable output. Competence development enhances confidence and reduces role-related stress, contributing to positive workplace well-being.

Within the African context, Abdulraheem et al. (2021) highlighted the importance of organizational support in shaping job satisfaction and turnover among bank employees in Nigeria. Although training was not isolated as a standalone variable, participants emphasized professional development opportunities as critical to feeling valued and supported. Tashobya et al. (2022) further demonstrated a positive and significant relationship between on-job and off-job training and job satisfaction among university staff in Uganda. The stronger predictive power of on-job training suggested that learning embedded in daily work enhances relevance and experiential value.

Locally, Osewe and Gindicha (2021) established strong positive correlations between training and development dimensions and employee satisfaction within Kenya's Judiciary. These findings indicate that employees experience training positively when it is aligned with job demands and career expectations. Similarly, James et al. (2022) found that mentoring

significantly influenced employee outcomes in Turkana County government, suggesting that developmental support enhances employees' confidence, guidance, and sense of belonging.

RESEARCH METHODOLOGY

The study adopted a descriptive cross-sectional research design to examine the relationship between compensation, training and development, and employee experience in Tier Two commercial banks in Nairobi City County, Kenya. The design enabled the collection of quantitative data at a single point in time to assess employees' perceptions of the selected human resource management practices and their relationship with employee experience without manipulating the study environment.

The target population comprised 4,797 employees from eight Tier Two commercial banks operating in Nairobi City County, namely Family Bank, Bank of Baroda, Citibank, National Bank of Kenya, Bank of India, Ecobank, Prime Bank, and SBM Bank Kenya. Using Yamane's (1967) formula at a 5% margin of error, a sample size of 369 respondents was established. Proportionate stratified random sampling was applied to ensure representation of employees across the selected banks, followed by random selection of respondents within each stratum.

Data were collected using structured questionnaires administered electronically. The questionnaire comprised Likert-scale statements measuring compensation, training and development, and employee experience. A pilot study involving 37 respondents was conducted to assess the clarity and reliability of the instrument, with pilot respondents excluded from the main study. Reliability was assessed using Cronbach's alpha, while content validity was established through expert review.

Data were coded and analyzed using SPSS Version 23.0. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the data. Pearson correlation analysis was conducted to establish the direction and strength of the relationships between compensation, training and development, and employee experience, while multiple linear regression analysis was used to examine the predictive relationship between the two HRM practices and employee experience. The findings were presented using tables and interpreted accordingly.

RESEARCH FINDINGS AND DISCUSSION

A total of 369 questionnaires were distributed to employees across eight tier two commercial banks in Nairobi City County, Kenya. Of these, 308 usable questionnaires were returned, while 61 were not returned or were excluded because of incomplete responses. The response rate was therefore 83.47%. According to Mugenda and Mugenda (2003), a response rate of at least 70% is generally considered adequate for survey analysis. The achieved response rate supported the subsequent descriptive and inferential analyses.

Descriptive Statistics

Compensation

The study sought to examine the effect of compensation on employee experience in tier two commercial banks in Nairobi City County, Kenya. Compensation was operationalized through six items assessing the fairness of salary, the adequacy of benefits, the alignment of remuneration with comparable organizations, the equity of pay structures, the motivational influence of the compensation framework, and satisfaction with compensation reviews. The findings are presented in Table 4.3 below.

Table 1: Descriptive Statistics for Compensation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
I believe my salary fairly reflects my contributions to the organization.	0.0%	2.6%	25.6%	51.9%	19.8%	3.89	0.74
The benefits package provided by the organization meets my financial and personal needs.	0.0%	1.9%	29.9%	47.4%	20.8%	3.87	0.75
I feel my compensation aligns well with that of similar positions in other organizations.	0.0%	3.6%	26.3%	51.0%	19.2%	3.86	0.76
My organization offers equitable pay based on roles and responsibilities.	0.0%	2.3%	31.8%	47.7%	18.2%	3.82	0.75
The compensation structure here motivates me to perform at my best.	0.3%	3.9%	26.6%	48.1%	21.1%	3.86	0.80
I am satisfied with the frequency and fairness of compensation reviews and adjustments.	0.0%	3.6%	31.8%	45.1%	19.5%	3.81	0.79
Overall Average						**3.85**	**0.65**

