

Job Satisfaction Influenced by Training Satisfaction: An Empirical Study of University Employees

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ABSTRACT

The aim of this research is to establish a framework that assesses the factors that influence job satisfaction, specifically through the lens of training among university employees. A comprehensive instrument was developed based on various established studies that encompassed all variables of the research. The data collected from the respondents were analysed using SPSS software, and reliability tests and regression analysis were carried out to determine the relationship between all training factors and job satisfaction. The study revealed that all of the overall training dimensions had a positive correlation with training satisfaction in terms of job satisfaction. This research is significant as it contributes to the development of training and employee development strategies in universities. Previous research has largely focused on the effects of training in other industries, with very few studies investigating the relationship between job satisfaction and training satisfaction in higher learning institutions. Job satisfaction is a crucial aspect that impacts employee motivation, commitment, and productivity, and it is influenced by various factors, including training. Employee training and development programs play a significant role in enhancing employee skills, knowledge, and performance, which consequently leads to increased job satisfaction. This study has provided valuable insights into the relationship between training satisfaction and job satisfaction, highlighting the importance of investing in employee training and development programs for the overall success of universities.

Keywords: Job satisfaction, training satisfaction, employees, university, higher education.

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1. INTRODUCTION

Employees are an important asset to a company. Even though machines are being increasingly used to make jobs more efficient, human capabilities still play a critical role. The purpose of employee training is to improve business processes through enhanced learning, which stimulates better individual and business performance. Training has become more important due to the increased prevalence of job hopping among employees, which makes employee retention a challenge. Additionally, changing demographics have highlighted that the younger generation, known as Generation Y, is less loyal to their organization, and the tendency to switch jobs is very high. Moreover, survey results have revealed that 9% of other organizations offer better opportunities for training and development. Therefore, companies have realized the importance of training, and in 2015,

total U.S. training expenditures, which included payroll and expenditures on external products and services, increased by 14.2% to \$70.6 billion (Survey of Employee Job Satisfaction and Engagement Report, 2015).

Job satisfaction is significantly influenced by training satisfaction. When employees receive quality training and development, they tend to be more motivated, productive, and satisfied with their job. This, in turn, leads to increased employee retention and loyalty to the organization (Ocen, Francis & Angundaru, 2017). The importance of training and development for job satisfaction has been recognized by many organizations, and they have started investing heavily in their employee training programs (Shen & Tang, 2018). Moreover, the pandemic has further emphasized the need for employee training, particularly in areas such as remote work, digital skills, and safety protocols. Therefore, companies must continue to prioritize training and development to ensure job satisfaction and business success (Ocen, Francis & Angundaru, 2017).

In universities, training and development are also important, but there are limited studies that focus on training satisfaction in relation to job satisfaction (Bui, 2019; Yan, Teo, Lim & Lin, 2022; Luzipho, Joubert & Dhurup, 2023; Ismayilova & Klassen, 2019; Pham, Truong, Nguyen & Nguyen, 2023). Therefore, this study aims to fill the gaps by assessing and evaluating the training-related factors in job satisfaction, specifically focusing on university employees. Even though the sample size is relatively small due to the fact that data was collected from employees, it can still be generalised to the settings similar in cultural and social context of the present study, as suggested by Sudman and Kalton (1986). The training related factors include satisfaction with the trainer, satisfaction with the training session, satisfaction with the training content, and satisfaction with the transfer of learning. In following sections, the background of the study, problem statement, research objectives, research questions, and finally, the significance of the study will be discussed.

2. BACKGROUND OF THE STUDY

In the United States, the average training budget for large companies is \$17.4 million, with \$1.5 million allocated for mid-size companies and \$338,709 spent on small companies (Training Industry Report, 2014). This demonstrates the U.S government's commitment to training. Michael and Combs (2008) and Bui (2019) argue that training can reduce the likelihood of failure by improving employee performance, expanding skillsets, and enhancing competence levels. The main goal of training is to increase a company's revenue and return on investment through employee development (Hair, 2008; Bui, 2019).

