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The Impact of Employee Training on Job Satisfaction

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Abstract

This study investigates the relationship between the effectiveness of employee training programs and job satisfaction among personnel in Türkiye. Utilizing a quantitative research design, data were collected through a structured questionnaire and analyzed using reliability testing, correlation analysis, and regression techniques. The findings indicate a statistically significant and positive relationship between employee training and job satisfaction, affirming that well-designed training programs contribute meaningfully to employees' work-related attitudes. Although no significant differences were found between trained and untrained employees in terms of perceptions, the large effect size suggests practical implications worth further exploration. The results underscore the necessity of aligning training initiatives with organizational objectives and individual employee needs to optimize satisfaction and performance. These insights offer valuable guidance for human resource practitioners and add to the growing body of literature on workforce development and organizational effectiveness.

Keywords: Employee training; Training effectiveness; Job satisfaction; Human Resource Development; Organizational Performance.

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1. Introduction

Employees are commonly regarded as a company's most valuable asset in the modern business environment, with the power to affect its reputation and future direction [24]. Building a motivated and satisfied workforce is more crucial than ever as firms face increasing competition and rapidly changing market dynamics [19]. A growing body of research suggests a link between job satisfaction and key organizational outcomes, such as employee retention, productivity, and overall performance [16].

Employee perceptions of an organization's commitment to their professional development are heavily influenced by training, which equips workers with the knowledge and skills required for their roles [19]. Understanding the impact of training on job satisfaction is critical, as firms invest significant resources in human capital to maximize return on investment (ROI) [14]. Employee training is defined as a complex process encompassing diverse learning and development activities aimed at enhancing both individual and organizational performance [19]. Effective training programs require competent and engaged personnel, contributing to positive organizational outcomes [27]. Research indicates that employees who perceive their training as valuable and relevant are more likely to be satisfied with their positions and less likely to leave [22].

Training initiatives can improve employee psychological well-being by enhancing their perception of competence, self-efficacy, and job stability [17]. These psychological factors significantly contribute to job satisfaction as they increase employees' overall feelings of fulfillment and enjoyment at work [20]. Research demonstrates that employees participating in well-structured training programs report higher job satisfaction levels and greater organizational loyalty [16].

The relationship between training and job satisfaction has been examined across various contexts, underscoring its universal importance across industries and cultures [14]. For instance, studies have shown that training fosters a positive work environment that promotes continuous learning and professional growth, thereby enhancing job satisfaction [25]. Furthermore, training satisfaction has been identified as a significant predictor of overall job satisfaction [17], emphasizing the need for organizations to design training programs that align with employee needs and expectations.

Training fosters a positive work environment that promotes continuous learning and professional development, thereby enhancing job satisfaction [24]. Research has shown that training satisfaction serves as a significant predictor of overall job satisfaction [24], highlighting the critical need for organizations to design training programs that align with employee needs and expectations.

As noted in [13], training programs can significantly influence organizational culture and promote desirable workplace behaviors. This study aims to examine how employees' perceptions of training value impact their job satisfaction levels. The following hypotheses will be examined:

H1: There is a positive correlation between employee training and job satisfaction.

H2: There is a significant and positive effect of employee training on job satisfaction.

H3: There is a significant difference in perceptions between employees who have received training and those who have not.

2. Conceptual Framework

The conceptual framework of this study looks into the interconnected connection between job satisfaction and employee training, building on a large body of literature to define key concepts and hypotheses.

2.1. Employee training

Employee development is essential for cultivating the knowledge, skills, and competencies required for effective job performance. This requires a comprehensive approach incorporating multiple methods including conferences, seminars, on-the-job training, and formal training programs [19]. The effectiveness of such programs depends on several factors, including instructional methods, training duration, alignment with organizational goals, and relevance to employees' specific roles [10]. When properly executed, training enhances job performance by equipping employees with necessary competencies, thereby increasing overall organizational productivity [6].

Studies demonstrate that employees who perceive professional growth and skill development report significantly higher job satisfaction [16]. Furthermore, relevant and effective training enhances employees' sense of competence and value in their roles, strengthening the connection between training and job satisfaction [27]. For optimal impact, training programs must be carefully tailored to address both organizational objectives and employee needs. Generic or outdated training content provides limited value; instead, programs should be specifically designed to align with employees' actual responsibilities and challenges [19].