Source: *Field Survey Data (2026)*

The descriptive results, given in Table 1, show that most respondents have a good impression on compensation practices. The overall construct mean was 3.85 (SD = 0.65) indicating a tendency to agree on the six compensation items. The statement 'salary reflects individual contributions to the organization' received the highest mean with 71.8 percent of respondents agreeing (M = 3.89, SD = 0.74), and with 68.2 percent of respondents agreeing that 'the benefits package is adequate' (M = 3.87, SD = 0.75). There was also a high level of agreement with compensation aligned with similar organizations (70.1 percent, M = 3.86); the motivational effect of compensation structures (69.2 percent, M = 3.86); and pay equity based on roles and responsibilities (65.9 percent, M = 3.82).

The satisfaction with the frequency and fairness of compensation reviews was at its lowest mean of 3.81 (SD = 0.79); 64.6 percent agreed. Neutral responses ranged between 25.6 percent and 31.8 percent, indicating that there may be some differences in compensation experiences among categories of employees, departments and organizational levels. However, the overall consensus around the items further validates the positive overall view of compensation practices among respondents. The results indicate generally reasonable, adequate and motivating perceptions of compensation practices in the sampled banks, but that there is need for more attention to make compensation review processes transparent and timely.

The results are consistent with empirical evidence showing the role of compensation fairness in creating positive employee attitudes and experiences. In their study on HRM practices in Central and Eastern Europe companies, Berber *et al*. (2021) identified that companies that implemented context responsive HRM compensation practices and had transparency regarding the reward process exhibited more positive employee perceptions of fairness, commitment and workplace satisfaction. Likewise, Rawashdeh and Tamimi (2021) have examined the link between equitable compensation systems in commercial banking and organizational justice perceptions and found that organizational justice perceptions were higher when the compensation systems were more equitable, while turnover intentions were lower. These findings corroborate the present results in that they provide evidence that employees feel good

about their pay when they believe that the pay is fair, that it is perceived to be based on a level playing field, and that the pay is commensurate with the individual's contribution.

The data also indicates that the issue of fairness compensation to individual contributions was the one that garnered the most agreement, at 71.8 percent. Mabaso, Mitonga Monga and Makhubele (2026) found pay equity to be an important factor in job satisfaction amongst banking employees specifically when perceived strong organisational support was present. Gerhart and Weller (2023) also found that subjective perceptions of pay fairness are key to how pay affects attitudes and emotional commitment among employees. The present results thus indicate that employees do not only rely on monetary amounts of the reward but also on the perceived justice of the compensation as well.

The comparatively lower rating for the frequency and fairness of compensation reviews also highlights the importance of procedural aspects of compensation management. Even in cases of offering employees competitive salaries, Khan *et al*. (2024) noted that some inherent flaws in timing and transparency in the compensation review process can diminish employee confidence and sense of fairness. The way employees are compensated and the way the compensation is communicated also affects their experience, as per Chillakuri and Vanka (2022). The results therefore show that although the sampled banks appear to have relatively good compensation fairness, there is an opportunity to enhance employee experience through streamlining, transparency, and communication of compensation reviews.

Training and Development

The study further sought to assess the effect of training and development practices on employee experience. Training and development was measured using six items covering the adequacy of training provision, the relevance of training to job responsibilities, the availability of learning opportunities, the facilitation of knowledge sharing, access to learning resources, and organizational support for career development. Table 2 presents the descriptive findings.