Investing in employee training offers numerous benefits to companies (Suryanarayana, 2022), such as enhancing employee skills, increasing productivity, and improving job satisfaction. Through training, employees learn what is expected of them to achieve company goals, resulting in higher productivity and profitability. Competency has become a top concern for businesses as it helps determine the necessary skills for specific roles and ensures employees have the skills needed to perform their jobs (Ocen, Francis & Angundaru, 2017; Ismayilova & Klassen, 2019).

Job satisfaction is crucial for every organization, and in the United States employees feel more satisfied with their job nature (Frye, Kang, Huh & Lee, 2020). Employee turnover rates decrease when employees are satisfied with their jobs. Retaining valuable resources is

critical for companies, and it is often more cost-effective to keep existing employees than to hire new ones. Furthermore, new hires require training to develop the necessary skills, which takes time and resources (Bui, 2019; Ismayilova & Klassen 2019). Thus, assessing and evaluating training-related factors in job satisfaction, with a focus on university employees, can provide valuable insights to improve training programs and enhance employee job satisfaction.

Recent studies have highlighted the importance of training and job satisfaction in various industries. For example, Rahayu et al. (2019) found that job training and development opportunities significantly predicted job satisfaction. In addition, Wang, Xu, Zhang and Li (2020) revealed that training satisfaction significantly influenced job satisfaction among Chinese hospitality employees. Such studies provide relevant insights for companies seeking to improve employee job satisfaction through training and development programs.

3. LITERATURE REVIEW

3.1 Job satisfaction

Job satisfaction is defined as either positive or negative feeling or perception of employees with regards of their job responsibility. Rowden and Conine Jr. (2005) called it a subjective perception of work, because satisfying factor for one employee perhaps may not work for other employees. Job satisfaction is a crucial aspect of an employee's psychological well-being and is often considered an important predictor of job performance and employee retention Pham, Truong, Nguyen and Nguyen (2023). Recent research highlights the importance of various factors that contribute to job satisfaction (Luzipho, Joubert & Dhurup, 2023; Ismayilova & Klassen, 2019; Bui, 2019), such as workplace environment, pay and benefits, relationships with colleagues, and opportunities for professional development. A study by Xanthopoulou et al. (2022) found that autonomy, social support, and task variety were important factors that positively influenced job satisfaction among healthcare workers. In addition, a study by Salanova et al. (2021) found that job crafting, or employees' proactive behaviour to shape their job tasks and relationships, was a significant predictor of job satisfaction in a sample of Spanish workers. These findings underscore the importance of providing employees with opportunities for autonomy, social support, and job crafting to promote job satisfaction and enhance their overall well-being.

Recent research indicates that training programs have a significant positive impact on job satisfaction among employees. A study conducted by Rasool and colleagues (2021) found that training significantly increased job satisfaction among healthcare professionals in Pakistan. Similarly, a study by Guan and Frenkel (2019) showed that training was positively associated with job satisfaction among employees in Chinese manufacturing firms. Furthermore, Kumar, Rao, Chakravarty, Thyagaraju, and Soman (2023) found that training interventions had a significant positive effect on job satisfaction, with the strongest effect being observed in studies that focused on skill-based training. These findings suggest that training programs can be an effective way to improve job satisfaction among employees.

3.2 Employee training

Latif (2012) and Suryanarayana (2022) emphasized the importance of adaptability for employees and businesses due to the rapidly changing world. The evolving work methods and techniques have opened up opportunities for employees to continue learning, which is

a necessary objective for organizations aiming to improve performance. Learning and Development (L&D) is a vital factor in shaping a sense of progression and organizational commitment, according to Rizkallah (2019). Choo and Bowley (2007) found that training has a positive relationship with productivity and can impact customer and worker satisfaction, while also increasing brand value. Michael and Combs (2008) discovered that training can reduce the likelihood of organizational failure by enhancing performance, increasing skills, and building competence. Additionally, training can create a learning atmosphere and support self-managed practices such as coaching and mentoring Bard and Moore (2000).

3.3 Training satisfaction

Greenberg and Baron (2003); Luzipho, Joubert and Dhurup, (2023), Ismayilova and Klassen (2019) have defined job satisfaction as an individual's overall assessment of their work and work-related experiences, which is influenced by their values, beliefs, and ideals. Cavanagh (1992) has highlighted that job satisfaction is a construct with various definitions and interpretations. Spector (1997) has described job satisfaction as the degree to which individuals enjoy their work, while McKenna's (2000) study revealed that job satisfaction was an individual's attitude toward how closely personal expectations aligned with actual outcomes. Buckley and Caple (2009), noted that learning can occur through experience or training, while Smith and Sadler-Smith (2006) referred to learning as an "ambiguous concept" that encompasses various fields, including training.