Aligning training programs with business objectives not only supports organizational goals but also ensures the sustainability of training initiatives within company operations [19]. When training is directly relevant to job requirements, it leads to measurable performance improvements and greater recognition of training value [13]. A strategic training approach that incorporates organizational objectives fosters a culture of continuous learning, which significantly enhances job satisfaction [10].

Research indicates that training activities which enhance employees' sense of competence and value contribute to higher engagement and commitment [27]. Ultimately, when employees perceive their organization's genuine investment in their professional growth, they demonstrate greater engagement and job satisfaction [22].

2.2. Job satisfaction

Job satisfaction is significantly affected by intrinsic factors including work characteristics, personal growth opportunities, and meaningful task fulfillment [20]. These elements directly influence an employee's sense of achievement and self-worth, which constitute fundamental aspects of job satisfaction [5]. Research indicates that challenging yet achievable tasks substantially enhance personal development and accomplishment, both critical for job satisfaction [11].

Extrinsic factors such as compensation, benefits, job security, and work environment equally contribute to job satisfaction. Studies demonstrate that fair and competitive remuneration positively impacts employee well-being and satisfaction by meeting financial needs [20]. Workplace conditions and employment stability also significantly affect motivation and satisfaction levels [21]. Employees consistently report higher job satisfaction when they perceive their work environment as stable and their compensation as equitable [21].

High job satisfaction benefits both employees and organizations through increased engagement, reduced absenteeism, and lower turnover rates [11]. These outcomes help retain skilled personnel while decreasing organizational costs [11], [24]. Targeted training programs significantly enhance job satisfaction by developing critical competencies that boost employee confidence and capability [23], [19]. When aligned with long-term career goals, training further contributes to extrinsic satisfaction through professional advancement opportunities [16].

Effective training initiatives incorporating collaborative elements improve interpersonal relationships and foster supportive work environments [19], [8]. Such programs cultivate organizational cultures that enhance job satisfaction through shared learning and team cohesion. In summary, job satisfaction represents a multifaceted construct shaped by relational factors, extrinsic rewards, and strategically designed training programs - all contributing to an enhanced workplace experience.

2.3. Hypothesized relationships

H1: There is a positive correlation between employee training and job satisfaction.

Effective employee training programs should increase job satisfaction by providing employees with the skills and information they need to complete their responsibilities efficiently [19]. Furthermore, such programs demonstrate the organization's commitment to employee development by instilling a sense of value and recognition, which improves job satisfaction [1].

H2: There is significant and positive effect of employee training on job satisfaction.

Employee training programs are critical for increasing job satisfaction because they improve employees' sense of competence and mastery over their job, promote their self-efficacy, and close skill gaps [6]. Furthermore, by creating a good work environment, skill development and career advancement chances provided by well-designed training programs improve overall job satisfaction [19].

H3: There is a significant difference in the relationship between employee training and job satisfaction across different levels of educational achievement.

Employees with varied educational backgrounds may experience different outcomes from training programs on job satisfaction. Higher educated persons may have different expectations and perspectives on how effective training is, affecting their job satisfaction differently than those with lower education levels [12], [1], [17].

2.4. Literature review

Training is widely acknowledged as an essential component of human resource development, improving employees' technical knowledge, abilities, and aptitude for creative problem solution [26]. As organizations face increased internationalization and rapid technological development, training has become increasingly crucial in preparing individuals to adapt and excel in dynamic business contexts [19]. Aguinis and Kraiger [1] underline that, in addition to individual benefits, training helps organizations adapt and compete by encouraging innovation, lowering attrition, and aligning employees capabilities with strategic goals.

Several studies have demonstrated the efficacy of adapting training programs to individual needs. According to Tannenbaum and his colleagues [22], training that is tailored to employees' expectations and learning styles increases commitment, self-efficacy, and performance outcomes. Similarly, Elnaga and Imran [6] discovered that structured training increases organizational loyalty and job satisfaction by helping individuals understand their roles and gain confidence.

Training methods are also important. According to Noe [13], both on-the-job and off-the-job training have distinct advantages—practical immersion versus concentrated intellectual learning—and the best outcomes are dependent on the organization's circumstances. Rowden and Conine [16] also emphasize that continual access to workplace learning opportunities is highly associated with increased job satisfaction, particularly in smaller organizational contexts.

