

Determinants of Employee's Overall Satisfaction toward Training and Development Programs

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ABSTRACT

Training and development refer to the imparting of specific skills and knowledge to an employee. Its learning opportunities are designed to achieve organizational effectiveness among competitors by bringing innovation in strategies while emphasizing on planning, designing, implementing and evaluating the training programs. There is substantial discussion among researchers and professionals that the success of a business organization whether in public or private sectors lies mainly in the value of its human resources. Studies, reports, and statistics indicate that the investment in training and development is continuing to grow as more and more organizations realize its importance. Despite the recognition of the importance of training, the experience of manpower training and development has been more of a ruse and waste. Therefore, this theoretical paper attempts to find out whether manpower training and development has a significant implication on organizational effectiveness and highlights the needs of the business to concentrate on building employee capacity and focusing on employee development to attain job satisfaction. Lastly, as the investment in various training and development programs continue to rise, it is generally regarded as a good management practice to maintain appropriate expertise now and in the future.

Keywords: *business organization, development, human resources, training*

1. INTRODUCTION

Training is one of the focal aspects for organizations to develop skills, enhance productivity and quality of work, and build workers' loyalty to the organization [1]. Many definitions have been given to the word training. The concept means different connotations to employees in different organizations. According to Richard [2], there is a difference or gap between actual performance and what is needed i.e., standard, productivity suffers. Training can reduce it, if it does not completely eliminate the gap. It does this through changes in behavior of individuals by giving individuals whatever additional specific item of knowledge, skill or attitude they need to perform up to standard. Indeed, the importance of training to organizations has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further prerequisite to resolve environmental challenges. It also noted that training program can have a considerable influence on finances as there are several potential training costs that organizations may incur. Such training costs were direct and indirect costs. Direct costs may include instructor's salary, materials, and follow-up supervision while the indirect cost related to worker's output and productivity during and upon completion of the training [3].

Researchers and practitioners argued that training is too often viewed tactically rather than strategically. Managers are often not concise to their needs for training which is more expensive to organizations. Thus, training fail to connect with the overall organizational goals and strategy. Daniels [4] stated that training should not be regarded as a luxury to be undertaken when time and budgets allow. Nor is it

wise to think of training as remedial, as a matter of shoring up weak employees or fixing problems. Along these lines, training units should act as an agent of change. Sanjeevkumar and Yanan [5] assert that this change guides the training program's content and determines the criteria by which its effectiveness can be judged. For example, management cannot realistically expect that one training session will make everyone an expert. Such an expectation guarantees failure because the goal is unattainable. If the goal is to improve specific skills, the training needs to be targeted to those skill areas. In contrast, the company's training goal may be to provide employees with a broader understanding of the organization, and implement a creative way of moving employees in that direction [6].

According to Latif *et al.*'s [7] research, 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. The term training is widely used in two forms: one, as most common or generic concept covering all the methods of providing learning opportunities like 'lecture', 'coaching', 'e-learning'; two, as a process where learning opportunities are provided for those who wish to learn specific knowledge and/or application of that knowledge. In both ways, training is used only as a tool or platform to create learning [8]. It helps in developing a climate for learning which not only aids in training to flourish but also supports self-managed learning practices like coaching and mentoring [9]. Truelove [10] revealed that learning comes either by experience or training whereas Sadler-Smith [11] 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 stepwise process. As part of this process, firms are now concentrating on continuous cycles of learning to capitalize on their organizational capabilities in achieving a sustained superior performance [12].

It is assumed that once a training program is completed, worker productivity is expected to increase. The benefits will be to the organization, due to an increase in worker output and productivity, and to the worker, as the increase in output should translate into higher wages and opportunities for career development. The organization will weigh the costs and returns to training to determine the amount of investment it will incur [13]. Employers have very important decisions to make in training. Training duration, specificity, relevance, payment options, and training location are all things that employers must consider while developing a training program [3]. Moreover, to ensure that the employees grow and develop professionally, the company must work hard to create a conducive, collaborative and learning environment for professional development and design programs for leadership development as well. These will help the employees apply the learnings from the leadership development programs to different facets of their jobs and lives and see them staying with the company for a longer period [14].

This theoretical paper attempts to find out whether manpower training and development has a significant implication on organizational effectiveness and highlights the needs of the business to concentrate on building employee capacity and focusing on employee development to attain job satisfaction. Lastly, as the investment in various training and development programs continue to rise, it is generally regarded as a good management practice to maintain appropriate expertise now and in the future.