3.4 Staff training in university

The training and development programs for university staff need to be re-evaluated because the current education and training systems are not meeting the demands of continuous learning (National Employment Action Plan, 2002). Dolan (2011) stated that a significant number of university employees feel disconnected from their organization and believe they are not contributing to the achievement of organizational goals. It is therefore essential to provide training and development opportunities that promote engagement, job satisfaction, and organizational commitment among university staff. Recent studies have emphasized the importance of training in improving employee performance and retention in higher education institutions (Chahar et al., 2021; Alajlani & Yesufu; 2022).

3.5 Satisfaction with the trainer

The responsibility of delivering training objectives falls on the trainer, who must attract learners' attention to ensure program efficiency. Effective transfer of training knowledge by the trainer is critical to maximize the return on training investment (Gauld & Miller, 2004). Previous research by Latif et al. (2013) supports the notion that successful trainers exhibit the following characteristics: planning and organizational skills, as well as empathy and support towards learners. Furthermore, reliable and effective trainers are considered essential (Ali, 2012). However, Buckley and Caple (2004) highlighted that the role of trainers has evolved beyond just imparting skills; they now need to be active communicators and strategic thinkers aligned with organizational goals. Latest research emphasizes that trainers must adapt to changing technologies and innovative training methods in order to enhance job satisfaction (Beer & Mulder, 2020).

H1: Satisfaction with the trainer will have a positive effect on job satisfaction

3.6 Satisfaction with the training session

Latif (2012) argues that organizations often fail to effectively communicate the benefits of training to their employees, assuming that they already understand the advantages. This lack of clarity in training design can lead to confusion among employees about what is expected of them following the training session. Dawe (2003) and Bui (2019), emphasizes that a successful training program requires clear goals and objectives, while Buckley and Caple (2009) stress the importance of setting training objectives to guide the training process. Silberman (2006) and Ismayilova & Klassen (2019) highlights the significance of training objectives as a key pillar of a successful training program, noting that without clear objectives, the purpose and value of the training may be lost. To ensure effective training, it is essential for organizations to communicate the benefits clearly and establish clear objectives for the training program.

Recent research has shown that effective communication is a key factor in successful training programs Elsafty and Oraby (2022), and that clear training objectives can lead to higher levels of employee engagement and motivation (Antony, 2018). Furthermore, a study by Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) found that organizations that establish clear training objectives and communicate the benefits of training effectively to their employees can experience significant improvements in performance and productivity.

H2: Satisfaction with the training session will have a positive effect on job satisfaction

3.7 Satisfaction with the training content

The content of training is a crucial factor in determining the level of satisfaction among employees. Otuko et al. (2013) explained that the effectiveness of training content is measured by the extent to which employees perceive it as relevant to their job requirements. Thus, it is essential to develop the content of the training program with careful consideration. The study further emphasized that incorporating major knowledge, skills, and abilities relevant to a particular job is necessary to achieve higher content validity of the training. Gauld and Miller (2004) suggested that the training content should cover both theoretical and practical aspects and enable the acquisition of knowledge and skills. Kirkpatrick (1994) supported the importance of skills and knowledge as the most critical level of training effectiveness, followed by learning.

H3: Satisfaction with the training content will have a positive effect on job satisfaction

3.8 Satisfaction with transfer of learning

Training transfer occurs when trainees apply the knowledge and skills learned in the training program to their job tasks, either directly or indirectly. Sofu (2007) defines the purpose of training transfer as the improvement of job performance and productivity. However, Fitzpatrick (2001) argues that only 10 percent of the knowledge and skills gained in training are transferred to the job. Success in training transfer is achieved when employees are able to apply the acquired knowledge and skills to their work. Tsang (1997) and Bui (2019) emphasizes that even if the information obtained from the training is accurate, it is not possible to enhance organizational performance if there is a difference in business execution. Broad (2000) claims that trainers also play a significant role in the transfer of

learning to work. The difficulties of training transfer can be attributed to poor training design and delivery. Therefore, a competent trainer should possess the necessary skills to facilitate successful training transfer.