Job satisfaction, in turn, is strongly related to training effectiveness. Spector [20] defines job satisfaction as the degree to which an individual's work environment fits their psychological and practical demands. Noe [13] and Tansky & Cohen [24] suggest that training facilitates this alignment by giving employees with the skills and knowledge they require to succeed. Furthermore, Judge and Bono [9] contend that personality traits and core self-evaluations influence job satisfaction, and that training experiences that improve self-efficacy and perceived competence have a beneficial impact on both.

While these studies generally agree that training is an important predictor of job satisfaction and performance, few particularly focus on multi-sector samples in developing economies. This gap inspires the current study, which looks into how training influences job satisfaction among employees in a variety of businesses in Turkey. This study expands the literature by combining psychological theories of job satisfaction with empirical analysis of training outcomes, providing fresh insights into how HR practices might be maximized in culturally and economically varied settings.

3. Research Methodology

This quantitative study, which uses a relational screening strategy, seeks to investigate the shared variance across variables and determine the extent of their interrelationships. It investigates the relationship between job satisfaction and the efficacy of employee training programs in various industries in Turkey. Rather than focusing on a particular firm, the study looks at the overall patterns and ramifications of training activities across several sectors. This method adds valuable insights to the very small body of the job on this topic,

particularly in the Turkish context, and aligns with prior demands for additional contextual and cross-sectoral training research [19].

This study's main goal is to assess the correlation between job satisfaction and employee training among Turkish workers in a variety of industries. The goal of the research is to determine the ways in which work satisfaction levels can be impacted by efficient training programs. This information will help HR managers make strategic planning decisions and will also add to the growing body of knowledge regarding employee growth and organizational performance in diverse settings. To achieve these objectives, the study employs a structured questionnaire that includes: The Employee Training Effectiveness Scale developed by [2], designed to measure the perceived efficiency of training programs. And the Job Satisfaction Scale developed by [21], which evaluates different aspects of job satisfaction, including work environment, professional growth, and interpersonal relations.

Before the data collection, ethical approval was obtained for the research from the Istanbul Aydın University Rectorate, Social and Human Sciences Ethics Committee (Date/Decision No: 27.06.2024).

3.1. Population and sample

The google forms we created as a data collection tool were sent to online research groups of employees with various titles from almost all sectors in Türkiye, and a total of 100 feedbacks were received. Since it is not possible to switch from one question to the next without answering, all the questions in the obtained questionnaires have been completed. Therefore, there is no questionnaire found to be incomplete or inaccurate. In this research, which employed the easy sampling approach, the condition that the sample number generally accepted by the researchers should be at least 5 times the number of items included in the scale. The sample size, which is more than five times more than the 13 items in the scale, has been reached, so statistical acceptability has been more than achieved. Table 1 contains frequencies and percentages that can be used to obtain a better understanding of the sample's demographic traits.

Table 1: Demographic features of participants:

	Frequency (N)	Percent (%)	
1. What is your gender?	Female	62	62,0%
	Male	38	38,0%
2. What is your age?	18-25	68	68,0%
	25-34	24	24,0%
	35-44	3	3,0%
	45-54	1	1,0%
	55 years old and above	4	4,0%
3. Education achievement	BA/BSC	23	23,0%
	Certificate/Diploma	28	28,0%
	High school	23	23,0%
	Masters	23	23,0%
	PhD	3	3,0%
4. In the last three years, have ever got training/orientation on related to your job?	No	31	31,0%
	Yes	69	69,0%
5. If you answer Q 4 yes, what methods were used for the facilitation?		25	25,0%
	Apprenticeships	1	1,0%
	Demonstration	3	3,0%
	Education sector	1	1,0%
	Formal lecture	9	9,0%
	No	1	1,0%
	On job training	29	29,0%
	Online education thanks to foundations, government or private groups that want to help	1	1,0%
	Self-study training	18	18,0%
	Seminar	12	12,0%

3.2. Data collection tool

A questionnaire was used in this study, in which the quantitative research technique was preferred. The questionnaire has six closed-ended questions designed to collect information on demographic variables. The "employee training" scale, developed by [2], and the "Job Satisfaction" scale developed by [21] were used. The "Job Satisfaction" measure has six items, while the "Employee Training" scale has seven items. The statements in both scales are scored on a 5-point Likert scale (1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly agree).

3.3. Limitations

This study presents several limitations that should be acknowledged to contextualize the findings. First, the sample is limited to personnel from various industries within Türkiye. While this provides valuable local

insights, the results may not be generalizable to other cultural or organizational contexts. Future research could broaden the scope by incorporating participants from different regions or countries to enhance external validity.

