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**INFLUENCE OF TRAINING AND DEVELOPMENT, EMPLOYEE
PERFORMANCE ON JOB SATISFACTION AMONG STAFF IN SCHOOL OF
TECHNOLOGY MANAGEMENT AND LOGISTICS (STML, UUM)**

By

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UUM
Universiti Utara Malaysia

**Thesis Submitted to
School of Business Management (SBM)
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**INFLUENCE OF TRAINING AND DEVELOPMENT, EMPLOYEE PERFORMANCE ON JOB SATISFACTION
AMONG STAFF IN SCHOOL OF TECHNOLOGY MANAGEMENT AND LOGISTICS (STML-UUM COB)**

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ABSTRACT

This paper explored on the influence of training and development, employee performance on job satisfaction among staff of School of Technology Management and Logistics (STML). The purpose of this research paper is to identify the influence of training & development program and employee performance on job satisfaction among university academic and administrative staff in STML. Quantitative research method of primary source was utilized to collect the data from 69 academic and administrative respondents. The context of this study is on Universiti Utara Malaysia, Sintok, Kedah (UUM) in the northern region of Malaysia. Seven Likert scale was used to measure the degree of training & development and employee performance on job satisfaction. Progression analysis was used to analyse and test the hypothesis. The result found that training & development and employee performance positively influence on job satisfaction, and there is a significant relationship between training & development, employee performance and job satisfaction. It also established that training & development and employee performance is an effective and supportive key factor to organization and employee success. This paper presents significant theoretical contribution for academic knowledge purpose and practical contributions for practitioners.

Keyword: Human Resource Management, Training & Development, Employee Performance, Job Satisfaction.

ABSTRAK

Kertas kerja ini mengkaji pengaruh latihan & pembangunan dan prestasi pekerja terhadap tahap kepuasan bekerja di kalangan kakitangan Pusat Pengajian Pengurusan Teknologi dan Logistik (STML). Tujuan kertas kajian ini adalah untuk mengenalpasti pengaruh latihan & program pembangunan dan prestasi pekerja terhadap kepuasan bekerja di kalangan kakitangan akademik dan kakitangan pentadbiran di STML. Kaedah penyelidikan kuantitatif berdasarkan sumber utama telah digunakan untuk mengumpul data dari 69 responden di kalangan kakitangan akademik dan pentadbiran. Konteks kajian ini adalah di Universiti Utara Malaysia, Sintok Kedah (UUM) yang terletak di bahagian Utara Malaysia. Tujuh skala Likert telah digunakan untuk mengukur tahap latihan & pembangunan dan prestasi pekerja terhadap kepuasan bekerja. Analisis regresi digunakan untuk menganalisis hipotesis. Hasil kajian yang diperolehi menunjukkan bahawa latihan & pembangunan dan prestasi pekerja adalah positif dan mempengaruhi tahap kepuasan bekerja, dan terdapat hubungan yang signifikan antara latihan & pembangunan, prestasi pekerja dan kepuasan bekerja. Ia juga menetapkan bahawa latihan & pembangunan dan prestasi pekerja adalah faktor utama yang berkesan dan memberi sokongan kepada organisasi dan kejayaan pekerja. Kajian ini menyumbang kepada teori yang penting untuk peningkatan pengetahuan akademik dan penambahbaikan kepada pengetahuan praktikal untuk pelaksana di industri.

Kata kunci: Pengurusan Sumber Manusia, Latihan & Pembangunan, Prestasi Pekerja, Kepuasan Bekerja.

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LIST OF ABRIVATIONS

HRM	Human Resource Management
HRP	Human Resource Practices
T&D	Training & Development
EP	Employee Performance
JS	Job Satisfaction
STML	School of Technology Management and Logistics
UUM	Universiti Utara Malaysia



UUM
Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Research overview

In past years, there have been serious deliberations about the part of human resource management (HRM) as a key resource in today's organization (Theriou & Chatzoglou, 2014). HRM also has developed in its variety to extend where it has turned into an industry, instead of only a basic occupation (Davoudi & Fartash, 2012). The impact of HRM noticeably known as human resource practices (HRP) on selecting the best execution and developing worker mindsets have been a primary zone of investigation for the past years (Delaney & Huselid, 1996; Huselid, 1995; Katou & Budhwar, 2007; Petrescu & Simmons, 2008).

In any case, shockingly to a great number of studies have been coordinated on HRP, in the connection of making HRM of the countries to gain a better productive place and job satisfaction (Budhwar & Debrah, 2001, Singh, 2004, Yeganeh & Su, 2008). This study should also be extent to the HRM of Malaysia in particular (Mahmood, 2004). This study has been set to fill the present investigation gap and to search on the influence of HRP and job satisfaction in the setting of School of Technology Management and Logistics (STML), UUM. This study would extend the contemporary research and routine of HRM. In general, there are four HRP which are selection, performance appraisal, rewards, and development (Collins & Devanna 1992). It is exciting to reminder that

there are still some practices that shape the central part of a variety of practices proposed (Abubakar & Abubakar, 2013). These comprise recruitment and selection, training and development, employee performance and reward scheme (Antwi, Opoku, Seth, & Margaret, 2016). Others such as job plan and employee participation are additional irregular and are so far to achieve base in the HRM literature (Boselie et al., 2005). A more recent study highlights five major functions in HRM. These are as follows; “(i) Position classification, (ii) Recruiting and selecting, (iii) Employee relations with a coworker, (iv) Performance appraisals, (v) Training and development” (Oke, 2016).

Emphasizing on HRP, there are various types of theoretical model proposed by scholars that clarify how human resource management systems can result in competitive hand. Becker, et al. (1997) HRM - performance model, for instance, clarifies how the outline of HRM systems that support and create employee abilities and inspiration will bring about expanded efficiency, inventiveness and optional exertion that will thusly bring about enhanced performance, benefit and development.

Guest's (1997) HRM - performance model clarifies how HRM selections, training, appraisal, reward, job outline, and engagement practices result in work effect, participation, contribution, and optional conduct that thusly result in enhanced employee performance and expanded organizational benefit and degree of profitability results. This study will focus on two kinds of HRP namely; training & developing (T&D) and employee performance (EP) for influence of job satisfaction (JS). The selected HRP for this study as well as the job satisfaction will be further discussed in chapter 2.

In regards to job satisfaction, many studies have explained and described the meaning, definition, and the impact of job satisfaction on the organization performance, benefits, and growth. Haque and Taher (2008) study revealed that job satisfaction as a fantastic or positive energetic state happening in light of the evaluation of a man's employment. Robbins (1999) claim that Job satisfaction is moreover described as an individual's general disposition concerning his or her employment. Mullins (1993) believes that motivation is solidly related to job satisfaction.

Byars and Rue (1997) and Moorhead and Griffin (1999) also educated that Job satisfaction effects management various leveled obligation, turnover, non - participation, delay, accidents, and grievances. Further study by Mosadeghard (2003) highlights that the elements of job satisfaction are related to pay, promotion, benefits, work nature, supervision, and relationship with colleagues. Job satisfaction has been regularly concentrated on in the majority of the management studies because of its significance in physical and mental prosperity among staff and prevention to appear some abnormal organizational behavior, for example, turnover, struggle, non-attendance and deficient relations with other employees (Mohammad, Quoquab Habib, & Alias, 2011).

Studies have also discussed on the theories that underpin job satisfaction. Tan and Waheed (2011) mentioned that in the area of job satisfaction theories, the Herzberg's inspiration hygiene theory concentrated on this component and obvious job satisfaction emerged by different elements. In light of Herzberg theory, satisfaction and

dissatisfaction are two separate points at working environment that relies on upon various elements (Herzberg, 1964). Maslow's (1943) Need Hierarchy Theory which discussed on the level of the human need that relates and reflect on satisfaction. These theories that will support and strengthen the findings on job satisfaction of staff were further explained in the chapter two of this study.