H4: Satisfaction with the transfer of learning will have a positive impact on job satisfaction

4. PROBLEM STATEMENT & RESEARCH OBJECTIVES

Employees working at universities are crucial and valuable assets, not only for their respective institutions but for the country's overall growth and development. It is imperative for universities to retain their employees, (Bui, 2019) ensuring their satisfaction with their jobs, and enhancing their productivity. However, the number of employee turnovers has increased in 2015, prompting organizations to invest a considerable amount of money in maintaining training effectiveness in Malaysia.

The increasing trend of employees seeking other job opportunities over the last decade calls for a study to identify which training elements significantly impact job satisfaction among employees, specifically in institutes of higher learning. While prior studies have been conducted on the relationship between employee training and job satisfaction in other industries, limited research has explored the employee training aspects of job satisfaction in the higher learning industry. This gap in research highlights the need for an appropriate scale of measurement for evaluating training satisfaction to understand the relationships between training and its effects on employees, leading to more satisfied and committed employees.

Following are the objectives of the present study:

1. To examine the effect of satisfaction with the trainer on job satisfaction
2. To investigate the effect of satisfaction with the training session on job satisfaction
3. To examine the effect of satisfaction with training content on job satisfaction
4. To investigate the effect of satisfaction with the transfer of learning on job satisfaction

Having adequate information about training satisfaction related factors and their influence on job satisfaction is essential for improving productivity and reducing employee turnover among university staff. Training is crucial for employee development and job satisfaction as it enables employees to improve and develop themselves to fulfil organizational needs. Satisfied employees are more likely to remain in their jobs for longer periods, reducing the costs associated with employee turnover.

Satisfaction with training has been found to have a significant impact on job satisfaction. Employees who are satisfied with the training, they receive are more likely to feel valued and supported by their organization (Ismayilova & Klassen, 2019). This, in turn, can lead to higher levels of job satisfaction and motivation to perform at a high level. Moreover, satisfied employees are more likely to develop a sense of loyalty towards their employer and exhibit greater commitment towards achieving organizational goals.

Training satisfaction can also improve employee performance (Luzipho, Joubert & Dhurup, 2023), as it enables employees to acquire the necessary skills and knowledge to perform

their job effectively. This can lead to an increase in productivity, which can have a positive impact on organizational performance. In addition, satisfied employees tend to exhibit lower levels of absenteeism and turnover, which can further enhance organizational performance.

In conclusion, training satisfaction is a crucial factor in job satisfaction among university employees. Organizations must ensure that employees are provided with adequate training opportunities and are satisfied with the training they receive. Doing so can lead to a more motivated, committed, and productive workforce, which can ultimately result in improved organizational performance.

5. HYPOTHESES & METHODOLOGY

The following hypotheses have been developed after an extensive review of the literature.

H1: Satisfaction with the trainer will have a positive effect on job satisfaction

H2: Satisfaction with the training session will have a positive effect on job satisfaction

H3: Satisfaction with the training content will have a positive effect on job satisfaction

H4: Satisfaction with the transfer of learning will have a positive effect on job satisfaction

The aim of this study is to find the relation between different training factors of overall training satisfaction, namely satisfaction with the training session, training content satisfaction, satisfaction with the trainer, and the transfer of learning and job satisfaction. The data was collected from various offices from a selected university in Malaysia by using convenience sampling. The type of questionnaire used was self-administered. Eighty-six usable questionnaires were returned out of 100 distributed, resulting in a response rate of 86%. The respondents were from different job positions working in the institution of higher learning, ranging from non-executive, fresh and entry-level, junior executive, senior executive, manager, and senior manager. In addition, the working experience ranged from less than one year to more than five years, and the respondent's ages ranged from 18 years to 40 years and above.

A quantitative approach was adopted, and a questionnaire was adapted from previous studies. Responses were collected on a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). The questionnaire was formed of 28 items, training Satisfaction scale had twenty items under four subscales which are: Satisfaction with the training session, Training Content Satisfaction, Satisfaction with the Trainer and finally, the Transfer of learning. Job satisfaction was measured in a separate 8-item scale.