Table 2: Descriptive Statistics for Training and Development

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
I receive adequate training to perform my role effectively.	0.0%	3.2%	32.8%	43.8%	20.1%	3.81	0.79
Training programs are relevant to my job responsibilities and career development.	0.3%	3.6%	37.7%	36.7%	21.8%	3.76	0.84
My organization provides opportunities for continuous learning and skill enhancement.	0.0%	2.3%	34.4%	42.9%	20.5%	3.81	0.78
Knowledge-sharing sessions are encouraged and helpful for my role.	0.0%	3.2%	35.7%	42.5%	18.5%	3.76	0.79
I have access to learning resources that aid my professional growth.	0.0%	5.2%	29.2%	45.1%	20.5%	3.81	0.82
My organization supports my career development through training and mentoring.	0.3%	3.9%	34.1%	43.8%	17.9%	3.75	0.80
Overall Average						**3.78**	**0.70**

Source: *Field Survey Data (2026)*

The results of the training and development practice construct in Table 2 show positive general results with an agreement on the six items as reflected by the construct mean of 3.78 (SD =

0.70). The mean score of 3.81 (SD = 0.79) was the highest with 64.0 percent of the respondents agreeing with the item that addressed the adequacy of training for effective role performance. Equally strong scores were found for the provision of continuous learning opportunities (M = 3.81, SD = 0.78; 63.3% agreed), and access to learning resources (M = 3.81, SD = 0.82; 65.6% agreed). The mean rating for relevance of training programs to job responsibilities and career development was slightly lower at 3.76 (SD = 0.84) with 58.4 percent agreeing with the statement. Encouragement of knowledge-sharing sessions and organizational support for career development through training and mentoring had the lowest means of 3.76 (SD = 0.79; 61.0% agreed) and 3.75 (SD = 0.80; 61.7% agreed), respectively. Significant percentages of neutral responses were responses to training and development items (29.2 to 37.7 percent) which may be due to variation in the level of formal training opportunities that are offered and sustained in different departments and at different job levels. However, the percentage of disagreement for all items was not more than 5.5 per cent in any of the institutions sampled, which confirms that in general, employees do not have adverse sentiments about the training and development practices undertaken in the institutions.

Empirical evidence from the banking sector and from organizational literature confirmed that positive attitudes to training provision and developmental support within organizations boost staff confidence in their professional development, career confidence and organizational commitment. Adera and Musyoka (2022) reported that financial institutions in Kenya which invested in regular employee training and career progression programs had higher employee retention and higher productivity. This is in line with the present study which found that 64.0 percent of the respondents were in agreement that the training received was sufficient to make them perform their duties effectively. Likewise, Oderinde *et al*. (2023) concluded that the use of structured training program significantly and positively affects employee performance, satisfaction, especially when the employee training content is relevant to their work activities and career growth among employees of Nigerian commercial bank.

Employees' responses were relatively high for neutral responses in the training items (29.2 percent to 37.7 percent), which warrants further consideration as it indicates that training opportunities may not be the same for employees from all the sampled institutions. The relevance of training to Malaysian employees in commercial banks had been found to be significantly different between various job levels and departments in Malaysian commercial banks as noted by Zhang and Dousin (2024). Employees in operational and support functions indicated that there was not a strong relationship between the training provided and their developmental needs, while employees in managerial and revenue generating roles showed stronger relationship between the training provided and their developmental needs. Further, Thapa (2024) observed that training programs, though provided regularly, in Nepal were rated as ‘generic’ and ‘not relevant to job promotion' with employees reporting low job satisfaction and low long-term orientation towards the organization. The relatively high neutral responses of the findings in the present study could indicate variations in the access, relevance and perceived usefulness of training at departmental, organizational and career levels in tier two commercial banks.