1.2 Background of the Study

The amount of university in Malaysia has increment immensely for the past few years. Due to the expanding amount of universities in Malaysia, university academic staffs may face more issues in their profession as the administrations are facing competitive pressure from different universities. (Ahsan, Abdullah, Fie, & Alam, 2009). Successful educational programs rely on the imperative commitments of effort, involvement, and above all on the general instructor (academic staff) professionalization. Academic staff work satisfaction, commitments, and maintenance are critical to viable schools (educational establishments) (Noordin & Jusoff, 2009).

The growing development of academic staff at the university and building up the number of universities, giving some solid factors by the educational organization is so detectable (Mehrad, Hamsan, Redzuan & Haslinda, 2015). Furthermore, perceiving and applying these HR practice components broadened the measure of university results and bolster academic staff's performance (Ghafoor, 2012). Education is the most important industry (university) as it assumes an imperative part in the advancement of any nation. This is on the grounds that university is considered as the most astounding wellspring of learning,

the ability improvement that trains HR who are specialist in various fields of life (Musa, Mat, Chia Po Li, Yusuff, & Suib, 2012).

In respect of educational industry (university), Universiti Utara Malaysia (UUM), which was officially established on 16 February 1984, is the sixth Malaysian public university. It is the only university that was set up to specialize solely in management education from the very beginning of its establishment (Universiti Utara Malaysia, 2016). Discussing on the employees at UUM, Registrar Department, UUM, (2016) recorded a total of 3,222 of academicians and administrative staff as of September, 4th 2016. In regards to the total number of staff at UUM, STML has 81 staff including academicians and non-academicians (School of Technology Management and Logistics, 2016).

This study aims to investigate on the job satisfaction of staff in STML, UUM to find a solution that can increase their productive effort and performance at working place. The changes in structure and mission to become a research university had led to other issues faced by the management, administrative staff, and academicians. Among these issues is the increased in job tasks.

According to Mehrad, et al. (2015), staff passes eight hours or more in within a day at working environment; in addition, being happy and satisfied toward his/her job is an essential element. In reality, this internal feeling has an awesome commitment for the expanding or diminishing university's results, what's more, secure work environment among staff. Moreover, perceiving the part of job satisfaction among staff is essential and

determined as a fundamental objective for all academic organization. Additionally, job satisfaction assumed as standard matter in nature of working life that worried by the universities (Saner & Eyupoglu, 2013). Due to the problem faced by universities on satisfying their employees (e.g. Saner & Eyupoglu, 2013; Mehrad, et al., 2015), the objective to diminish the significance in physical and mental prosperity among staff and prevent them from having abnormal organizational behavior for example, turnover, struggle, non-attendance and deficient relations with other employees (Mohammad, et al., 2011), it is hoped that this study will find the answer to it objective in order to assist the education organization HRM.

1.3 Problem Statement

Numerous studies have concentrated in job satisfaction on staff in the universities and government sectors of different context and region. A research carried out on different factors that impact on job satisfaction which focused on the role gender on job satisfaction found that staff reports different feeling toward their job (Wadhwa, Verghese, & Wadhwa, 2011; Yapaa, Rathnayakeb, Senanayakec, & Premakumara, 2014).

Study on workers' job satisfaction and organizational responsibility influence attitude toward organizational change and further impact organizational citizenship conduct uncovered that job satisfaction has a direct impact on attitude toward organizational change (Chih et al., 2012). Research on impacts of organizational changes achieved by New Public Management on job satisfaction in a Dutch voluntary association employing paid and wilful workers outcomes exhibited that the organizational changes negative

effects on voluntary and paid workers' job satisfaction (Schouteten & Van Der Vleuten, 2013). Job satisfaction among Malaysian workers utilizing the Job Satisfaction Survey (JSS), found significant differences in pay, promotion, fringe benefits, rewards, supervision, co-workers and nature of work subscales (Ibrahim, et al., 2014). Another study is on differences in job satisfaction on gender among academic staff of Malaysian public universities found a significant relationship between supervision as one of the dimensions of job satisfaction and gender (Mehrad, et al., 2015).

A job satisfaction is presumed as a vital issue in the educational organization, the university is affected by various factors. In addition, identifying these effective factors is essential, and lack of discussion to the internal feeling prompts to a few unbalanced organizational behaviours at university (Mehrad, et al., 2015). This issue is considered as the theoretical gap which affects the organization. The practical gap derived from the issue of job dissatisfaction by employees in Malaysia.

According to Jobstreet.com, a surprising 74% of respondents in a current JobStreet.com overview on Employees' Job satisfaction in Malaysia said they were not satisfied with their present job. Be that as it may be, this was a slight change from the 78% of the study carried out in September 2012. Despite the four-percent point change, the number of dissatisfied workers is still high (JobStreet.com, 2015). It is hoped that the research will find a holistic answer for this study.

Studies have contributed in portraying and informing on the findings on job satisfaction on staff in public sectors such as university (Wadhwa, Verghese, & Wadhwa, 2011; Yapaa, et al., 2014; Chih et al., 2012; Schouteten & Van Der Vleuten, 2013; Ibrahim, et al., 2014; Mehrad, et al., 2015). Also, the issues that affect staff job satisfaction in the educational organization in Malaysia (Mehrad, et al., 2015; Job Street.com, 2015). However, there seems to be no instantaneous study done on the influence of training & development, employee performance on job satisfaction of staff in the Malaysian university, specifically in STML UUM.

The issues of educational organization been worried on how to retain their employees and job dissatisfaction by Malaysian employees shown by Mehrad, et al. (2015) and Job Street.com (2015) persuade the researcher to study the influence of training & development and employee performance on job satisfaction of STML staff, in order to contribute a strategic that can assist the HRM in educational organization to diminish the physical and mental effect among staff, and prevent them from having abnormal organizational behaviour for example, turnover, struggle, non-attendance and deficient relations with other employees (Mohammad, et al., 2011; Mehrad, et al., 2015).

This study essential because it aims to understand the staff well-being in their working place and the HRM in university to identify what is the role of employee performance that prompt to a job satisfaction of staff, and the kind of training and development program that will help the staff be qualified and suitable on their job specification for the benefit of both organization and employee. Furthermore, it will expand the previous

study of Ibrahim, et al. (2014) and Mehrad, et al. (2015). The gap highlighted in this study has shown the need for research objectives that need to be achieved at the end of this study. Section 1.3 presents the following research objective developed for this study.

1.4 Research Objectives

The objectives of this research study are to:

- I. Identify the influence of training and development program on job satisfaction among university staff in STML, UUM.
- II. To identify the influence of employee performance on job satisfaction among university staff in STML, UUM.

1.5 Research Questions

This research was carried out to find the influence of training & development and employee performance on job satisfaction of STML UUM staff, as the independent variable, while the Job satisfaction is labelled as the dependent variable. The findings of this research will give the result for the listed questions below:

- I. What is the influence of training and development program on job satisfaction among university staff in STML, UUM?
- II. What is the influence of employee performance on job satisfaction among university staff in STML, UUM?

1.6 Significance of the Study

The significant of this study are in three different areas of knowledge and evidence's that will assist organizations, staff, and researchers. First, this research provides an answer for the influence of training & development and employee performance on job satisfaction among staff. Second, it is significant because it will also provide information that can assist educational organization of public sector, most especially is HRM of STML UUM to practice in order for staff job satisfaction. And lastly, it will contribute to the body of knowledge academically understanding the relationship between influence of training and development, employee performance on job satisfaction.

1.6.1 Theoretical Contribution

This study contributes to expanding the knowledge on the influence of training & development and employee performance on job satisfaction in educational organization, most especially the public university in Malaysia. The study of "Job satisfaction among Malaysian employees and application by Spector's job satisfaction survey in the South - East Asian context" by Ibrahim, et al. (2014), is used because it is significant with the research conducted, however there seems to be no instantaneous study done on the influence of training & development and employee performance on job satisfaction of staff in the Malaysian public university specifically in STML UUM. Results of this research are beneficial to the management and staff in providing new information and data support to overcome the problem. It is also useful for placing people into doing the right jobs. To find a solution to make staff happy within their job, will lead to increased

job satisfaction, motivation and job performance. Apart from the benefits of this research is important for the STML HRM; it also can benefit the practitioners of organization in general. This finding can be made as reference material or advanced studies. In addition, this study adopts Herzberg (1964) and Maslow's (1943) theory for job satisfaction with the end result that can be used to acknowledgment the Herzberg and Maslow's theory, as it will be tested in a public university in Malaysia precisely in STML, UUM as local context as well as applied to understand the training & development and employee performance on job satisfaction.