Figure 1 shows the proposed model with dimensions of overall training satisfaction and job satisfaction. All of these variables are expected to influence employees job satisfaction.

6. DATA ANALYSIS & RESULTS

Descriptive Analysis for Demographic

As a starting point in the data analysis, descriptive statistics were performed where demographic analysis were undertaken. This includes understanding various aspects of the respondents' profile, e.g., gender, age, work experience, and position etc. The following part explains all these variables in detail and are presented in Table 1.

PROPOSED MODEL

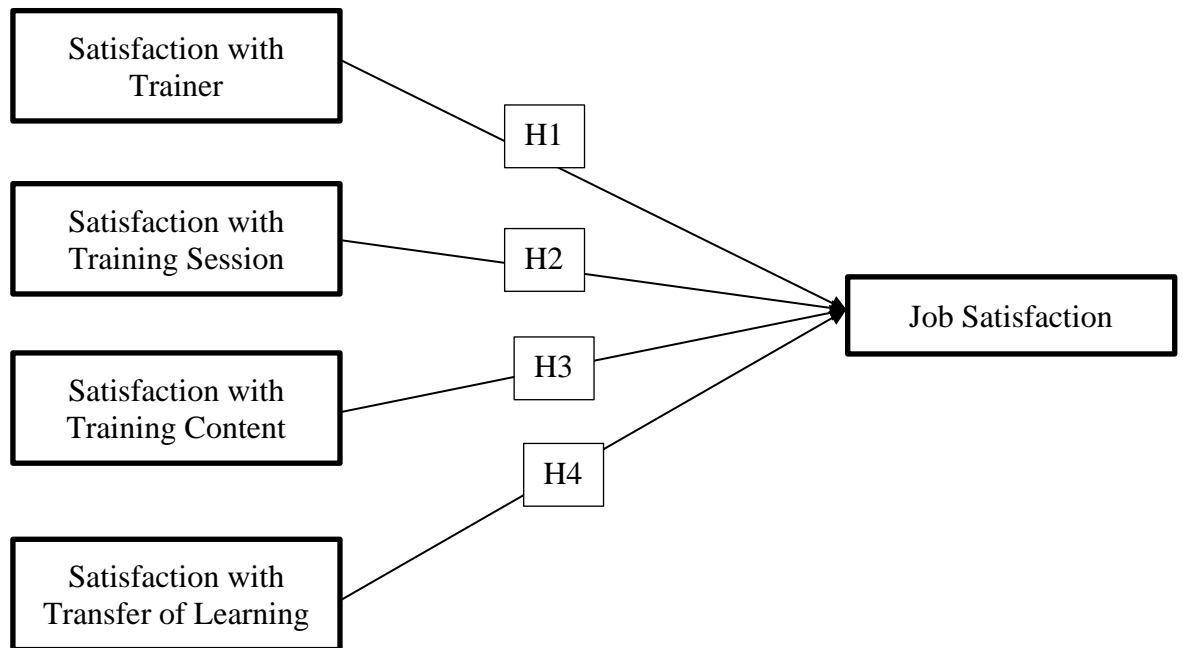


Figure 1: A Model of Training Effectiveness

Table 1: Respondents' Profile

Demographic Variables		Research sample (n = 86)	
		Number of Respondents	Percentage
Gender	Male	39	45.3
	Female	47	54.7
Age	18 to 25	14	16.3
	26 to 30	26	30.2
	31 to 35	20	23.3
	36 to 39	12	14.0
	40 and above	14	16.3
Position	Non-executive	33	38.4
	Fresh/ Entry level	20	23.3
	Junior executive	14	16.3
	Senior executive	11	12.8
	Manager	3	3.5
Job Type	Senior manager	5	5.8
	Full time/ Contract	58	67.4
	Part time/ Temporary	23	26.7
Experience	Internship	5	5.8
	< 1 year	19	22.1

	< 2 years	15	17.4
	< 3 years	9	10.5
	> 3 years	43	50.0
Do you think training is important for you?			
	Yes	83	96.5
	No	3	3.5
	Total	86	100.0

The above table provides information on various demographic variables of a research sample of 86 individuals. The gender distribution of the sample is almost evenly split, with 45.3% male and 54.7% female. In terms of age, the highest percentage (30.2%) and frequency (26) of respondents fall under the age range of "26-30," followed by those aged between "31-35," with a cumulative percentage of 23.3%. The age group with the lowest percentage is "36-39," which corresponds to 14.0%.

