Association of Training Satisfaction with Employee Development aspect of Job Satisfaction

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Abstract

The topic under research will focus on whether the Training received by employees contributes in achievement of job satisfaction. Data from the respondents was subjected to analysis using the statistical software SPSS. Independent Sample T-Tests, One Way Anova, Correlation, and regression analysis were used to test the research questions. Various facets of overall job satisfaction were found to have a significant positive association with each other that results in a significant association between overall training satisfaction and employee development aspect of job satisfaction. The Study identifies a necessary ingredient to the creation of Job Satisfaction among employees in a business world driven by Learning and Sharing of Information. The Research highlights the needs of business to concentrate on building employee capacity and focusing on Employee Development to attain job satisfaction and creation of Competitive advantage for the business organization. Where much of the research is focused on training and its effects on overall job satisfaction, little research has been focused on the employee development aspect of job satisfaction.

Keywords: Training, Job Satisfaction, Employee Development

Introduction

Employee training is not only linked to improved business results but is also a powerful factor in shaping employee attitudes. It creates a motivation for increased discretionary behavior and a satisfaction with career development that ultimately leads to increased job satisfaction. Jobs with high scope and associated potential development lead to enhanced motivation, job satisfaction and performance. The current study measures overall training satisfaction of employees and gauges its impact on an important yet little researched aspect of job satisfaction

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called *'Employee Development'*. It is assumed that an increased satisfaction with the employee development is a strong catalyst in creating job satisfaction. The research undertook employee development as a contingent factor to job satisfaction and measured it separately. The study analyzed the effect of training satisfaction on employee development facet of job satisfaction.

Literature Review

Employee Training

The world is changing rapidly, and with businesses required to be more competitive, the need for employees to be on top of their job has increased. Change is the order of the day, working methods and techniques are witnessing a change giving birth to the need for employees to learn continuously. The objective for the organizations is to improve business processes through enhanced learning that stimulates better performance. The ultimate objective for any business entity is to create an engaged and committed employee base resulting in better performance of the individuals and business.

Training acts as a pathway for learning, Learning and Development is an important factor in creating a sense of progression and purpose that leads to organizational commitment (Armstrong, 2009). Choo and Bowley (2007) found that training positively impacts productivity, which results in higher level of customer and employee satisfaction thus increasing brand value. Aligned with the aforementioned researchers findings Michael and combs (2008) in their study, revealed that training can reduce probability of failure as training effects performance, enlarges the skill base and develops the level of competence, It helps in developing climate for learning which not only aids in training to flourish but also supports self-managed learning practices like coaching and mentoring (Armstrong, 2006).

Truelove (2006) asserted that learning comes either by experience or training whereas Sadler-Smith (2006) referred to learning as an "elusive phenomenon" and drew upon learning from various fields whereas training was identified as one of those fields, He referred it to be a very formal, systematic and step wise process, defined as *The systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in another environment"*.

Striking in the above definition is the term "Another Environment" which actually draws onto the need of providing training, it shows that the current level of skills might not be suitable for the changing environment, as identified by Buckley and Caple (2004) that to survive and prosper in times of change; organisations would need to

respond in a timely and flexible way, thus survival and growth would depend on its ability to cope with the change, implying the need for staff to be equipped with new knowledge, skills and attitudes.
Garratt (1997) put forth the significance of learning; He postulated rate of learning shall be greater or equal to the rate of change so that one is able to survive, optimize returns or exploit new opportunities.

$$\text{Rate of Learning} \geq \text{Rate of Change} = \text{Survival}$$

Cementing the equation is Simmonds (2003) who also proposed that learning is firmly located in the centre of organisational change. Simmonds (2003) proposed

$$\text{Learning} = \text{Action} + \text{Reflection}$$

Reflection is integral part of learning, it offers individuals, teams and businesses to look back at what happened, identify the weaknesses, strengths and assess as to how things could have been done in a better way and ultimately leads to necessary changes.

Eaglen, Lashley, & Thomas, (2000) in their study at McDonalds identified systematic approach to training as a way to achieving strategic objectives. Training is of direct benefit to the organisation as identified by Burden and Proctor (2000) that a firm's ability to learn faster than its competitors may be its only sustainable competitive advantage.