It is particularly interesting that organizational support for career development through training and mentoring had the lowest mean score of 3.75. Muthumbi and Kamau (2021) found that workers involved in formal career development programs had better performance and retention results, though the programs were not necessarily equally accessible to workers at different levels of the organization. The authors also noted that the junior and middle levels of employees were often not receiving as much mentoring or career development opportunities as higher level employees. Similar results were reported by Firmaan and Inrawati (2023) which indicated that the structured career pathways raised the employee productivity when mentoring and career guidance were always embedded in the organization’s training system. The results of the present study indicate that the training and development activities exhibited in the sampled

banks are generally favorable, while there is a need to focus on mentorship and career guidance, and to make development opportunities more equitable so that employees' growth and career experience is improved.

Employee Experience

The dependent variable, employee experience, was measured through six items examining employees' physical and mental well-being at work, the adequacy of work–life balance, the fairness and respect with which employees are treated, the adequacy of managerial support, the availability of professional growth opportunities, and overall satisfaction with the working experience. Table 3 presents the descriptive findings.

Table 3: Descriptive Statistics for Employee Experience

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
I feel physically and mentally well while performing my daily work duties.	0.0%	2.3%	25.3%	56.8%	15.6%	3.86	0.69
My workload and work environment allow me to maintain a healthy work–life balance.	0.0%	1.3%	28.9%	54.5%	15.3%	3.84	0.68
My organization treats employees fairly and with respect.	0.0%	0.3%	31.2%	56.2%	12.3%	3.81	0.64
Management provides adequate support when employees face work-related challenges.	0.0%	1.0%	30.5%	54.2%	14.3%	3.82	0.67
I have opportunities to develop my skills and grow professionally in this organization.	0.0%	1.3%	30.2%	54.2%	14.3%	3.81	0.68
Overall, I am satisfied with my experience working in this organization.	0.0%	1.0%	29.2%	54.5%	15.3%	3.84	0.68
Overall Average						**3.83**	**0.56**

Source: *Field Survey Data (2026)*

The results given in Table 4.7 demonstrate a generally favourable overall evaluation of employee experience with construct mean of 3.83 (SD = 0.56) indicating respondents were inclined to agree with the items assessing their workplace experience. The question that evaluated the degree to which the employees perceived that they were physically and mentally healthy when carrying out their duties had the best mean at 3.86 (SD = 0.69) with 72.4 percent of the respondents agreeing. There was also strong agreement with the item that looked at the sufficiency of work life balance and 69.8 percent of the respondents agreed (M = 3.84, SD = 0.68) which was also identical when it comes to the item that looked at overall satisfaction with the working experience (M = 3.84, SD = 0.68; 69.8% agreed). The 68.5 percent of respondents (M = 3.82, SD = 0.67) confirmed the perception of organizational fairness, and 68.5 percent (M = 3.81, SD = 0.64) confirmed the perception of organizational respect towards the employees. Professional growth opportunities were also rated positively with 68.5 percent of the respondents agreeing (M = 3.81, SD = 0.68). The level of disagreement was significantly low and never rose to more than 2.3 percent with neutral responses varying between 25.3 and 31.2 percent. The standard deviation of the total construct (SD = 0.56) is lower than that of the other constructs, suggesting that there is more agreement between the respondents in their overall experience assessments, and that employee experience in sampled banks has a unified positive impact. The results provide a positive baseline upon which the explanatory ability of

the HRM practices analysed in this study can be evaluated using correlation and regression analysis in the following sections.

Correlation Analysis

Prior to conducting multiple linear regression analysis, Pearson product-moment correlation analysis was performed to examine the relationships between the human resource management practices and employee experience. The results of the correlation analysis are presented in Table 4.

Table 4: Pearson Correlation Matrix

Variable	Compensation	Training & Development	Employee Experience
Compensation	1		
Training & Development	.507**	1	
Employee Experience	.645**	.658**	1

Note: **Correlation is significant at the 0.01 level (two-tailed).

The Pearson correlation results showed positive, statistically significant bivariate associations between compensation, training and development, and employee experience ($p < .01$). Training and development had the strongest correlation with employee experience ($r = .658$), followed by compensation ($r = .645$). These coefficients indicate associations rather than causal effects.