In terms of position, the "Non-executive" position has the highest percentage (38.4%), followed by respondents who chose "Fresh/Entry level," whereas the employees working as a "Manager" have the lowest percentage at 3.5%. Moreover, 3.5% of the respondents hold the position of "Senior manager."

The highest percentage of respondents (67.4%) work as Full-time/Contract employees, whereas 26.7% work as Part-time/Temporary workers, and only 5.8% work as Interns. Finally, based on the analysis of years of experience, respondents with more than three years of experience had the highest percentage at 50.0%, followed by those with less than one year of experience at 22.1%. The lowest percentage of employees was recorded as those with less than three years of experience at 10.5%.

It is important to note that 96.5% of the respondents believe that training is essential, whereas 3.5% do not find it significant. This indicates the importance of training in organizations and its impact on employee satisfaction.

Reliability test

The most common and widely accepted method of establishing the reliability of a scale is through Cronbach's Alpha test. The alpha value obtained was 0.949 attesting an acceptable consistency and stability of the research instrument (Nunnally, 1967) (refer to Table 2).

Table 2: Reliability Statistics of the Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.949	0.949	23

Exploratory factor Analysis

After ensuring the reliability of the data set, an exploratory factor analysis (EFA) was conducted to identify the underlying dimensions. The final number of dimensions and their respective items were selected using Varimax rotation. In order to examine the correlations among variables, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity were analysed. The KMO was determined to be 0.962, and the Bartlett's Test of Sphericity was

significant at $p < 0.0001$, indicating sufficient correlations among variables and supporting the use of the data set for factor analysis. The EFA results revealed a clear five-factor structure based on the eigenvalue greater than 1 criterion, accounting for 75.22% of the total variance. All factor loadings were found to be higher than 0.5 on their respective factors, with each item loading higher on its associated construct than on any other construct, thereby indicating the discriminant validity of the measurement (refer to Table 3 for further details).

Table 3: Results of Factor Analysis

Items (Variables)	Component				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
	Satisfaction with Training Content	Job Satisfaction	Satisfaction with Trainer	Satisfaction with Training Session	Satisfaction with Transfer of Learning
TC2	.838				
TC5	.825				
TC4	.824				
TC3	.727				
TC1	.719				
JS3		.844			
JS4		.808			
JS1		.800			
JS2		.787			
JS5		.643			
TRS4			.867		
TRS1			.817		
TRS2			.711		
TRS3			.670		
TS3				.513	
TS4				.532	
TS1				.831	
TS2				.821	
TL2					.633
TL5					.630
TL3					.582
TL4					.549
TL1					.529
Initial Eigenvalues	11.11	2.50	1.44	1.18	1.05
% of Variance	20.13	16.07	15.30	13.40	10.31
Cumulative %	20.13	36.20	51.51	64.91	75.22

Regression Analysis

A Model Summary statistics for a linear regression analysis is as follows. The model has four predictors - a constant, TS, TRS, TL, and TC. The R Square value of 0.476 indicates that 47.6% of the variation in the dependent variable can be explained by the independent variables. The Adjusted R Square value is 0.470, which is slightly lower than the R Square value because it takes into account the number of predictors in the model. The Standard Error of the Estimate is 0.77621, which represents the average distance that the observed values fall from the predicted values. The value of R is 0.690, indicating a moderately strong positive relationship between the dependent variable and the independent variables.

Table 4 presents the coefficients of the independent variables, their standard errors, and the standardized coefficients (Beta). The results indicate that the coefficients of TC (Satisfaction with content), TL (Satisfaction with transfer of learning), and TRS (Satisfaction with trainer) are all positive, which means that an increase in these variables is associated with an increase in JS (Job satisfaction). The coefficient of TS (Satisfaction with the training session), however, is negative, which indicates that an increase in TS is associated with a decrease in JS. The t-values for all variables are significant ($p < .05$), which means that these variables are statistically significant predictors of JS. The overall model explains 47.6% of the variance in JS, which is significant ($p < .05$). Therefore, the results support the hypotheses that TC, TL, and TRS are positively related to JS, and that TS is negatively related to JS.