Acton and Golden (2003) compared firms that are committed against firms that are non-committed to training, the results yielded showed that training not only positively impacted job performance but also aided in improving employee ability to manage stress at work. Similarly the study by Lopez (2005) in Spanish companies found organisational learning to be a mediator in high performance human resource and business performance. However Clarke (2004) in his research contradicted the findings and interpreted that there emerged some association between training and business performance, but causal necessity was not established.

Organizations often fail to communicate what they are trying to accomplish and how the training will benefit each employee. Management take it for granted that employees already know the benefits, this makes the whole learning scheme nebulous. In most cases, the workforce does not understand the long-term benefits, elements that need to be shared with everyone early in the process. It actually dents the whole process as employees won't be able to do what they are expected to do after the training session.

Dawe (2003) specified one of the drivers for a successful training program, he summarized that Success in any activity can be thought of in terms of the extent to which an activity achieves its desired objectives. Buckley and Caple (2004) underline the significance of training objectives, they help speculate the activities one should be able to perform at the end of training whereas Silberman (2006) highlighting the importance of objectives, called them to be the 'pillar' of training programs and lack of solid objectives meant a total catastrophe. Apart from this objectives would facilitate in seeking an answer to the question of '*why'* the trainees need to be at the training session. It could be conclusively proposed that objectives ultimately lend a helpful hand in bringing a motive to the training session.

Jolles (2005) insisted that establishing utility of training program would make trainees understand the need to learn, the training program should answer the very basic question of the learner i.e. 'What's in it for me'?. Silberman (2006) presented the value objectives bring to the training program; they not only help in preventing too much and too little teaching but also help in forming basis for measuring the effectiveness of the training in terms of knowledge, skills and attitudes. It could be claimed that objectives help in fencing the training so that it doesn't go out of bounds.

Wickramasinghe (2006) also claimed objectives are utilized throughout the training effort. They are frequently used to choose the type of training programmes, to provide an overview of what participants are going to learn, to explain to resource persons what is expected after the completion of the program and to validate/evaluate training programs.

The person who is entrusted with the job to convey the training objectives is the trainer, trainer holds centre stage in achieving efficacy with the training program, Gauld and Miller (2004) emphasized that effectiveness of trainers who deliver the training is known to be momentous in the final return on training investment. Hinting on the characteristics of the successful trainer Moss (1993) suggested that trainer needs to plan, be prepared, and show encouragement and empathy to the learners. [Otherwise, he would fail to get them involved in the training process and transform them professionally.]

The role of trainer is changing, from a mere role of providing some skills, now according to Buckley and Caple (2004) it is of active communicator, pro-active thinker, one who builds onto achieve training objectives with strategic dimension of the organisation holding central importance. Trainer plays an important role in transferring the learning to work. Broad (2000) identified one of the barriers to transfer the training

is "poor training design and/or delivery". Thus a complete trainer is one who has the skills ranging from foundation to administration.
Sofo (2007) reported learning acquired from training sessions is applied and maintained on the job to increase performance and productivity but still only about 10% of what is learnt in training is applied on the job (Fitzpatrick, 2001). Even if the knowledge obtained through training is accurate, organizational performance will not improve if dichotomy in implementation exists in the business organization (Tsang, 1997).

The study by Seyler et al (1998) implied that environmental variables (opportunity to use, peer support, supervisor sanctions, and supervisor support) have a broader influence affecting not only post-training behavior, but motivation to transfer but on the contrary in their study Klink et al (2001) focused on just one environmental behavior i.e. supervisory behavior and did not found any convincing evidence for its impact on the transfer of training.

Employee Development aspect of Job Satisfaction

A UK bakery turned around its business after aligning its training with employee development which resulted in an expansion from 2 shops in 2002 to 22 shops in 2010 (Pollitt, 2010). Job Satisfaction – refers to positive or negative feeling/perception one has about his/her job. Rowden and Conine Jr. (2005) called it a subjective perception of work, as satisfying factor for one employee might not act as a satisfying feature for another. Job satisfaction is widely researched topic (Curtis, 2007) because most individuals spend a large part of their life at work, and understanding the factors that contribute to job satisfaction are important in improving the overall well-being of individuals. One Human Resource function that aids in changing employee behavior is that off support from employer for personal development, it leads to employees positive responses as being engaged and committed (Maurer and Lippstreu, 2006).