Regression Analysis

Multiple linear regression analysis was conducted to examine the individual contribution of human resource management practices to employee experience in tier two commercial banks in Nairobi City County, Kenya. The regression model treated employee experience as the dependent variable and the HRM practices as independent variables. The article presents the regression coefficients for compensation and training and development, the two practices selected for focus.

Table 5: Regression Coefficients

Predictor	B	Std. Error	β	t	Sig.
Constant	0.349	0.154	—	2.264	.024*
Compensation	0.291	0.035	0.338	8.282	< .001***
Training & Development	0.233	0.035	0.291	6.681	< .001***

*** $p < .001$; * $p < .05$. Dependent Variable: Employee Experience.

The coefficients showed positive, statistically significant associations between compensation and training and development and employee experience when the other predictors were held constant. Compensation had the largest standardized coefficient ($\beta = .338$), followed by training and development ($\beta = .291$); both predictors had $p < .001$. The unstandardized coefficients were used to specify the fitted regression equation below.

$$\text{Employee Experience} = \&0.34 + 0.291(\text{Compensation}) + 0.233(\text{Training})$$

Compensation was the strongest predictor in the fitted model ($B = .291$, $\beta = .338$, $t = 8.282$, $p < .001$). Holding the other practices constant, a one-unit increase in perceived compensation was associated with a .291-unit increase in predicted employee experience. In standardized terms, a one-standard-deviation increase in compensation was associated with a .338-standard-deviation increase in employee experience. This association supports the relevance of perceived pay adequacy, reward fairness and transparency to employees' workplace experiences.

Training and development was the second strongest predictor ($B = .233$, $\beta = .291$, $t = 6.681$, $p < .001$). Holding the other practices constant, a one-unit increase in the training and development score was associated with a .233-unit increase in predicted employee experience.

The result is consistent with the importance of relevant learning opportunities, professional competence and prospects for career advancement in the banking sector (Nguyen, 2021).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Compensation and Employee Experience

The findings of the study reveal that compensation is the most important predictor of employee experience among the four human resource management practices examined in tier two commercial banks. Equity in the distribution of rewards, adequacy of benefits and fairness in compensation structures have a direct influence on employees' overall experience in the workplace. In performance-based environments such as banking, compensation is not merely a financial exchange but also represents organizational value, recognition and fairness. Employees are therefore more likely to experience trust, psychological comfort and organizational attachment when compensation practices are perceived as fair and transparent.

The study further concludes that compensation processes, including the frequency, timeliness and transparency of compensation reviews, require attention alongside the substantive fairness of pay structures. Moderate neutral responses regarding compensation review processes suggest that although base compensation is generally perceived as fair, some employees may have reservations about how compensation decisions are made, communicated and reviewed. For tier two banks, which may operate under tighter resource constraints than larger institutions, compensation management processes should therefore be transparent, consistent and clearly communicated.

Training and Development and Employee Experience

The study concludes that training and development is a key determinant of employee experience because it influences employees' perceptions of growth, competence and career confidence. Employees who perceive training opportunities as relevant, accessible and connected to meaningful career advancement are more likely to report positive workplace experiences characterized by optimism, professional security and long term organizational attachment. Training and development therefore functions not only as a mechanism for skill development but also as an organizational signal of investment in employees' future growth.

The study further concludes that variations in access to training across departments and career levels may affect the consistency of employee experience within tier two banks. The comparatively high neutral responses recorded for training items, relative to the other constructs, suggest that developmental support may not be experienced equally by all employee groups. For training and development to contribute fully to positive employee experience, organizations should ensure that learning opportunities, mentorship and career development programs are regularly provided and equitably accessible across organizational levels.

Recommendations

Recommendations

Managerial Recommendations

The study recommends that management of tier two commercial banks prioritize the design and implementation of fair, transparent and competitive compensation systems. Since compensation emerged as the strongest predictor of employee experience, salary structures, benefits and reward systems should be regularly compared with prevailing industry standards. Particular attention should be given to improving the transparency and timeliness of compensation review processes to strengthen employees’ perceptions of fairness, recognition and organizational support.