2. LITERATURE REVIEW

2.1 Understanding Training and Development

Understanding the phenomenon of training and development requires considerations of all the changes that take place as a result of learning. As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, i.e. global organizational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organization and employees [15]. To reserve its achieved positions and increase competitive advantage, the organizations should therefore make training and development of their employees a continuous activity [16]. Also, it can be viewed as a series of activities, which organization, enterprise or even a nation needs to undertake to provide for itself, as well as the regular supply of skilled manpower to meet its present and future needs [17]. For instance, a UK bakery turned around its business after aligning its training with employee development which resulted in an expansion from two shops in 2002 to 22 shops in 2010 [18].

Quang & Dung's [19] input and output of the training and development process, as shown in Figure 1, depicts how employee training and development is an attempt to improve employee performance by developing or enhancing their skills and knowledge. One major purpose of training and development is to remove the performance deficiency, both current and anticipated. Conducting training to improve performance is particularly important for organizations with stagnant or declining rates of productivity, and changing mode of operation. Another purpose of training and development, especially relevant to organizations that are introducing new technologies, is to make the current work force more flexible and adaptable. An organization that is able to increase its adaptive capacity can enhance its chances of survival and sustainable profitability. It can also increase the level of commitment of employees to the organization and will also accentuate the perception that the organization is a good place to work. Obviously, greater commitment can result in a low turnover rate and less absenteeism, thus increase productivity. It is important because it is generally recognized that society at large will be the indirect beneficiary when individuals become more productive and contributing members of organizations. Further, Latif *et al.* [7] point out that 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.

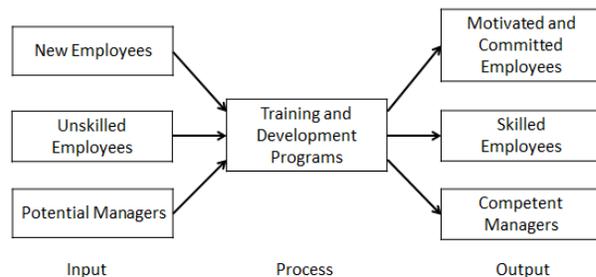


Fig 1: The training and development process
Source: Quang & Dung (1998)

In this ever changing environment, both public and private organizations must increase the importance of employees' training and development of skills. This indicates that investment in employee training program can bring employers a favorable return but rarely is the effectiveness of this expenditure assessment. Arthur *et al.* [20] suggest that many training and development activities are implemented on blind faith with only the hope that they will yield resist. Seldom are training programs rigorously evaluated to determine their effect on the behavior or job performance of participants. One of the more optimistic estimates suggests that no more than 15% of learning transfers to the job [21]. Other studies of transfer rates find they typically average only in the 10 to 40 percent range [22]. Thus, it is important to

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explore methods to encourage transfer of learning in order to achieve greater training impact on human resource practices. Mayfield [23] suggests that training effectiveness is a good predictor of employee training. If employees have been trained in training and development program, it is likely to be followed by job behavior [24].

According to Obisi [25], the concepts of training and development are used interchangeably. However, it can differentiate from the other. Training is a form of specialized education aimed at giving the trainee a particular or specialized knowledge, skill and attitude which he must possess to effectively perform in a given position. Development is concerned with specific programs designed to prepare and groom a worker with particular education and training for higher responsibilities [26]. The ultimate aim of every training and development program is to add value to human resource. Any program that would not add value should be abandoned. Without training, it will be very difficult to acquire skills and without skills organizations will not achieve its objectives through people. In a context of training and development program, a well trained superiors and managers have the confidence to foster initiative and creativity of their subordinates due to

attitude or inability to adapt scientific deviations [16]. Mamoria [27] explains that a well-trained employee would make a better and economic use of materials and equipment which minimize wastages.

Kulkarni's [28] research states that training should be conducted in a systematic order so as to derive expected benefits from it. The training system involves stages, namely: i) assessment of program needs, ii) designing the programs, iii) implementation and evaluation of training programs. Developments are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. Rouda & Kusy [29] view training and development as the 'acquisition of knowledge, competencies and skills, and adopt behaviors that improve performance in current jobs including adult learning theory and applications, instructional systems design, train-the-trainer programs, and instructional strategies and methods. There are various researchers and authors who shared their views regarding the role of training and development in diverse aspects. Table 1 provides the opinions of different authors regarding the view of training and development.