Opportunities for employee development determine personnel satisfaction (Garcı´a-Bernal, Gargallo-Castel, Marzo-Navarro, & Rivera-Torres, 2005) resulting in both an improvement in worker productivity as well as a reduction in the cost of hiring and training workers. Likewise Linz (2003) deduced that job satisfaction correlate positively with labor productivity and negatively with labor turnover, both of which influence firm performance. In order for a firm to positively impact its performance it has to take a step that increases employee satisfaction with the job. One such step is identified by Gazioglu and Tansel (2006) who specified employees who received job training were more satisfied than those who had no training opportunities. Aligned with the aforementioned findings, the value of employee development is further

cemented in a study conducted in America and Canada pointed that receiving training that enhanced skills and capability was a key component of what potential candidates looked for in jobs (What Drives, 2001). The above assertions and findings lead us to propose that organizations failing to provide adequate employee development initiatives will fail to attain optimum level of employee satisfaction and will face turnover issues.

Hertzberg (1968) proposed training to be a hygiene factor thus training may not be a primary cause of employee satisfaction but on the contrary Rowold (2008) in their empirical study found training was specifically designed to accomplish an explicit goal: enhanced job satisfaction likewise Bedingham (1997) specified training brought changes in on the job behaviour, the benefits of this were established in the study by Eaglen et al. (2000), some of them are improved productivity, employee satisfaction, reduced turnover and willingness to accept strategic and organisational change.

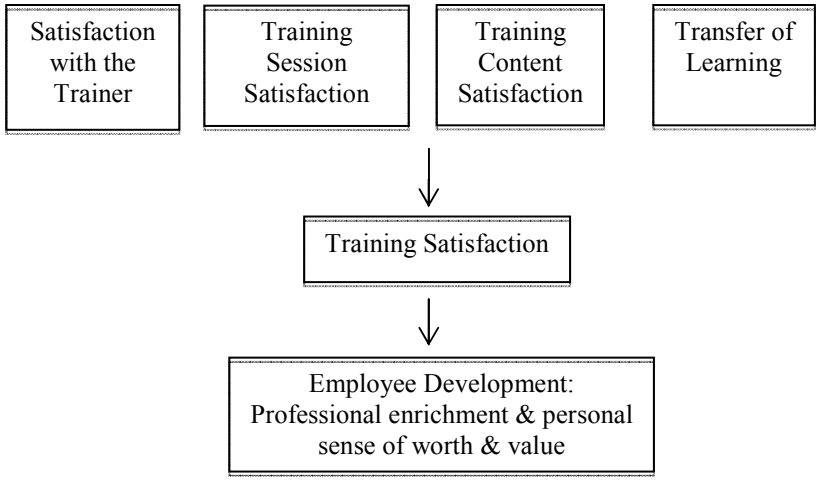
Buckley and Caple (2004) suggested the categories of job satisfaction that can have an impact that comes from training. One is intrinsic that may come from performing task well or being able to apply the skills learnt, it infuses a sense of being developed and having an increased competence whereas extrinsic job satisfaction comes from extra earning that comes from improved job performance, the ability to perform the task, applying the skills and improved job performance stem from the learning that comes from training.

The study of Linz (2003) among Russian workers agreed with the above assertion and maintained that Workers reporting high levels of job satisfaction tend to be those who have a high expectation of receiving intrinsic job characteristic, by developing additional skills, learning new things, accomplishing something worthwhile and all this is possible to achieve through training. Acton and Golden (2003) in their study identified that training of employees does not only positively relates to employee job satisfaction but also contributes in building a negative relation to turnover cementing the assertion of Winterton (2004) who stressed on failure to invest in training and development contributes to higher labor turnover. The researches support the conjecture that offering talented employees training to keep them current on their job functions and allowing them to learn new skills can be utilized to improve satisfaction with the organization.

Coetzer (2006) discovered that employee's perceived lack of incentives to learn posed a challenge in motivating and retaining employees while it threatened satisfaction of employees at work. To meet this challenge Barnett and Bradley (2007) made it imperative on the organization to support employees in developing their careers which

increased not only their job satisfaction but also their career satisfaction, this according to Sadler-Smith (2006) could be done through training as it provides a mean to master the skills employee's needs to advance in the company. [Training seems to yield us twin benefits that is, professional enhancement; & personal satisfaction – with an added sense of worth & value]

Research Framework and Questions



- Identify the inter-relationship between different factors of overall training satisfaction (Satisfaction with the training session, Training Content satisfaction, Satisfaction with trainer and Transfer of Learning).
- What is the relationship of individual demographics with overall training satisfaction and job satisfaction?
- What is the effect of various factors of training satisfaction on the employee development aspect of the job satisfaction?
- What is the effect of overall training satisfaction on the employee development aspect of the job satisfaction?