1.6.2 Practical Contribution

Viewing from the practical perspective, this study contribute a result that may help the HRM to recognize, identify, understands how to minimize and solve the problem of been worried on their employee dissatisfaction and also to enhance job satisfaction. It will benefit the HRM of the organization to understand to what extend their employees are satisfied with their current job.

This study end result is significant to the educational organization because it show that the employees are equally important in making them achieve their target. Furthermore, it will assist the STML management of UUM to customize the type of training and development programs for their staff. In addition, it provide a point that can help the HRM to clearly assign the job base on their qualification

and experience of work, position of the staff in their area of work for a high performance that can bring success to both organization and employees.

1.7 Scope of the Study

This section discusses the extent that this study aim to reach that allow the researcher to achieve its goal, answer the research objectives and research question. Educational organization and staff job satisfaction were explored on. HRP such as training and development and employee performance was focused on. The setting of this research will be on Malaysia public university in a local context. Precisely on STML UUM Sintok Kedah in the Northern Region of Malaysia. A quantitative study method is used to collect the data for analysis. A questionnaire instrument of the secondary tool will be constructed and utilized for this research. The population chosen to collect the data were the STML UUM administrative staff from grade N41 until N11 and academicians from grade DA41 to DS45. Approximately about 81 elected staff involved in this study came from the administration and academicians. This research chose the age from 25 and above.

1.8 Definition of Key Terms

i. Human Resource Management:

HRM is a portion of management that is worried about the upkeep of individual's connections and guaranteeing the physical prosperity of employees so that they give the top-level input to productive working (Appleby, 1982).

ii. Training and Development:

Cole (1996) expressed that Training and Development can be defined as the planned learning encounters created to provide workers with capabilities expected to play out their present or future employments.

iii. Employee performance:

Employee performance in an organizational setting is typically defined as the degree to which an organization's employee contributes to attaining the objective of the organization. Originally it can be seen as what the employee does or does not do.

iv. Job satisfaction:

Job satisfaction can be defined as a positive passionate reaction from the appraisal of a work or particular parts of a job (Locke 1976; Smith et al. 1969)

1.9 Organizations of the Thesis

The content of this study is organized into five (5) chapters.

Chapter 1: it starts by providing the general introduction to the whole study. It covers the research overview, background of the research, problems, research objectives, and research questions, significant of the study, scope of the study, the definition of key terms, and organization of the study.

Chapter 2: this chapter discusses the literature review which presents the evident relating to the current study. This chapter will begin with a discussion of HRM in educational organization, HRM practice, and job satisfaction, factors that influence job satisfaction, underpinning theory, research framework, research hypotheses and summary.

Chapter 3: this chapter will further discusses the methodologies applied to collect the data for this study. The method consists of research design, data distribution and collection procedures, research measurement and scale, population and sample size, and data analysis techniques.

Chapter 4: this chapter discusses the finding and analysis of the data collected. It begins with presenting the findings of this frequency distribution test, descriptive statistics test, reliability test, and correlation tests. All test mentioned in here will be run through Statistical Package for the Social Sciences (SPSS) 20.0.

Chapter 5: this chapter finally interpret the overall study finding and analysis, also discusses the general achieved results, and highlights the limitations and recommendations for further study research. Finally, conclude the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explain on the literature and theories that will be utilized as a part of this research. This literature review discussed the information that researcher will utilized for this study. Literature review on human resource management (HRM), human resource practices (HRP) such as training and development, employee performance, job satisfaction, and factors influencing job satisfaction were discussed in depth in this chapter.

2.3 Job Satisfaction (JS)

Job satisfaction can be defined as related with worker's personal assessment of jobs against those issues that are essentially considerable to them. As feelings and emotions are included in such evaluations, workers' levels of job satisfaction may affect significantly on their personal, social and work lives, and as much, additionally impact on their conduct at work, (Sempene, Rieger, & Roodt, 2002). Job satisfaction can be characterized as a positive passionate reaction from the evaluation of a job or particular parts of a job (Locke 1976; Smith et al. 1969).

Job satisfaction is very essential not only for employees but also for the achievement of the organization, because if a worker is not pleased with his or her work then he/she will not be faithful with the organization and dissatisfaction with a work may

cause to high staff turnover (Lim, 2008). As according to Hanif and Kamal (2009), happy workers are more likely to be friendly and concentrating which can entices the client. And the workers who are not content with the job can cause to the client sadness. Earlier study state that the inspiration for work relies on upon the connections between expectation, instrumentality, and valence. The expectation is an individual's belief that working hard will bring about a sustaining level of job performance. Instrumentality is a worker's belief that effective performance will be trailed by prizes. Also, valence is the esteem an individual holds as for results (rewards). Job satisfaction is an existing satisfaction (Vroom, 1964). The most implied significance of job satisfaction was offered by Locke (1976). According to Simatwa (2011), job satisfaction means a function which is positively related to the degree to which one's personal needs are fulfilled in the job situation.

James and Hannah (2013) stated that job satisfaction is a significant component in a job condition and has been related with enhanced performance as well as improved commitment to the organization. Worker satisfaction has been a vital problem for academicians and scholars. High intensities of nonattendance and staff turnover have affected various organizations. Very insufficient organizations have taken job satisfaction as a first priority, due to the letdown to recognizing the noteworthy chance that lies in front of them (Orute, Mutua, Musiega, & Masinde, 2012).

The role of job satisfaction among Academic Staff in the University is one of the major educational working environments that attract a lot of academic staff and they possess there for many years, in light of expanding the number of academic staff at universities satisfying their needs and bolster them in an exact way is so essential and

important. Besides, perceiving staff's needs and giving helpful circumstance to understand this reality by the university is exceptionally noteworthy (Ahsan, Abdullah, Gun Fie., & Alam, 2009). The job satisfaction is one of the primary modern components that associated with staff's performance and increase the level of their exercises and participation in the work environment (Olorunsola, 2012).

Actually, the university ought to know about the components that satisfied staff at the working environment and increase the level of their job satisfaction. Acknowledging aspects of job satisfaction and offering them to the staff can be so powerful in expanding of job satisfaction level. The presence of this internal feeling makes organizational satisfaction for staff and propels them toward their job (Kellison & James, 2011). As to the efficacious part of academic staff at the university, giving the essential and major needs of staff is simply important and the university carries out this great organizational duty (Lamptey, Boateng, & Antwi, 2013). In accordance with, Santhapparaj and Alam (2005) have clarified that the presence of satisfaction among academic staff prompt to residual them inside the university for a longer time and they turn out to be more beneficial at work. A study by Ostroff (1992) states that job satisfaction enormously affects organizational performance.

2.2.1 Factors Influencing Job Satisfaction

A few studies (i.e. Bellenger, Wilcox & Ingram, 1984; Strydom & Meyer, 2002) have demonstrated that there are different factors for job satisfaction. For example, work stability, development, and advancement, promotion opportunities, and working conditions, acknowledgment of performance, payment reward, position, and status, decision-making opportunity. As

indicated by Lawrence (2005), the following ten influences for job satisfaction are the type of work, job safety, organization, advancement, co-worker, salary, supervision, hours, benefits, and working conditions.

Work Descriptive Index (JDI), made by Smith, Kendall, and Hulin (1969) measured five aspects of job satisfaction: pay, promotion and promotion opportunities, co-workers, supervision and the work itself. Different factors, for instance, an employee needs and desires, social relations, style, and nature of management, job arrange, pay, working conditions sees long-range opportunities, and sees opportunities elsewhere prompt job satisfaction to employees (Byars & Rue, 1997; Moorhead & Griffin, 1999). Indeed, there are distinctive factors that impact on job satisfaction of academic staff at the university and controlling them by managers of the university that seems to be extremely recognizable. These factors include inside and outside components that prompt to job satisfaction (Mehrad, et al., 2015).