Management should also institutionalize structured and continuous training and development initiatives that respond to organizational needs as well as employees' career aspirations. Developmental support should be provided across departments and job levels to ensure equitable access to training opportunities, mentorship and career development pathways. Investment in digital learning platforms and knowledge-sharing systems could further improve the accessibility and consistency of training provision, while strengthening employees' competence, growth and career prospects.

Policy Recommendations

Government and sector regulators should develop and promote frameworks that encourage employee-centred human resource management practices within the financial services sector. Fair compensation systems and continuous training and development should form part of responsible employment practices within banking institutions. Policy frameworks should particularly encourage tier two banks operating under comparatively constrained resources to balance operational efficiency with the quality of employees' workplace experience.

Policymakers should also support initiatives aimed at strengthening workforce development within the financial services sector, including structured collaborations between financial institutions and professional training providers. In addition, measures that encourage transparency and accountability in human resource management, including appropriate reporting on workforce wellbeing and training investment, may contribute to a more sustainable and employee-responsive banking sector. Such interventions would also support broader national human capital development priorities.

Contribution of the Study

This study advances employee experience as an analytical construct within the Kenyan banking sector by moving beyond individual outcomes such as job satisfaction or performance to consider the broader quality of employees' workplace experiences. Empirically, the study provides context-specific evidence from selected tier two commercial banks in Nairobi City County, a segment that has received limited attention in existing literature. The study further contributes by examining compensation and training and development as key human resource management practices associated with employee experience. Practically, the findings provide evidence-based recommendations that can inform managerial and policy interventions aimed at improving employee experience and workforce sustainability within the banking sector.

REFERENCES

Adil, H., Rao, C. K., Ayaz, M. Q., & Shinwari, A. (2020). Effect of compensation packages on job satisfaction and employees retention: A case of Jalalabad-based private universities of Afghanistan. *Asia Pacific Journal of Multidisciplinary Research, 8*(2), 26–35.

Aktar, S. (2023). The effect of training and development methods on employee satisfaction and performance in commercial banks. *Management Dynamics in the Knowledge Economy, 11*(1), 30–47.

Alrazehi, H., & Amirah, N. A. (2020). A review of training and development towards employee retention in the banking sector. *The Journal of Management Theory and Practice*, 16–21.

Al-Zawahreh, A., & Al-Madi, F. (2012). The utility of equity theory in enhancing organizational effectiveness. *European Journal of Economics, Finance and Administrative Sciences, 46*(3), 159–169.

Asriani, I., & Riyanto, S. (2020). The impact of working environment, compensation, and job satisfaction on turnover intention in public service agency. *IOSR Journal of Business and Management, 22*(5), 13–19. https://doi.org/10.9790/487X-2205011319

Batat, W. (2022). The employee experience (EMX) framework for well-being: An agenda for the future. *Employee Relations: The International Journal, 44*(5), 993–1013. https://doi.org/10.1108/ER-09-2021-0447

Berber, N., Morley, M. J., Slavić, A., & Poór, J. (2017). Management compensation systems in Central and Eastern Europe: A comparative analysis. *The International Journal of Human Resource Management, 28*(12), 1661–1689. https://doi.org/10.1080/09585192.2016.1269891

Cheng, B., Zhou, X., Guo, G., & Yang, K. (2020). Perceived overqualification and cyberloafing: A moderated-mediation model based on equity theory. *Journal of Business Ethics, 164*, 565–577. https://doi.org/10.1007/s10551-018-4063-5

Cik, A., Asdar, M., Anwar, A. I., & Efendi, S. (2021). Impact of training and learning organization on employee competence and its implication on job satisfaction and employee performance of bank in Indonesia. *Psychology and Education, 58*(1), 140–156. https://doi.org/10.17762/pae.v58n1a12

Egbewole, I. K., Olusesi, L. D., & Abdulazeez, A. O. (2021). Compensation management and employees' job satisfaction among staff of Central Bank of Nigeria, Lagos. *Annals of Spiru Haret University. Economic Series, 21*(1), 95–108. https://doi.org/10.26458/2114

James, E. N., Imana, D. K., & Ongori, H. (2022). Effect of training on employee performance in Turkana County Government, Kenya. *International Journal of Innovative Research and Advanced Studies, 9*(11), 1–4.