Table 4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.357	.261		-1.369	.172
Satisfaction with the content	.286	.066	.259	4.309	.000
Satisfaction with transfer of learning	.378	.090	.235	4.208	.000
Satisfaction with Trainer	.386	.076	.306	5.063	.000
Satisfaction with Training Session	-.060	.052	-.051	-1.156	.249

a. Dependent Variable: Job Satisfaction

Based on the result of this study, the following hypotheses are supported/ not supported:

Table 5: Results of Hypotheses Testing

Hypothesis	Result
H1: Satisfaction with the trainer will have a positive impact on job satisfaction	Supported
H2: Satisfaction with the training session will have a positive impact on job satisfaction	Not Supported
H3: Satisfaction with the training content will have a positive impact on job satisfaction	Supported

H4: Satisfaction with the transfer of learning will have a positive impact on job satisfaction	Supported
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An interesting attempt was undertaken where more controlled variables were included as independent variables to see if anything new emerge. These variables are gender, age, and experience.

The results revealed that after adding these variables the overall model still result in a significant outcome with p value less than 0.0001, however, the total variance explained by all these variables in job satisfaction has reduced significantly from 47.6% to 24.4%. This also indicates that the original variables envisaged represent a better model. It is also important to note that age and gender did not result in a significant outcome based on the p value < 0.05 . Interestingly, experience emerged with a significant impact at $p < 0.05$ but negatively. This may mean that the more an employee gain experience, the more are the chances that their satisfaction with the job will reduce. This is based on the Standardised Coefficient (Beta) value of -0.257, and significance of $p < 0.05$.

7. FINDINGS & DISCUSSIONS

The present study aimed to examine the relationship between training satisfaction dimensions (i.e., satisfaction with the training content, satisfaction with the training session, satisfaction with the transfer of learning, and satisfaction with the trainer) and job satisfaction among employees. The results revealed that all four training satisfaction dimensions were significantly related to job satisfaction, with satisfaction with the trainer being the strongest predictor. These findings are consistent with previous research, which suggests that the quality of the trainer is one of the most important factors in predicting job satisfaction (Huang, 2019; Salas et al., 2012).

The current study also found that satisfaction with the training content, satisfaction with the training session, and satisfaction with the transfer of learning were positively related to job satisfaction. These findings are consistent with previous research that has found a positive relationship between training satisfaction and job satisfaction (Huang, 2019). This suggests that employees who are satisfied with the content, the delivery, and the transfer of learning of their training programs are likely to be more satisfied with their jobs.

However, satisfaction with the training session was found to be non-significant when predicting job satisfaction. This finding is inconsistent with previous research, which has found that satisfaction with the training session is an important predictor of job satisfaction (Kim, Stichler, Ecoff, Brown, Gallo, & Davidson, 2016). One possible explanation for this discrepancy could be the sample used in the present study, which was relatively small and drawn from a specific industry. Further research is needed to determine the generalizability of these findings.

In conclusion, the results of this study highlight the importance of training satisfaction in predicting job satisfaction among employees. Organizations should therefore pay attention to the quality of their training programs, including the content, delivery, transfer of learning, and the trainers themselves. By doing so, they may be able to improve employee job satisfaction and reduce employee turnover, ultimately leading to improved organizational

performance. In addition, companies can focus on providing high-quality training programs and investing in the development of their trainers to enhance employee satisfaction with the training content and the trainer. Organizations may also consider using transfer of training interventions such as post-training support and follow-up to reinforce learning and improve satisfaction with the transfer of learning. Overall, this study highlights the importance of employee training and development in enhancing job satisfaction and reducing employee turnover. Even though the sample size is relatively small, because data was collected from employees, it can still be generalised to the settings similar in cultural and social context of the present study, as suggested by Sudman and Kalton (1986). Therefore, this study leads the way to evaluating training satisfaction and to understand the relationships between training and its effects on employees, leading to more satisfied and committed employees in a particular higher education setting. The limitation of the study, namely a relatively small sample size however serves as an encouragement to increase the sample size and the target population for future investigations.

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