Methodology

The objective of the study is to examine the association between "Job training satisfaction and Learning and Development aspects of Job Satisfaction". The study also examined training related factors for their possible relationship with Learning and Development aspect of Job Satisfaction. The data was collected from Marketers and Office staff in various occupations. 500 questionnaires were distributed out of which

413 copies were returned, out of which 317 were usable, making an overall response rate of 63%.

Instrumentation

A 35 item questionnaire was designed. Training Satisfaction had a total of 22 items divided into four subscales namely Satisfaction with training session, Training Content Satisfaction, Satisfaction with Trainer and Transfer of learning. Satisfaction with the employee development aspect of the job was measured using a 13 item scale mainly concentrated on identifying and measuring aspects that are essential in generating satisfaction with learning and development side of the job. Responses were taken on a 5 point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

The questionnaire also included demographic questions that addressed age, gender, job rank and type of occupation, the study divided the respondents into two categories, marketers and office staff. A pilot study (n = 125) was conducted using the developed questionnaire and a factor analysis was conducted. Results of the reliability study are summarized in table 1.

Table 1: Reliability Coefficient

Subscales	Reliability Coefficient
Satisfaction with Training Session	0.942
Training Content Satisfaction	0.880
Satisfaction with Trainer	0.866
Transfer of Learning	0.902
Scale: Training Satisfaction	0.941
Scale: Job Satisfaction	0.943

Table 2 and 3 contain information contingent to questionnaire items and factor loading for the training satisfaction and job satisfaction components of the study.

Table 2: Factor Analysis for Job Training satisfaction

Factor	Variable	Loaded Items	Items
1	TS1	The training objectives were accurately conveyed.	0.889
	TS2	The training objectives were properly accomplished.	0.862
	TS3	I was told that “How Would I benefit from this training Program”.	0.915
	TS4	Having told that “How Would I benefit	0.890

		from this training Program" helped me gain commitment to training program.	
	TS5	Feedback forms based on subjective personal reaction to the training experience were collected from the trainees.	0.887
	TS6	I was provided with adequate resources to implement the learning from training session.	0.517
2	TC1	Training session has increased my understanding of the subject.	0.701
	TC2	Training contents were relevant to the job I perform.	0.739
	TC3	Skills acquired through Training were helpful to me in carrying out my duties.	0.912
	TC4	The skill(s) acquired through training/development program has increased my capability.	0.712
	TC5	Training added value by providing opportunity to develop skills and knowledge.	0.743
3	TRS1	Trainer was helpful.	0.652
	TRS2	Trainer was well prepared.	0.761
	TRS3	Trainer showed encouragement and motivated trainees to learn.	0.670
	TRS4	Trainer used varied learning methods for different types of learners (e-g, slides, images, videos, practical demos).	0.516
	TRS5	The Training session was collaborative and involved discussion with the trainer.	0.794
4	TL1	Management supported me in transferring training to work.	0.824
	TL2	I was able to transfer the learning from training to work.	0.799
	TL3	I was in control on how to implement the learning.	0.741
	TL4	I was allowed to learn from my mistakes that happened during transfer of learning.	0.677
	TL5	The Training has put me in further control over my job.	0.736
	TL6	The training has increased work efficiency and effectiveness.	0.885

Table 3: Factor Analysis for Employee Development aspects of Job satisfaction

Factor	Variable	Loaded Items	Items
1	JS1	I have made progress towards the goals I have set for myself.	0.854
	JS2	The job has increased my career expectations.	0.878
	JS3	Organisational steps for employee growth such as Training have positive impact on my job.	0.779
	JS4	The Job has given me chances to do what I am best at.	0.597
2	JS5	The Job has provided me a chance to do different things from time to time.	0.747
	JS6	I get praised for performing my duties efficiently and effectively.	0.781
	JS7	I get a feeling of accomplishment for performing my duties.	0.805
	JS8	There is a chance of advancement in the current job	0.586
	JS9	The Job provides me the chance to do something that makes use of my abilities.	0.684
	JS10	I am happy with how company policies are put into practice.	0.764
	JS11	The job provides me new ways of learning.	0.655
	JS12	I feel proud in telling other that I work for this Organization.	0.811
	JS13	I would like to work long term for this Organization.	0.707

Results

The results of the data gathered was analysed to answer the various research questions.