The success of an educational organization, particularly university relies upon a few factors, for example, job satisfaction of staff. Genuinely, every feature of job satisfaction (work, associate, pay, supervision and promotion) bolsters staff needs and ought to be enhanced by the university (Gebremichael & RaoPrasada, 2013). Job satisfaction is impacted by many factors, for example, the working conditions; work itself, supervision, policy and organization, development, pay, interpersonal connections, acknowledgment, and strengthening (Castillo & Cano 2004). Job satisfaction is sentiments of an

individual which come decidedly when examination originates from individual's job (Locke, 1976).

Job satisfaction is a perceived level to which the vital work qualities are satisfied by one's work (Locke, 1976). How an individual considers his/ her employment can be said as job satisfaction (Spector, 1997). Some characterized job satisfaction as far as enjoying the job (Ellickson & Logsdon, 2002). Level of satisfaction will be low when the approaches made by administration are in strife with the desires of the worker (Rothbard, et al., 2005). Relating to the above studies on the influence of job satisfaction, it clear that various factors are significantly attach with the satisfaction of every individual self-need. In saying this, it is hoped that the factors influencing job satisfaction as claim in literature will tested and measured under job satisfaction measurement with use of staff response to justify the claim.

2.2.2 Job Satisfaction & Training and Development

Training and development' has a significant positive impact on employees' job satisfaction (Garcia, 2005). Job satisfaction and training development have been examined widely. This survey of past studies demonstrates that there are numerous results, and impacts on the relationship between the training development and job satisfaction (Schmidt, 2012). Another study by Taormina (1999) states that there is a significant relationship with training development and job satisfaction. Although, there is clear proof that training and development are positively connected with job satisfaction, consequently it is

particularly connected with most measures of performance (Jones, Jones, Latreille, & Sloane, 2009).

There have been studies done on the relationship between training and development and job satisfaction. A few reviews incorporate training and development as a particular factor in measuring job satisfaction (Mau & Kopischke, 2001). Study on the relationship among training & development and job satisfaction concentrating specifically on gender difference, found a relationship of training with job satisfaction which is positive for men yet unimportant for females (Burgard, & Görlitz, 2014). Stephen and Bowley (2007) researched on the training effect on the employee job satisfaction. In their study, they connected training with the worker's profitability which would lead towards both job and consumer satisfaction. Gazioglu and Tansel (2002) found a huge positive connection of training and job satisfaction in Britain utilizing ordered Probit estimation.

Also explored the relationship between training satisfaction and general job satisfaction when examining a sample of 552 client and technical service workers from the United States and Canada. Georgellis and Lange (2007) examined the relationship of on-the-job training and job satisfaction. They utilize three waves of the e German Socio-economic Panel (GSOEP) where the most recent one is from 2000. Assessing an ordered Probit display drives them to a huge positive connection of employer-financed training and job satisfaction for men. Bakare, (2012) explored the connection between training needs and job satisfaction among hotel workers. His finding was in accordance

with other past analysts. He found the positive relationship among training and job satisfaction. A study by Adesola, Oyeniyi, and Adeyemi (2013) investigates the relationship between staff training and job satisfaction among Nigerian bank's workers with special reference to the chosen banks in Osogbo city. The outcome demonstrated that staff training has a positive significant association with job satisfaction. Looking at the whole proclaiming of past studies on job satisfaction and training and development, the research can say that both variables connect to one another for a higher productive workforce from the employee.

2.2.3 Job Satisfaction and Employee Performance

Employees who are satisfied with their job in the organization will make more effort to bring some development and innovativeness by the great performance which will give organization vital achievements in these changing economic situations (Achieng'Odembo, 2013). It ought to be perceived from employee perspective also from organization perspective that job satisfaction will prompt to better performance as the enthusiasm of worker towards his employment will be expanded (Gupta, 2014).

Job satisfaction has a positive connection with the performance of employee as the specialist is satisfied and more involved in the job the performance automatically improves (Velnampy, 2008). Job satisfaction and performance are straightforwardly related with each other which imply that if the satisfaction level is high the performance will be likewise great and the other way around (Pushpakumari, 2008). At the point when the organization focuses

on the workers, listens to their issues and their grievances are heard appropriately the workers feel satisfied that their voice does make a difference and organization is there to assist them. So the workers normally have a tendency to perform well and move towards the objectives of the organization and along these lines, they pay back to the organization.

Employee's performance increments with expanded level of satisfaction. Job satisfaction is likewise because of the way that worker is content with his/ her general performance and feels that he/ she is contributing to the achievement of organization (Khan, et al., 2016). Referring to the above studies on job satisfaction and employee performance, it positively indicates that both variables are related to each other and are working together for the success of the organization.

2.3 Human Resource Management (HRM)

Personnel management is regularly alluded to as human resource management. HRM and work organization symbolizes the significance of overseeing individuals in the organization. HRM offers the chance to influence worker behavior and organizational performance positively. The organization's challenges here is to give a condition that improves the productive effort of its employees and gives close connections between the individual objectives of people and organizational goals (Collins & Devanna, 1992). HRM is consequently worried about the selection and placement of employees, their improvement and effective operation with a view in achieving the capability of individual workers and organization objectives and goals (Aina, 1992). In the expressions of Armstrong referred to in Yahaya (1990);

“personnel management is concerned with obtaining, organizing, motivating and retaining the human resources required by an organization and developing an organizational climate and management style which will promote effective effort and cooperation and trust between all the people working in it and with helping the organization to meet its legal obligations and its social responsibilities towards its employees with regard to the conditions of work and quality of life provided for them” (P.17).

As Yahaya (1990) further viewed, with the Armstrong definition that, one can state HRM is worried about the successful HRM inside a given organization so as to accomplish the ideal result. HRM has turned into essential and critical factors for organizations. The part of HRM cannot be disregarded in organizational duty and advancement (ul Islam, et al., 2016). Armstrong (2006) contends that the broadly useful of the HRM is to make sure that the organization can achieve the accomplishment through labor. Furthermore, Noe, Hollenbeck, Gerhart, and Wright (2007) revealed that HRM comprises of arrangements, practices and strategies that impact workers state of mind, conduct, and performance. Ulrich (1997) state that, to profit by new opportunities, HRM systems might be the main source.

The major concentration of HRM is on a specific set of beliefs and assumptions, planned thrust informing choices with respect to HRM, the principal cooperation of line directors depends on a set of levers to form worker’s relationships (Story, nd). Past study depicted HRM as in light of hard and delicate angles by recognizing the differences between human resource and material resource (Legge, 1995). There are

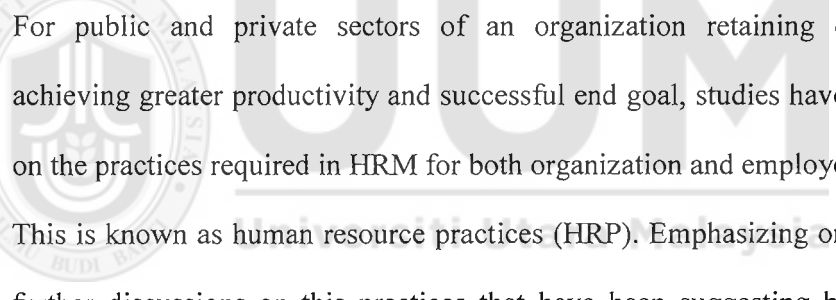
two distinct measurements to quantify HRM adequacy: Strategic HRM and Technical HRM. The first (Strategic HRM) is centered around procedure to embrace these practices adjusted to organizational system and the last mentioned (Technical HRM) implies viably actualizing these exercises (Huselid et al., 1997). In respect of HRM, many researchers have defined HRM in deferent way base on the respective point of views. These definitions are presented in section 2.2.1 of this study.

2.3.1 Human Resource Management Definitions

According to Guest (1987) human resource management is a competitive advantage concentrated method in choosing skilled, dedicated and an adaptable workforce. Storey (1987) HRM as a component of production and their treatment resembles that of the factor cost of working together. HRM is an arranged and discerning plan for the administration of individual's working in an organization that alone and together invests the exertion for the achievement of organizational targets. HRM is a pool of bound together arrangements, rules and techniques with ideological and objective establishments (Story, nd). HR ought to be defined not by what it does, but by what it delivers (Ulrich, 1989).