Second, the study relies on self-reported data collected via questionnaires, which may introduce response bias or social desirability bias. Participants might overstate their job satisfaction or perceptions of training quality, potentially affecting the accuracy of the findings. Utilizing mixed methods—such as combining surveys with interviews or performance metrics—could help validate and deepen the results.

Third, the cross-sectional design limits the ability to draw causal inferences. While a positive correlation between training and job satisfaction was observed, the direction of this relationship cannot be conclusively established. Longitudinal studies would be more effective in identifying causal links and tracking changes over time.

Lastly, the study focused only on general employee training and job satisfaction without considering moderating variables such as organizational culture, leadership style, or employee motivation. Future research may explore how these factors interact with training to influence satisfaction outcomes more comprehensively.

4. Results

The internal consistency of the measurement scales for both employee training and job satisfaction was assessed using Cronbach’s Alpha, a widely accepted indicator of reliability. A Cronbach’s Alpha coefficient above 0.70 is generally considered acceptable for research purposes. In this study, the employee training scale achieved an alpha value of 0.913, indicating excellent internal consistency among the items. Similarly, the job satisfaction scale yielded a Cronbach’s Alpha of 0.792, reflecting good reliability. These results confirm that the items within each construct effectively measure the same underlying dimension, supporting the credibility of the subsequent statistical analyses.

The normality of the data was evaluated using skewness and kurtosis coefficients, which assess the symmetry and peakedness of the distribution, respectively. For a dataset to approximate normal distribution, skewness and kurtosis values are ideally close to zero. The skewness coefficient for employee training was -0.820 , indicating a modest negative skew, suggesting that slightly more participants reported higher levels of training. In contrast, the job satisfaction variable exhibited a more pronounced negative skewness of -1.070 , pointing to a stronger asymmetry toward higher satisfaction responses. Although these values deviate from perfect normality, they remain within the acceptable range (-2 to $+2$), supporting the appropriateness of parametric analyses.

Table 2: Internal consistency and normality distribution results

	Employee training	Job satisfaction
No. of Items	7	6
A	0.913	0.792
skewness	-0.820	-1.070
kurtosis	-0.256	1.677

The kurtosis coefficient for employee training was -0.256 , indicating a slightly platykurtic distribution, meaning the responses were more evenly spread with fewer extreme values. In contrast, the job satisfaction variable had a kurtosis value of 1.677 , reflecting a leptokurtic distribution, which suggests a higher concentration of responses around the mean with some extreme values. Despite these deviations from the ideal kurtosis of zero, both values remain within the acceptable threshold for normality in social science research (-2 to $+2$). Combined with the internal consistency results, these findings confirm that the items within each scale reliably measure their intended constructs and that the data meet the assumptions necessary for further parametric analyses.

Table 3: Correlation Coefficients, Mean, and Standard Deviation of Employee Training and Job Satisfaction

	Employee Training	Job Satisfaction
Employee Training	1	0.606**
Job Satisfaction	0.606**	1
Mean	23.60	19.21
Standard Deviation	7.82	4.68

** $p < 0.01$

Table 3 presents the descriptive statistics and Pearson correlation results for employee training and job satisfaction. The findings reveal a moderately strong positive correlation between employee training and job satisfaction, with a correlation coefficient of $r = 0.606$, $p < .01$. This indicates that increases in employee training are significantly associated with higher levels of job satisfaction. These results support the premise that structured training initiatives can play a critical role in enhancing employees' attitudes toward their work and overall workplace morale.

Descriptive statistics further detail the distribution of responses across the sample. The mean score for employee training was 23.60 with a standard deviation of 7.82 , suggesting a moderate to high average level of training perceived by employees, with noticeable variability. The mean job satisfaction score was 19.21 , accompanied by a standard deviation of 4.68 , also reflecting variability in satisfaction levels across the participants. These results provide preliminary support for the link between training interventions and employees' affective responses to their job roles.

Finally, Table 4 extends the analysis by conducting a simple linear regression, aiming to assess the predictive power of employee training on job satisfaction. The outcome of this regression is detailed in the following section.