Question 1

The first research examines the inter-relationship between different training factors (Satisfaction with the training session, Training Content satisfaction, Satisfaction with trainer and Transfer of Learning). A

correlation analysis identified how various facets of overall training satisfaction are interrelated.

Table 4: Inter-relationship between various factors of the overall training satisfaction

Variable	TS	TC	TRS	TL
TS	-			
TC	0.417**	-		
TRS	0.604**	0.604**	-	
TL	0.550**	0.281**	0.593**	-

***. Correlation is significant at the 0.01 level (2-tailed).*
(TS = Training Session Satisfaction, TC = Training Content Satisfaction, TRS = Trainer Satisfaction, and TL = Transfer of Learning)

The results of the correlation matrix highlight a significant relationship between different factors contributing to the overall satisfaction with the training. A significant and slightly stronger relationship exists between Trainer Satisfaction and Satisfaction with Training Session and Trainer Satisfaction and Training Content Satisfaction followed by a significant and medium association of Trainer Satisfaction and Transfer of Learning and Satisfaction with Training Session and Transfer of Learning However a significant but weak positive relationship was observed between Satisfaction with Training Session and Training Content Satisfaction and Training Content Satisfaction and Transfer of Learning. The existence of significant association between various facets of overall training satisfaction aids in making an inference that the factors are positively associated with each other and made a significant contribution in achievement of overall training satisfaction.

Question 2

This research question seeks to examine the relationship of individual demographics with overall training satisfaction and job satisfaction. An Independent sample t-test was conducted to analyse the differences in gender and type of occupation, whereas One Way Anova was used to evaluate if differences existed across varied age groups and Job ranks.

The results postulated significant differences in Overall training satisfaction for male (Mean = 3.60, SD=0.71) and female (Mean = 3.33, SD=0.66), $t(0.215) = 315$, $p = 0.001$ whereas no significant difference was found in employee development aspects of job satisfaction. Further analysis revealed that Training Content satisfaction, Trainer Satisfaction and Transfer of Learning was significantly different between male and

female, but there were no significant differences in satisfaction with the training session in both the genders.

As for differences in Overall training satisfaction and job satisfaction, the study did not observe any differences between marketers and those working in an office. It is important to note that when a further analysis was conducted a significant difference was found in Transfer of learning between the office (Mean = 3.69, SD=0.83) and marketing staff (Mean = 3.40, SD=0.85), t (-3.058) = 315, p = 0.002.

In order to see differences across varied age groups and job rank, One Way Anova was employed; the results showed that significant differences exist in Overall Training satisfaction and satisfaction with the Employee development aspect across the varied age groups and job ranks (Table 5 and Table 6).

Table 5: Training Factors, Overall Training Satisfaction and Job Satisfaction across various age groups

Scale	21 – 30	31 – 40	41 – 50	51 – 60	F/p value
	(N = 59)	(N = 134)	(N = 80)	(N = 44)	
TS	2.50	3.27	3.50	3.55	15.270, P = 0.000
TC	3.50	3.71	3.81	4.09	4.420, P = 0.005
TRS	3.05	3.52	3.53	3.58	5.920, P = 0.001
TL	3.26	3.54	3.81	3.47	5.117, P = 0.002
Training	3.08	3.51	3.66	3.67	10.030, P = 0.000
JS	2.99	3.43	3.48	3.60	6.164, P = 0.000

Table 6: Training Factors, Overall Training Satisfaction and Job Satisfaction across various job ranks

Scale	Junior	Middle	Senior	F/p value
	(N = 61)	(N = 154)	(N = 102)	
TS	3.09	2.90	3.80	29.490, P = 0.000
TC	3.48	3.80	3.82	3.818, P = 0.023
TRS	2.76	3.51	3.76	35.238, P = 0.000
TL	3.09	3.46	3.94	23.320, P = 0.000
Training	3.10	3.42	3.83	24.848, P = 0.000
JS	3.22	3.11	3.90	35.135, P = 0.000

The above results show that there is an increase in overall training satisfaction with increasing age; similar tendency is observable in Job Satisfaction. As for differences across the job rank, overall satisfaction with training is seen to be increasing with respondents job rank, a similar behavior can be witnessed for Job satisfaction that also show a surge with rise in rank. The above summarized results confirm that training and job satisfaction do change with individual demographics.