HRM is a procedural method to build a formal structure in an organization to ensure appropriate recruitment and selection, training and development, performance appraisal, career planning system, employee participation, compensation system for productive and successful usage of talented and propelled human resource to accomplish organization strategically and operational targets (Masood, 2010). HRM is that part of an administration that

is concerned with the maintenance of human connections and guaranteeing the physical well-being of worker so that they give the top-level input to effective working (Appleby, 1982). HRM is a duty of all who manage individuals as well as being a description of the labor of those who are hired as experts. It is also that part of management which is troubled with individuals at work and with their association inside an organization (Nwokoye & Ahiauzu, 1984). In accordance with the above definitions of HRM, the researcher view HRM as a group of individuals that are positioned in order to make living suitable for their employee, and to push the organization to high level from competitive environment, at the same time roll out effective workforce from the workers for organization success.



For public and private sectors of an organization retaining employees, achieving greater productivity and successful end goal, studies have discussed on the practices required in HRM for both organization and employee benefits. This is known as human resource practices (HRP). Emphasizing on the HRP, further discussions on this practices that have been suggesting by previous studies for both private and public sector of an organization to adopt for efficient and productive workforce from their employees for organization success is shown in this section below.

2.3.2 Human Resource Practice (HRP)

Human resource practice (HRP) is mentioned to the approaches and practices required in doing the 'human resource (HR)' parts of an administration position including human resource planning, work analysis, enrollment, selection,

orientation, compensation, performance appraisal, training and development, and work relations (Dessler, 2007). HRP plays out a few rules which effect positively on organizational performance. The HRP is regularly organized, also it is a different unit that handles the employee and is frequently called human resource development (HRD), and they are in charge of directing and making strategy for individuals and positions in the general public or private sector (LeMay, 2002). According to ul Islam, et al. (2016), accomplishment without HRP is impossible. As believed in past study that HRP is created to influence performance, commitment of workers and effectiveness of an organization (Mottaz, 1986). Organizations who are working in an aggressive and competitive environment to perform the specified duty utilize new principles and work further than expectation (Katz, 1964). Due to this reasons, organizations are investing in HRP e.g. (recruitment, training, promotion, reward, positioning and performance appraisal and so on) in order to retain their workers (Dessler, 2009; Snell & Dean, 1992).

The utilization of effective HRP exhibits a solid relationship with company's performance (Datta, Guthrie, & Wright, 2003). HRM is made out of the approaches, practices and factors that impact on workers' conduct, behavior, and performance (Noe, Hollenbeck, Gerhart, & Wright, 2007). Incompetent HRP reduce workers in an organization, which will ultimately affect their commitment to the organization (Md. Tofael, 2012).

HRP straightforward connected with job satisfaction (Mohammed, Mohammed, Nimalathan, & Sadia, 2010). For the most part, researched

show that HRP are connected with job satisfaction (Ting, 1997; Javed, Rafiq, Ahmed, & Khan, 2012). HR practices and job satisfaction are investigated out broadly in different parts of the world. This is additionally considered from the earlier discoveries in other disciplines like marketing, management and in organizational conduct demonstrated that HR practices are the main marker of job satisfaction to the employees (Mottaz, 1985). Particularly HRP are more significant part of work condition that impacts the job satisfaction of educator (Ssesanga & Garrett 2005). Past study has presented about eight HRP and their relationship with job satisfaction. These HRP are comprised of recruitment and selection, training, placement, employee's performance evaluation, compensation, promotion, pension or social security and empowerment. These authors explored that HRP positively affected the organizational objectivity, job satisfaction, and organizational commitment (Tessema & Soeters, 2006). Further study regarding HRP explored on the relationship between HRP and job satisfaction in the viewpoint of United Kingdom (UK) (Petrescu & Simmons, 2008). Guest (2001) discovered interests in HRM practices benefit worker and legitimate utilization of HRM practice brought about expanding the level of responsibility of workers. He additionally expounded that HRM was just worried about the successful use of workers. The further research investigated on the relationship between HRM practice and positive worker states of mind demonstrated a solid connection (Guest & Conway, 2002).

Previously, researchers concentrated on the impact of HRP on organizational efficiency, turnover and financial performance (Choi, 2010). In developing

nations, extremely restricted examination has been carried out on HRP (Singh, 2004; Yeganeh & Su, 2008; Mahmood, 2004). In regards to the HRP, Beardwell, Holden, & Claydon (2004) compressed HRP under five categories (1) staffing (2) organizational plan (3) work training and development (4) execution evaluation (5) rewards framework and advantages.

In regards to one of the HRP training and development, Tsui et al. (1997) verified workers training and development investment, worker commitment and their performance, these factors have a significant connection among one another. A study carried out on 66 workers of three manufacturing companies of India, analyzed that training and development are the real HRP that meaningfully connected with organizational commitment (Agarwala, 2008). Although literature portrayed five HRP, however, only training & development and employee performance as the independent variables will be focused and further discussed in this chapter. Section 2.3.2.1 will discuss the training and development then employee performance will be discussed in section 2.3.2.2 of this study.

2.3.2.1 Training and Developing (T&D)

According to Iyayi (2007), training and development can be seen as the way toward gaining new knowledge, furthermore, abilities for completing duties at working environment. Training and development can be viewed as extensive deliberate endeavors and exercises utilized by organizations to outfit their workforce with the significant attitudes, knowledge, and attitude keeping in

mind the end goal to complete their obligations and undertakings adequately and productively (Raymond, Bawa, & Dabari, 2016).

Training is the securing of the technology which grants worker to perform as according to the required standard. It is characterized as an experience, a discipline or a deliberate activity which causes individuals to obtain new skills and learning and predetermined behavior (Aina, 1992). Training is a kind of planned effort of a worker to secure productive performance in single or various exercises (Ahmad & Bakar, 2003). Development is a procedure of planning and gets ready workers for the future job and forthcoming issues (Kadiresan et al., 2015). Training and development are a procedure of expanding the performance of a worker and also their conduct is corrected (Naris & Ukpere, 2009).

According to Aina (1992), organization employees should be trained and retrained to get the best out of them and to familiarize them with guidelines and directions of the organization and also technological changes and requirements. As proclaimed by Guest (1997), training requires skills and knowledge procurement. At the same point, training and development also perform a vital part in HRM as it trains and increases abilities of workers which thusly expand worker performance. Boosted work performance is normal from training and development (Elangovan & Karakowsky, 1999). Workers ought to be completely involved in training programs and there must be a connection amongst worker and organization (McConnell, 2004).

According to Oke, (2016), to be proactive, training programs must be assessed and afterward consolidated into more extensive worker improvement objectives. Development is worried about training up the workers so they can move with the organization as it develops; changes and develops. Development programs give workers a chance to enlist in night classes that will empower them to secure new horizons, new advancements, and new perspectives (Oke, 2016). Not everybody who joins the organization is completely mindful or capable of the work he/ she will do in the organization. As we probably are aware learning is a nonstop process so everybody has dependably a space for discovering some new information (Khan, et al., 2016). The obligation of job can be achieved by giving workers appropriate training (Dayal, 1970). A practically same point was disused by Arnoff (1971), he said that obstacles in embracing new innovation or hindrances which workers confront in performance or efficiency can be evacuated by directing training sessions.

In the 21st century primary encounters for manager of human resource will be training and development (Stavrou et al., 2004). Training and development assist organizations to adjust to a new innovation by the expanded effectiveness of workers (Kennedy, 2009). When it has been resolved that out of all the individuals working in an organization which workers ought to be given training and which aspects they require training exactly, then the training can be propelled properly (Kum & Cowden, 2014). Individuals working in an organization make workforce, and the workforce ought to be sufficiently gifted to perform in good enthusiasm of organization. Training

and development programs guarantee that the workforce is productive and skillful with the goal that they can perform well (Bataineh, 2014).