Table 1: The role of training and development in diverse aspects (Kulkarni, 2013)

Author	Opinions regarding training and development
Oribabor (2000)	Training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization growth.
Isyaku (2000)	The process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively.
Tan, Hall and Boyce (2003)	Companies are making huge investment on training programs to prepare them for future needs. The researchers and practitioners have constantly emphasized on the importance of training due to its role and investment.
Stavrou et al., (2004)	The main goal of training is to provide, obtain and improve the necessary skills in order to help organizations achieve their goals and create competitive advantage by adding value to their key resources.
Chih, Li and Lee (2008)	The training program is dependent on the following parameters for its success (i) perceived value of leaning program (ii) attitude in teacher (iii) response to learning conditions (iv) desire to learn the degree to which trainees really want to learn and do well.
Giangreco, Sebastiano, and Peccei (2009)	The key determinants of overall satisfaction with training (OST) are perceived training efficiency (PTE) and perceived usefulness of training (PUT).
Bates and Davis (2010)	Usefulness of the training program is possible only when the trainee is able to practice the theoretical aspects learned in training programs in an actual work environment. They highlighted the use of role playing, cases, simulation, mediated exercises, and computer based learning to provide exposure to a current and relevant body of knowledge and real world situations.
Kalaiselvan and Naachimuthu (2011)	Training cost and business benefits are drawn on X and Y axis respectively. Four quadrants were identified to highlight (i) strategic (Lower training cost and higher business benefits), (ii) Payback (Higher training cost and higher business benefits), (iii) Think (Lower training cost and lower business benefits), and (iv) Drop (Higher training cost and higher business benefits).
Karthik (2012)	Training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives; trainer, trainee, designer, and evaluator.

2.2 Determinants of Training and Development Programs

In literature, training and development with appropriate educational methodology can be demarcated as the procedure to workforce environments in which improved performance can be resorted to effective learning thus increase brand value. It is basically to bring about a desirable process or change to the organization. Buckley and Caple [30] identified that to survive and prosper in times of change, organizations would need to respond in a timely and flexible way, thus survival and growth would depend on its ability to cope with the change. This program requires that the employee should know adequate technical subject matter as well as communication techniques. A recent study by the Institute of Public Administration (IPA) in Riyadh identified that Saudi Arabia started to upgrade the efficiency of civil service personnel and prepared them in a practical and scientific manner to carry out their duties in a manner that would ensure improvement in the standard of management and thereby support the development of the national economy [31].

With this rapid growth of the economy, various training forms or methods are given to employees every year. The methods used depend on time, cost, effort instructor's preference, number of trainees, depth of knowledge needed, background of the trainees, etc. [32]. Akinyele [33] asserts that two major forms of training employees in an organization have manifested and classified as behavioral and cognitive approaches. Every large organization implements both methods to stimulate creativity and innovation. Behavioral methods allow trainees to exercise behavior in real or simulated situation. They stimulate learning through behavior to enhance the social-emotional-psychological skills and attitude change. On the other hand, cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how doing something [34]. These methods can also be called as "On the Job" and "Off the Job" training. Thus, either behavioral or cognitive methods can effectively be used to change attitudes, though they do so through different means. Blanchard and Thacker [35] explained that cognitive methods are best for knowledge development and behavioral methods for skills. To be effective, training method should motivate the trainee to improve his or her performance, help to acquire new knowledge, skills, attitude, and behaviors to pursue innovation in their organization [36].

The term "On-the-Job" training (OJT) is the most fundamental type of training because it is used to acquire specific skills while the individual is conducting regular works at the same places. Common approaches for these methods are orientations, job instruction training, apprenticeships, job rotation and coaching. Armstrong [37] argues that on-the-job training may consist of teaching or coaching by more experienced people. He added that it is the only way to develop and practice the specific managerial and administrative skills

needed by the organizations. For instance, when apprentices have completed academic and vocational training programs successfully, they can proceed to OJT. A representative from the training department meets trainees quarterly to gauge their progress and requirements. He receives feedback from unit foremen and shift supervisors about the on-the-job trainees. During OJT, a trainee usually works in shifts and is attached to fully skilled operatives for six months to one year until he fully understands the job, both theoretically and practically [31]. Furthermore, in Mahmood and Akhter's [38] research, they revealed that 78% of skilled workers in manufacturing organizations received on-the-job training to develop work-related competencies.

Becker [39] identified two mutually exclusive forms of on-the-job training – general training and specific training. General training is training that provides the worker with skill development not only applicable at the present employer, but also at other firms throughout the labor market [13]. In contrast, specific on-the-job training is training that increases the workers' productivity and output only at the company that provides it [3]. It can be both formal and informal. Formal in the sense that, what is to be instructed is organized, manned or structured sequentially. These forms of training are: induction training and in-service training. Induction training is given to newly appointed employee immediately they are employed. This type of course is highly essential for newly recruited for the following reasons: (i) the new staff is protected from making costly mistakes, (ii) it makes him understand the general objectives, scope, programmes, problems, policy, and structure of the organization, (ii) induction courses are very necessary for newly employed officers to enable them gain self-confidence and perform better to meet the desired expectation [33].