Question 3

This Question examined the effect of various facets of overall training satisfaction on the employee development aspect of the job satisfaction. Correlation was used to find the association whereas Multiple Regression analysis is utilized to gauge the effects.

Table 7: Correlation Matrix for Various Factors of Overall Training satisfaction and Employee Development aspect of Job Satisfaction

	TS	TC	TRS	TL
JS	0.569**	0.054	0.506**	0.580**

***. Correlation is significant at the 0.01 level (2-tailed).*
(JS = Job Satisfaction)

The above table shows that all but Training Content satisfaction are positively associated with job satisfaction. Table 8 shows the multiple regression output, aiding to identify the effects of the factors of training satisfaction on Employee development aspect of job satisfaction. The results show R-Square value of 0.526 for the equation, indicating that independent variables explain a 52.6% variance in the dependent variable. Results show that regression model predicts the criterion variable significantly well.

Table 8: Multiple Regression Analysis

Variable	B	SE B	β
TS	0.305	0.041	0.372
TC	-0.383	0.048	-0.388
TRS	0.327	0.064	0.324
TL	0.287	0.053	0.295

Note: R-Square = 0.526, p = 0.000

Question 4

The last research question evaluates the effect of overall training satisfaction on the employee development aspect of the job satisfaction. The results of correlation showed a significantly positive association between training and Job satisfaction ($r = 0.495^{**}$, $p = 0.000$). Regression analysis was conducted to examine the effects of training on job satisfaction, results are summarized in table 9. The output shows that overall training satisfaction has an R-square value of 0.294, thus training explain 29% variation in employee development aspect of job satisfaction.

Table 9: Multiple Regression Analysis Overall Training Satisfaction and Employee Aspect of Job Satisfaction

Variable	B	SE B	β
Training	0.638	0.056	0.542

Note: R-Square = 0.294, p = 0.000

Discussion

The objective of the study was to assess the association and effect of training and an important feature of job satisfaction i-e employee development. Where previous studies have focused on the overall job satisfaction (Choo and Bowley, 2007 and Schmidt, 2007) the current study took one factor that in the changing world of business strongly catalyses the achievement of overall job satisfaction. Organizations invest in training programs with the intention of not only enhancing employee capability but also making the individual more engaged and committed to the business.

Starting with the Satisfaction of the training session, further data analysis highlights the importance of communicating the training objective and letting the participants acknowledge the benefits of training session. A Strong and Significant association was found between communication and achievement of objective ($r = 0.787$, $p = 0.000$), similarly a Strong and significant relationship was established between communication and gaining commitment through divulging on the benefits of the training program for the participants ($r = 0.882$, $p = 0.000$).

Satisfaction with the training session in the employees can be attributed to the fact that it was understood that people learn differently and in order to gain there attention, objectives and benefits were communicated to the participants. The benefits of communication have also been reported by Huang (2001) and Wickramasinghe (2006) who in their study recognized firms that have a clear vision of training objectives and know for what purposes training is being provided are more likely to achieve better training effectiveness. Likewise Jolles (2005) stressed on communication of training benefits as a mean to establish the *utility* of the training program which could go a long way towards making *trainees* want to learn similarly Alvarez, Salas, & Garofano (2004) finds it to be an important variable that affects the training effectiveness 'Before' its commencement. Tai (2006) Showed that pre-information brings trainees more self-efficacy and training motivation to learn Thus, to raise employees' learning self-efficacy and training motivation, managers should clearly address the importance of training before they attend the training and all this could help

organisation in two – ways one it would help in stimulating learning among trainees plus for the organisation it would aid in creating a learning culture.

The study discloses that achievement of job satisfaction is dependent on different facets of overall training satisfaction however the study did not find association of Training Content satisfaction with job satisfaction. As for the demographics and their association with overall training satisfaction, the study found that satisfaction with training tends to show an increase with increasing age.