Training and development acts like the spine to the well-being business (Ahmad & Din, 2009). Training and development programs dependably give workers opportunity to gain some new useful knowledge. Training is filled with learning and innovativeness so to remain in front of competitors training is necessary (Niazi, 2011). Developing forward in tasks and improving abilities of workers could be recorded of course results of the perfect training program (Chidambaram & Ramachandran, 2012). Training and development assists in enhancing old skills and upgrading the present abilities of workers (Kulkarni, 2013).

According to Khan, et al. (2016), Training and development schemes ought to likewise be checked by the organization, as they are contributing colossal sums on these schemes they ought to screen the performance of workers in order to affirm whether these schemes are rolling out any improvements in practices of workers or not. Other than observing after these schemes, it is also the principle duty of organization to make a guarantee that the training and development schemes are trailed by workers and they are reacting to the endeavors put by the organization to roll out improvements in them. Gamage and Imbulana (2013) have said that very skilled, motivated and boosted morale workforce will be made if the organization lead training and development programs and tail them. Training is utilized to get recognize place among adversaries in the opposition (Jehanzeb & Bashir, 2013).

Training minimizes the distinction between the present performance of workers and the performance desired (Elnaga & Imran, 2013).

Human resource management's important function is training and development and the workers who participate in these ventures are very practical and their performance has enhanced when compared with the individuals who demonstrate no or less enthusiasm for training and development programs (Javaid et al., 2014). Work practices are changing on constant premise, so if the workers are not given sufficient knowledge and they don't get the chance of adapting new things they may feel leaps in abilities to play out their work, the training procedure is a nonstop procedure so that the workers may react to changes happening around them in an effective way (Imran & Tanveer, 2015).

Management do not have guarantee that the cash they are putting resources into training schemes will profit them so they are hesitant in contributing, it might be on the grounds that worker considers it to be chance to enhance his or her skill with the goal that he or she reasonably worth increments and they may leave the organization due to higher pay in another company, so the investment made by organization in training ends up being misfortune rather than benefit (Cheramie et al., 2007).

Managers have now perceived the significance of diminishing the difference between current abilities and the attitudes required to adapt in changing innovation, so they are presently putting resources into training and

development programs (Mansour, 2013). A previous study conducted by Sultana et al., (2012) in telecom part of Pakistan demonstrated that there is certain effect of training on worker performance. Based on literatures information and findings, this study views training and development as an important mechanism that will assist the organization to set their worker to be productive and effective in performing their job for the growth of the organization and job satisfaction.

2.3.2.2 Employee Performance (EP)

The relationship between HRP and employee performance (EP) is a progressively looked into HRM (Truss et al. 1997; Edgar & Geare, 2005; Long et al., 2013; Farid et al., 2014; Al-Qudah et al., 2014). Particularly, HRM should conform to workers' needs which upgrade great conduct, and thusly enhances performance results (Edgar & Geare, 2005; Kuvaas, 2008; Meyer & Allen, 1997).

The impact of HRM on workers and organizational performance rely on reactions of workers towards HRP. Therefore, the effect of HRP moves toward the view of employee's performance (Guest, 2002). HRM practices positively related to employee's performance (Qureshi et al., 2007). While observing the effectiveness of productive employee, it is understood that a broader connection among the HRM practice system influences employee performance. In a comparative investigation that focuses on smaller organizations, it was found that effective HRM practice effect on employee's performance significant (Guest 1987).

As indicated by job performance theory, Campbell (1990) stated that performance is the behaviors of individuals' actions that impact on the objective of the organization. This behavior can be positive or negative and can be either given as a major aspect of the work or outside the scope of the obligations put forward. In like manner, Porter and Lawler (1968) mentioned that performance can be partitioned into three categories. One is to quantify the rates of creation and the level of sales during a specific time frame. The second category of performance estimation and assessment incorporates an assessment of people by somebody other than the individual who is being considered for the performance. The third category of performance estimation and assessment is self-assessment. Accordingly, the adoptions of self-assessment and self-appraisal methods were discovered helpful in urging staff to play a dynamic part in setting up his own objectives. Employee performance is based on individual factors, namely: abilities, knowledge, skills, experience, and personality (Vroom, 1964). It is up to employee that how he performs high in a job and high productivity and good results must be delivered by the employee (Hunter & Hunter, 1984).

If the employees are performing well then the overall image of the company is boosted because employees perform good if they are satisfied with their work so they will not leave the company which shows their faith in the management that they are taking care of their employees, the employees leaving the company or firm does not have good opinion about management and they start to speak badly about that company as soon as they leave it,

which leads to destruction of reputation and in this changing world reputation is everything (Khan, Abbasi, Waseem, Ayaz, & Ijaz, 2016).

Regardless of what the work is, an individual performance shows the understanding and capability to accomplish the targets linked with correctness (Shanawany, 2001). Job performance of an employee at the place of work is also called as employee performance and it deals with the accomplishment of tasks which are given to workers by the top management (Khan & Imtiaz, nd). The idea of employee performance as the dependent variable is broadly used in Organizational and industrial psychology (Kahya, 2009).

Organizations should focus on the factors which improve the performance of employee as an employee performance is a significant component of organization (Abbas & Yaqoob, 2009). Organization's crucial component is an employee and their success and failure depend on the performance of employee (Hameed & Waheed, 2011). Performance can be defined as the fulfillment of particular task calculated against already known standards like that of accuracy, speed and cost and how accurately employees perform the task determines the good performance and also organizations have some expectations regarding performance of employees, when that level of expectation is met by the employees they are called as good performers (Sultana et al., 2012). HRP have been positively associated with development areas of an employee and employee performance and this fact is opened by previous studies (Hafeez & Akbar, 2015). We can say that employee performance is composed by the behavior of the employee and outcomes

which come when the tasks of the job are completed by using specific abilities and these results are measured by various scales (Imran & Tanveer, 2015).

2.3.2.3 Training & Development and Employee Performance

As indicated by Guest (1997) training and development program is one of the crucial resource management practices that influence the estimation of the workforce's knowledge, the ability also, skill positively. Ultimately, the impacts are higher on employee job performance and making super organizations. Tzafrir (2005) additionally declared categorically that, training is a vital component in creating the human capital. Putting resources into training projects can make workers feel obliged to the organization, also Training is essential for the workers to perform a specific job in light of the fact that most jobs require particular ability and learning by which the employment is much simpler to execute as it is in the advantage of the worker. Qureshi et al. (2007) concluded that training as a HRM practice has an extremely positive effect on the performance of the employee since a very positive relationship was found in that review.

Danviladel Valle et al. (2009) intimated without mincing words the provisions training furnishes employee with in terms of skill, capacities, and knowledge required by their different positions. Cheng and Ho (2001) additionally talked about the importance of training and its significant impact on employee performance. They further stated that worker's performance is one of the urgent measures underlined by the top administration, workers are more worried about issues all alone yield and are progressively mindful of the

quicken out of date quality of learning and abilities in their turbulent surroundings.

Fakhar et al. (2011) led an exploration study on the effect of training on employee's performance taking Pearl Continental Hotel, Karachi Pakistan, as a contextual investigation. The study was conducted on the basis of age, experience, gender, the number of training attended, time spent on these training, and also the general performance of scores gained through training examination. The outcomes demonstrated the essential and solid relationship between employee's performances. Relatively to the above studies, this clearly indicates that training & development and employee performance relates to each other that prompt job satisfaction and organization success.

2.4 Underpinning Theories

Maslow's Need Hierarchy Theory and Herzberg Two-Factor Theory are used in this research to clarify the relationship between training and development, employee performance and job satisfaction. The theories are clarified in the below subsections.

2.4.1 Maslow's Need Hierarchy Theory

Maslow (1943) claimed that individuals are inspired by the five essential needs to be specific physiological, well-being, love, regard and self-completion. These requirements are satisfied in a various leveled arrange, beginning with the least or most fundamental need which is physiological and finished with the most astounding need of all which is self - completion. In other words, once a need is satisfied, it will enact the following higher need in

the pecking order. As indicated by Maslow (1943), the physiological and well-being needs are viewed as lower request needs while adoring, self-regard and self-completion are viewed as higher request needs. The lower range need can be satisfied remotely but the higher order needs should be satisfied inside. Along these lines, it is frequently harder to satisfy the higher order needs as there are more intricate when contrasted with the lower arrange needs which are less complex in nature.