Table 4: Simple Linear Regression Analysis on the Prediction of Job Satisfaction from Employee Training

Variable	B	Standardized β	Std. Error	F	R	R ²	p*
Employee Training	0.363	0.606	0.048	56.825	0.606	0.367	<0.001
Constant	10.650	-	1.196	-	-	-	<0.001

*p<0.05

Table5: Independent Samples t-test for Perception Scores:

Training Status	N	Mean	Std. Deviation	t	df	One-Sided p	Two-Sided p	Effect Size (Cohen's d)
Trained	69	3.47	1.10	-1.38	98	0.086	0.090	1.11
Untrained	31	3.14	1.14					

Note: Levene's test for equality of variances was not significant ($F = 0.007, p = 0.931$), indicating that equal variances were assumed. The average difference between taught and untrained staff was 0.33 (95% confidence interval: -0.82 to 0.16), with a Cohen's d effect value of 1.11.

The analysis further included an independent samples t-test to examine whether perceptions of job satisfaction differed significantly between trained and untrained employee groups. Levene's test for equality of variances confirmed that the assumption of homogeneity was met ($F = 0.007, p = 0.931$), validating the use of the standard t-test results.

While the t-test revealed no statistically significant difference in job satisfaction levels between the two groups ($p > .05$), the effect size was found to be large, indicating that there may be practically meaningful differences in perceptions despite the lack of statistical significance. This suggests that training may still influence satisfaction levels in ways not fully captured through p-values alone.

These findings align with the earlier correlation and regression analyses, which showed a significant positive association between employee training and job satisfaction. Although the group comparison did not yield significant differences, the large effect size implies potential real-world implications worth further investigation. As such, the results highlight the practical value of training programs in improving employee attitudes, even when statistical distinctions are not immediately apparent. Future research employing larger or more diverse samples may help clarify these nuanced relationships. Based on the pertinent findings.

H1: Accepted - There is a significant and positive correlation between employee training and

job satisfaction.

H2: Accepted - There is a significant and positive effect of employee training on job satisfaction.

H3: Rejected - There is no significant difference in perceptions between employees who have received training and those who have not. However, the large effect size suggests practical significance.

5. Conclusion, discussion, and recommendations

This study investigates the complex relationship between effective employee training and job satisfaction, providing useful insights into organizational effectiveness. [3] discovered that well-structured training programs greatly improve employees' overall job satisfaction. An thorough investigation reveals a favorable relationship between employee training and job satisfaction, underscoring the critical role that training programs play in changing employees' opinions of their jobs [9,20].

The discussion surrounding these discoveries covers a wide range of topics. First and foremost, it is critical to recognize that well-designed training programs not only give employees with the necessary skills, but also make them feel competent and useful, which considerably increases job satisfaction [13]. This emphasizes the importance of tailoring training programs to employees' specific needs and goals in order to ensure their relevance and efficacy within the organization [4,10].

It is also clear that organizational culture has a substantial impact on how effectively training works. To boost employee engagement in training programs, provide an environment that supports lifetime learning and growth [28,24]. Companies that respect and promote learning can empower employees to take responsibility for their own professional development, resulting in higher job satisfaction and overall organizational performance [7], [11].

The research's conclusions resulted in recommendations that give firms with specific methods to improve employee job satisfaction and maximize training programs. Companies should prioritize the development of personalized training programs that address each employee's specific skill gaps and needs [4,24]. Organizations can improve the perceived value and applicability of their training activities by aligning training materials with employee goals and corporate objectives [17]. Additionally, maintaining employee participation in training programs necessitates cultivating a culture of continuous learning and development [28,19]. Employers should invest in developing a culture that values learning and offer the resources and support necessary for employees to pursue chances for ongoing professional development [22].

Thirdly, introducing technology into training sessions can improve their effectiveness and accessibility,

accommodating a wide range of learning styles and preferences [13,19]. In addition to traditional training approaches, digital technologies such as online learning environments, virtual training sessions, and other digital resources can improve employee engagement and dynamic training [22]. Finally, regular assessments and feedback systems are essential for establishing the effectiveness of training programs and making required changes [9,16]. Organizations can identify areas for development and ensure that training programs are matched with changing organizational demands by requesting employee feedback and analyzing training outcomes [17].

This study concludes by emphasizing the revolutionary potential of successful employees training for enhancing job satisfaction and promoting organizational success [13,22]. Organizations that take a holistic approach to training and development can unlock their workforce's potential and foster a culture of continuous learning and growth that supports long-term performance and innovation [19,9].

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