In-service training, this is the type of training which an employee undertakes while he is still in the employment of an establishment institution. It is intended to update the officer's activities at all levels. According to William [40], O'Donnell and Gavaran [41], and Anao [42] in-service training is necessary in such a dynamic field like modern agriculture in a developing country. They went further to say that it should be regarded as supplementary to rather than substitute for the formal study program. This is particularly so when the formal training given will be getting out-dated. It is usually impossible to learn all essential techniques required during the pre-services or induction training period. The program could be an informal agricultural training lasting two or more years. According to Burton and Manab [43], these management-development programs are efforts to train and develop the manager to his or her fullest potential, and the development should be seen as a lifetime process provided for maximum managerial performance and efficiency throughout the manager's career.

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Second, Off-the-Job training is the training that occurs away from the workplace and consists of internal or external programs to develop a variety of skills or to foster personal development [44]. However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs. This term is usually used as a synonym for lectures, vestibule training, case studies, role playing, programmed instructions, discussion and simulation to describe training with imaginary settings employing actual tools. The facilities needed for each of these techniques vary from a small, makeshift classroom to an elaborate development center with large lecture halls, supplemented by small conference rooms with sophisticated

instructional technology equipment [45]. This kind of training can be principally suitable for developing interchangeable skills, and reviewing participant's experience and knowledge in numerous different portions of the business. It may be used, for instance, to train employees in the use of new equipment and new methods or to bring them up to date with changes in law. A distinctive off-the-job training courses offered to employees include: recruitment, interviewing and selection, employment law, influencing skills, and performance reviews (appraisal). As mentioned above, the majority of these methods are summarized in Table 2.

Table 2: Off-the-Job training methods [46]

Classroom lectures	Lectures designed to communicate specific interpersonal, technical, or problem-solving skills
Videos and films	Using various media productions to demonstrate specialized skills that are not easily presented by other training methods
Simulation exercises	Training that occurs by actually performing the work. This may include case analysis, experiential exercises, role playing, or group decision making
Computer based training	Simulating the work environment by programming a computer to imitate some of the realities of the job
Vestibule training	Training on actual equipment used on the job, but conducted away from the actual work setting – a simulated work station
Programmed instruction	Condensing training materials into highly organized, logical sequences. May include computer tutorials, interactive video disks, or virtual reality simulations
Role playing	Allows the trainee to act out a situation that he or she might face in living and working in the host country
Cases	Portray a real-life situation in business or personal life to illustrate some aspect of living or working in the host culture

In a modern economy like our own the nature of work is constantly changing. Each aspect of training is the best option whether on-the-job or off-the-job training. Off-the-job training may add an extra dimension in cost, such as payments to training organizations. It also means that employees acquiring training courses are away from the immediate workplace, so their jobs have to be covered by others. This can lead to an increase in payroll costs. However, balanced against these costs are the gains derived from off-the-job training such as the benefits of having more motivated employees, greater employee productivity and employees with better skills and the ability to mitigate the generalized assignment problem within a short period of time [47]. Various studies revealed that off-the-job training is particularly effective for managers, as they can use these across different areas of the organization. Moreover, organizations started to provide suitable training and adequate investment in education, technical and behavioral training activities to ensure long-lasting competitiveness.

3. CONCLUSION

Employee training and development is not only linked to improved business results but is also a powerful factor in shaping employee attitudes. The ability of

individuals and organizations to obtain and master new management development programs has become the key comparative advantage. It's necessary ingredients for the creation of organizational effectiveness were further subdivided into two forms of training such as: on-the-job and off-the job training. Moreover, the revelations of those training programs are translated into significant approaches to enhance the performance of employees through a learning process that involves the acquirement of knowledge, improvement of skills, concepts, rules, or changing of attitudes and behaviors in organizational settings [48]. The focal point of the programs is to attain continuous organizational development, maximum productivity, cost saving, and competence of an employee through highly qualified and well experienced managers.

Researchers and practitioners believed that training and development are very important component of any field of life. In a realistic situation, new technologies mean that new work skills are constantly required and the emergency of knowledge economy represents a huge challenge to organize. Various studies revealed a training and development program has placed into consideration to mitigate the human capital event in the accomplishment of corporate objectives. This event is

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between knowledge and skills imparted in the institutions and its application. Due to this, organizations now feel that they should provide enough learning opportunities to individual employees which are made more object oriented, but it is not guaranteed that such programs will exert any profound influence on the procedure of carefully handled development system as practiced by the organizations. Therefore, in general, organization should reinvigorate the alignment of training and development strategies to retain skilled employees and those likely to exacerbate employee turnover toward companies' competitiveness.

NOTES ON CONTRIBUTOR

The author, Amer Hani Al-Kassem is an associate professor in public administration, currently attached to Ibn Rushd College for Management Sciences, Abha, Saudi Arabia. He has been in the academics for thirteen years. He obtained his doctoral degree from Rajasthan University, India. Dr. Al-Kassem has published several articles in other international journals related to the field of emergency management, domestic tourism development, human resource management, corporate governance and ethics, and total quality management.

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