2.4.2 Herzberg Two - Factor Theory

In the zone of job satisfaction theories, the Herzberg's inspiration cleanliness theory concentrated on this factor and determined job satisfaction arose by different factors (Tan & Waheed, 2011). In light of Herzberg, Mausner, and Snyderman (1959) as the inventor of Herzberg theory, satisfaction and dissatisfaction are two separate points at working environment that relies on upon various factors (Herzberg, 1964). Naturally, each of these two states or feeling among staff drives from isolated factors. This theory alluded to the stimuli factors that have a positive impact on acknowledgment, recognition, and self-improvement. Indeed, these positive stimuli enhance the level of satisfaction at working environment and propose some powerful opportunities for staff. These items included taking out the immediate control of directors, making and building up the entire unit for staff and giving normal feedback specifically to staff rather than through their bosses or directors, lastly reassuring staff to do new activities and challenge at working environment (Herzberg, Mausner, & Snyderman, 1959). In respects to the Herzberg theory, the job satisfaction is precisely brought about of inspirations that exist at work

environment and assume positive part among staff. Additionally, the nonappearance of these motivators does not prompt to dissatisfaction, rather it prompts to low level of satisfaction. Based on the indicator part of job satisfaction, the presence of job satisfaction is vital in any work environments and has a coordinate connection with work results (Khalifa & Troung, 2010).

In this scope, theory regard for the motivator's factors that change the measure of satisfaction is alluded to external factors or content factors at work, for example, compensation, supervision, policies of working environment and interpersonal connections. furthermore, in this theory, it talked about toward intrinsic factors or job content that precisely alludes to individual attributes and self (Dhanapal, Alwie, Subramaniam , & Vashu, 2013). The results of this theory are work condition, compensation, status and security that are so splendid in giving job satisfaction. Herzberg theory reported the nonappearance of motivators does not prompt to dissatisfaction, but simply change the level of satisfaction among staff (Berghe, 2011). This theory alludes to a person that specifies his or her feelings about job and its condition (Wang and Lee, 2009). Also, Herzberg theory clarified that the intrinsic factors are inspirations that have a stronger connection with internal individual's qualities.

Absolutely, the inspirations that have an impact on job satisfaction are either characteristic or extraneous factor that has a primary part in the measure of job satisfaction among academic staff (Furnham, Petrides, Jackson, & Cotter, 2002). Since this study focuses on job satisfaction of STML staff at Universiti

Utara Malaysia (UUM), using Herzberg and Maslow's Need Hierarchy theory will be appropriate to identify how the staff feels and satisfied about their current job. Moreover, these theories tell about individual satisfaction.

2.5 Theoretical Framework

Based on the past studies on human resource practices of employee performance & training and development on job satisfaction in Malaysian public university UUM, the researcher developed a theoretical framework for this study. This framework is presented in Figure 2.1.

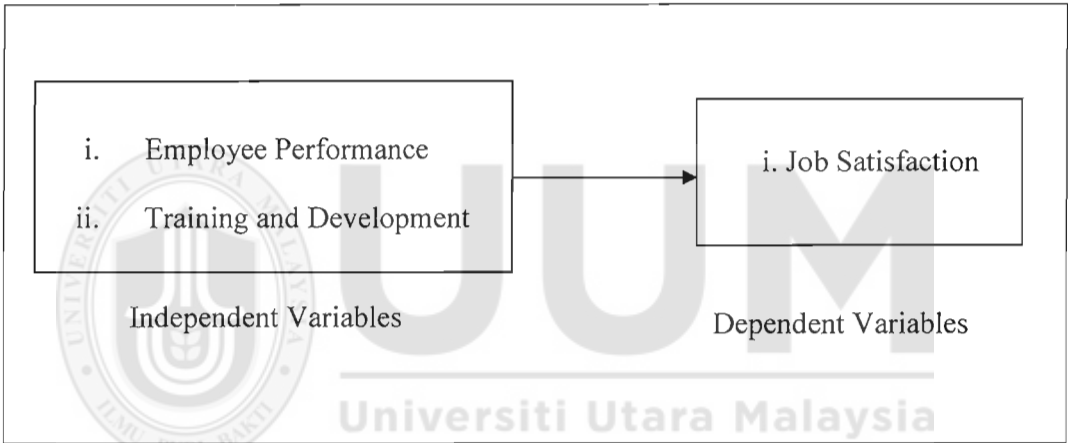


Figure 2.1. Theoretical Framework Model

In this study, the research focuses on two variables which are shown in figure 2.1. These variables are as follows: Job Satisfaction as the dependent variable, while employee performance & training and development are the independent variables. In order to reach the goal of this study, the researcher will explore and analyze the both variables mentioned using the staff response to achieve the research objective and answer the research questions.

2.6 Research Hypotheses

In regards to the variables developed for this study, the researcher also formed a few hypotheses that will support the previous study that affirm that there is a positive relationship between both variables in an organization as informed in section 2.2.2 and 2.2.3. As according to Sekaran (2003), hypotheses are raised to an educated conjecture about the logically established relationship between two or more variables, which is expressed in the form of a testable report of a study. The hypotheses are listed below:

H1: there is a significant relationship between job satisfaction and employee performance

H2: there is a significant relationship between job satisfaction and training and development

2.7 Summary

Summarizing the chapter two of this study, the literature has shown a clear reflection that relates to this study, and why it is essential to further research on the chosen topic. It starts with reviewing the overview of the HRM, the HRP for the effective and productive workforce of the staff for job satisfaction and their organization success. The HRP focused on this study is the training & development and employee performance. And to answer the research questions and research objective stated in chapter one is the priority of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the study methodology of this research. The study was led as a quantitative approach. The data were acquired through a structured questionnaire answered by STML staff in UUM who is academicians and administrators. This section covers the research design and approach, including sampling, population, data collection, ethical considerations and data analysis. As indicated by Leedy and Ormrod (2005), research methodology is "the overall method the researcher takes in completing the study venture; to some degree, this approach directs the specific apparatuses the researcher chooses. Babbie and Mouton (2006) proceed by expressing that research methodology "concentrates on the individual (not straight) steps in the study procedure and the most "objective" (unbiased) strategies to be investigated". In this manner, the researcher can say that research methodology is referred as the procedures or a well-ordered process that is taken after when carrying out the study.

3.2 Research Design

As indicated by Burns and Grove (1997), the design of a research is the final outcome of a series of choices made by the researcher regarding how the study will be led. The design is nearly connected with the framework of the research and aides getting ready for actualizing. A research strategy is recognized as a group of initiative resolutions that advances the main plan determine the way and procedures for data gathering and analysis (Burns & Bush, 2002). According to Hair, Babin, Money and Samouel

(2003), a good research design draws the kind of data, the way of gathering data, the way of providing samples, and the budget and the schedule are determined. Furthermore, it is mostly supports in keeping consistence among the schemed procedure and the research problems (Churchill & Iacobucci, 2004; Malhotra, 1999). In this research, a survey was directed to distinguish and portray the influence of training & development and employee performance on job satisfaction. Parahoo (1997) defined a research design as a plan that portrays how, when and where information is to be gathered and examined.

Polit et al (2001) characterize a research design as "the researcher's general for answering the research questions or testing the research hypothesis". Zikmund (2000) view research design as an excellent strategy, sketching out procedures and methodology for gathering accumulation and investigation of the required data. However, the significant point of a research design is to discover the cure for the issue that is being characterized by the researcher, it additionally helps in finding the answer for the issue (Bhatti & Sundram 2015).

Sekaran (2003) and Zikmund (2000) additionally arrange business research into the categories; which incorporate explanatory research, descriptive research, and exploratory research. Explanatory kind of research is directed at the primary point of giving clear clarifications and additionally point by point data and investigation on how under review are interrelated (Sekaran & Bougie, 2010). Then again descriptive research is typically utilized as a part of a given condition in which there is in comprehensive data in connection to the issue that is being examination upon (Sekaran & Bougie, 2010). Moreover, Zikmund (2000) expressed that, and

exploratory research is a classification of study that is adapted to accumulate data on a specific issue at hand which its discoveries are not indisputable. Consequently, adopting explanatory research with a specific end goal to illustrate the relationship between employee performance, training and development and job satisfaction of STML staff in Universiti Utara Malaysia (UUM).