Kamau, J., & Omondi, M. (2020). Influence of remuneration on employee retention in commercial banks in Kenya: A case of Kenya Commercial Bank. *International Research Journal of Business and Strategic Management, 1*(1).

Lawler, E. E. (1968). Equity theory as a predictor of productivity and work quality. *Psychological Bulletin, 70*(6), 596–610. https://doi.org/10.1037/h0026848

Nguyen, C., & Duong, A. (2020). The impact of training and development, job satisfaction and job performance on young employee retention. *International Journal of Future Generation Communication and Networking, 13*(3), 373–386.

Nyaga, J. W., Gakobo, T. W., & Njuguna, P. M. (2020). Effect of remuneration on employee job satisfaction at the Public Service Commission in Kenya. *Developing Country Studies, 10*(10), 58–64. https://doi.org/10.7176/DCS/10-10-07

Osewe, J. O., & Gindicha, J. Y. (2021). Effect of training and development on employee satisfaction: A case of the judiciary of Kenya. *European Journal of Humanities and Social Sciences, 1*(3), 61–67. https://doi.org/10.24018/ejsocial.2021.1.3.50

Prilyana, C., & Aseanty, D. (2020). The effect of training satisfaction to turnover intention mediated by organizational citizenship behavior and job satisfaction in employees of Bank Syariah in Jakarta. *Webology, 17*(2), 551–567. https://doi.org/10.14704/WEB/V17I2/WEB17051

Rawashdeh, A. M., & Tamimi, S. A. (2020). The impact of employee perceptions of training on organizational commitment and turnover intention: An empirical study of nurses in Jordanian hospitals. *European Journal of Training and Development, 44*(2/3), 191–207.

Rinny, P., Purba, C. B., & Handiman, U. T. (2020). The influence of compensation, job promotion, and job satisfaction on employee performance of Mercubuana University. *International Journal of Business Marketing and Management, 5*(2), 39–48.

Sun, R., Li, J. Y. Q., Lee, Y., & Tao, W. (2023). The role of symmetrical internal communication in improving employee experiences and organizational identification during COVID-19 pandemic-induced organizational change. *International Journal of Business Communication, 60*(4), 1398–1426. https://doi.org/10.1177/23294884211050628

Tashobya, C., Nimusima, P., Mugabe, R., & Begumisa, B. (2022). The impact of job training on employee's satisfaction: A study in public institutions in Western Uganda. *UKH Journal of Social Sciences, 6*(2), 1–8. https://doi.org/10.25079/ukhjss.v6n2y2022.pp1-8

Tavoletti, E., Cohen, E. D., Dong, L., & Taras, V. (2024). Revisiting equity theory in the global virtual teams. *Management Research Review, 47*(5), 840–858.

Ullah, A., Ishaque, A., Din, M. U., & Safdar, N. (2020). The relationship between employees training and job satisfaction with moderating role of organizational culture: A case of banking sector of KP, Pakistan. *Journal of Accounting and Finance in Emerging Economies, 6*(3), 857–871.

Verčič, A. T. (2021). The impact of employee engagement, organisational support and employer branding on internal communication satisfaction. *Public Relations Review, 47*(1), 102009. https://doi.org/10.1016/j.pubrev.2021.102009

Yunusa, S. (2022). Effects of job satisfaction and remuneration on turnover intention among commercial banks staff in Kaduna State, Nigeria. *International Journal of Agricultural Economics, Management and Development, 10*(2), 227–239.