Vianen, Dalhoeven and De Pater (2011) examined individual and situational factors that impact the relationship between age and employee training and development willingness. The authors proposed that the relationship between age and training and development willingness would be moderated by employees' entity self-theory and perceived developmental support. The respondents of the current study received a considerable support (TL1) (Mean = 3. 54) from the management and were allowed to learn from their mistakes (TL4) (Mean = 3.60).

The study found significant association between various facets of overall training satisfaction, one of the aspects that was a significant contributor to the overall satisfaction with training was Trainer satisfaction, the results of the study cemented the earlier study of Jackson (1999) and found that engaging trainees and providing discussion prompts are essential ingredient for a successful training similarly the success of the training session could be attributed to the reason identified by Choo and Bowley (2007) who found trainees highly value a helpful and well prepared trainer.

It is worth noting that there is a dip in the actual transfer of learning, the trainees were satisfied with the content of training and found it practical but when it came of the transfer of learning there was a decrease in the ability to transfer the skills. This symbolizes that trainees might find the skills useful to them for their job, but when it comes to actual application of skills they fail to transfer the learning from work. Vermeulen (2002) holds a similar perception that employee finish a training program with a feeling that what is learned would be useful in daily work but when one gets back to work it is not practiced, it is very likely to experience a transfer gap.

Further analysis of the data revealed that satisfaction with employee development interventions such as training are significantly associated with employee commitment to the organization. Job Satisfaction Scale had two items (JS12, JS13) measuring employee commitment to the organization. The findings of the study concur with Maurer and Lippstreu (2006) who arrived at a similar conclusion; this

cements the assertion that training is a necessary ingredient of the job that creates enhanced employee commitment (Bartlett, 2001; Tansky & Cohen, 2001). Employees at all levels similarly value training as found by the study, since for overall training satisfaction, the study did not observe any differences between marketers and those working in an office. The reason for people employed in customer contact is identified by Schmidt (2007) who showed that marketers are motivated by ability to please customers, and satisfaction with training allows them to be good at it.

It is important to consider the present results in relation to results observed in other research studies. Satisfaction with the training program has been found to be a contributor in attainment of job satisfaction (Maurer and Lippstreu, 2006).

Conclusion

The purpose of this research study was to inspect whether or not there exists a relationship between overall training satisfaction and Employee Development aspect of job satisfaction. Training satisfaction was further subdivided into four subscales (Training Session Satisfaction, Training Content Satisfaction, Trainer Satisfaction and Transfer of Learning). Employee Development feature of job satisfaction was measured using a 12 item scale. The study found a significant correlation between different subscales of training satisfaction.

The results show that there are significant differences in Overall training satisfaction for male and female whereas no significant difference was found in employee development aspects of job satisfaction for gender. The study did not observe any differences between marketers and those working in an office for training satisfaction. The survey found an increase in overall training satisfaction and job satisfaction with increase in respondents age; Analysing job rank, overall satisfaction with training is seen to be increasing with respondents job rank, a similar behaviour can be witnessed for Job satisfaction that also show a surge with rise in rank.

Besides Training Content satisfaction the study found Training session Satisfaction, Trainer Satisfaction and Transfer of learning to be significantly positively associated with job satisfaction. The results of the subscales association are translated into positive significant association of overall training satisfaction with employee development feature of job satisfaction. A vital aspect of the learning experience are the trainers, majority of the respondents did find the training session to be joint effort where they were given freedom to express, the respondents highly value this kind of trainer who is helpful and well prepared. This implies the

significance of a trainer in achievement of success with the training program.

This study has provided support for the idea that training initiatives are a wise investment, rather than merely an expense and in addition to increasing the knowledge, skills and abilities of employees, training opportunities also appear to add value beyond the content covered in such initiatives. Such opportunities seem to increase job satisfaction, and commitment which have a positive impact on the bottom line by motivating employees, and decreasing turnover intent.

Further Study

The study finds an association between overall training satisfaction and employee development aspect of job satisfaction. However the study limits itself to one contributing factor of job satisfaction, further study needs to be conducted in area of effect of training on overall job satisfaction. The current studies divides the respondents on the basis of those working in the field and ones working in offices, further study shall focus on various categories of office and marketing personnel with years of experience as a demographic variable can further aid in developing an understanding on how training and job satisfaction changes with working experience.

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