3.3 Population and Sampling Design

The procedure of sampling starts with identifying of the population. The population can be referred as a set of individuals or gathering who are of concern to the researcher study (Sekaran, 2003; Sekaran & Bougies, 2010). A simple component of the survey is the calculation of the size of the sample. Through the determination of a suitable sample, a conclusion can be reached that can be generalized to the entire population (Sekaran & Bougies, 2010). Based on the enlightenment by past study in this section, the target population for this study is the academicians and administrative staff respondents from STML, Universiti Utara Malaysia (UUM). The total population of 81 staff accepted for this study was derived from the STML Staff Directory System of UUM.

3.4 Sampling Size

Sampling size is mentioned as the real number of a sample to symbolize the population representative (Sekaran (2003)). In sampling choice, it is dangerous to decide the appropriate size representing a significant percentage of the entire population (Bless & Higson, 1995). In order to support researchers in choosing the appropriate sample size, Krejcie and Morgan (1970, as cited by Sekaran, 2003) proclaimed that if the population is more than or equal to 80, then the sample size should be at a minimum of

66 sample size to achieve. Since the total population found in STML is 81, the suitable sample size required is 66 sample sizes for the analysis of this study. Table 3.1 illustrates a probability sampling of academics and administrative staff from STML.

Table 3.1: *Probability Sampling of Staff*

STML	Population staff	Allocated questionnaire
Academician	70	70
Administrators	11	11
Total	81	81

3.5 Unit of Analysis

Unit of Unit analysis is well - defined as the kind of unit a researcher uses in quantifying the variables, it is also used to explain the units themselves and also to state to what is being analyzed in the study (Neuman, 2006). As indicated by Bhatti and Sundram (2015) in a research titled Business study: Quantitative and qualitative approach see unit of analysis as the level of blend of information composed during consequent information analysis stage, and additionally they characterize unit of analysis into five levels which are; individual, group, dyads, culture and organization. In saying this, the unit of analysis will be the individuals as data was gathered from the STML, UUM. academician and administrative staff.

3.6 Questionnaire Design

A question of four parts was designed. The questions were classified into training and development; employee performance, job satisfaction and respondent's demographic. In addition, a cover letter also was created and attached together with the

questionnaire to clarify the purpose of the study. The questions were formulated through the guiding principle of the study objectives and research questions. This questions goal was to answer the study research objectives and research question. There are four parts of question where Part A questions were independent variables (IV), part B questions were also independent variables (IV), part C questions were dependent variables (DV), while the part D question was designed to gather the demographic information about the respondents. Further discussion on the question designed to collect the data for analysis is presented below.

Part A questions were designed for the training and development of staff. Part B questions were designed to identify the employee performance. While part C question was designed to attain the job satisfaction of the staff. Part D questions were constructed to attain the respondent's profile which including gender, age, nationality, race, marital status, and job position. In general, this questionnaire involved 81 close ended questions.

As according to Sekaran (2003), to escape double - barreled questions, harmful words, unclear word, jargon and technical terms, questionnaires is advised to be planned as close ended questions to guarantee that the respondents can simply capture the objective of the questions, thus the analyses of data is more accurate. And at the same time, the questions permit respondents to make a fast choice on what to response between the other questions set before them, it also supports the researcher to code the data easily for subsequent analysis (Sekaran, 2003). The details on the format of questions in the questionnaire are shown in figure 3.2.

Table 3.2: *Questionnaire Parts*

Name of Segment	Number of Items
Part A: Training and Development (T&D)	6
Part B: Employee Performance (EP)	8
Part C: Job Satisfaction (JS)	8
Part D: Demographic Profile (DP)	8

3.7 Data Collection Procedure

Past study has revealed on the kinds of data collection use during the study. According to Sekaran (2003), primary data collection is defined as the material attained first - hand by the researcher on the variable of the concentration for the exact purpose of the study. While secondary data is mention as the data that have previously been gathered by research. For instance, data publication in statistical and journals information obtainable whichever inside or outside the organization. This study adopts primary data collection method. Furthermore, online questionnaires will be used to gather the data needed for analysis. The questionnaires will be distributed to the respondents through online. The data collection was carried out in the month of December 2016.

3.8 Measurement and Instrumentation

The measurements of the study comprise of three major constructs namely training and development, employee performance, and job satisfaction. Each of the variable measurement and instrument tools is discussed in this section. It begins with training and development; follow up with employee performance, and finally, job satisfaction measurement. The idea that the scientific researcher wishes to be experiment can be measured utilizing different kinds of scales. The scales are a measurement instrument

that can be used to measure questions with a predetermined number of outcomes (Hair, Money, Samouel, & Page, 2007). The purpose of creating instrument is to attain measures of the relevant construct. Both primary and secondary kinds of data will be utilized in this study. Primary data has been gathered through a questionnaire designed on seven points Likert scale with choices from strongly agree to strongly disagree. Each choice was given a scale. 7 = strongly agree, 6 = agree, 5 = somewhat agree, 4 = indifferent, 3 = somewhat disagree, 2 = disagree and 1 = strongly disagree. The seven Likert Scale was based on Preston and Colman (2000), these researchers claimed that the greatest trustworthy and the uppermost internal consistency scale is beginning from seven. So, to maintain the internal consistency of the item used for this study seven Likert scale was used.

To measure training and development variable, the researcher will refer to the questionnaires used by Masood (2010). In measuring the employee performance variable, the researcher will further refer to the questionnaires used in Liao et al, (2012) study. Although this employee performance questionnaires were developed by Yu (1996). Lastly, in measuring the job satisfaction variable, the researcher will refer to the questionnaires formed by Spector (1994). The sections below will explain the both DV and IV measurement and questionnaire adapted for this study. First, it began with training and development measurement, follow-up with the employee performance, and lastly, the job satisfaction measurement.

3.8.1 Training and Development (T&D)

To measure the Training and development impact on employee performance, the acceptable questionnaire for this variable will be adapt from Masood

(2010). This researcher Cronbach $\alpha = 0.82$ measurements showed a good result and can be used in setting up the questions for the respondents for data collection in this current study. The questions for the training and development variable are listed in table 3.3 of this chapter.

Table 3.3: *Training and Development Questions*

<ul style="list-style-type: none">• My organization conducts extensive (T&D) programs for Employees.• Employees at each job normally go through T&D programs every year.• Training needs are identified through a formal performance appraisal mechanism.• There are formal training programs to teach new employees the skills they needed.• Training needs identified are realistic, useful and based on the organizational strategy.• There are formal training evaluation methods to assess the effectiveness of the training
--

3.8.2 Employee Performance (EP)

In order to measurement the employee performance, this study will refer to the questionnaire used in Liao et al, (2012) study which was developed by Yu (1996). Their study Cronbach’s $\alpha = 0.95$ measurements showed a good value and is acceptable in setting up the questions for the respondent for data collection of the research study. The Items of the questionnaire are listed in table 3.4.

Table 3.4: *Employee Performance Questions*

-
- I can usually reach the standards of performance reviews.
 - I can always resolve unexpected events.
 - I maintain good attendance records.
 - I can complete assigned tasks quickly and efficiently.
 - I can maintain good service standards.
 - I am very familiar with SOP (standard operational procedures).
 - I take a proactive approach to resolving work issues.
 - Generally speaking, my manager is pleased with my job performance
-

3.8.3 Job Satisfaction (JS)

To measure the job satisfaction variable, this study will refer to the questionnaire developed by Spector (1994). The Items of the questionnaire are listed in table 3.5.

Table 3.5: *Job Satisfaction Questions*

-
- My bos is quite competent in doing his/her job
 - Many of our rules and procedures make doing a good job difficult.
 - My bos is unfair to me
 - I do not feel that the work I do is appreciated.
 - My efforts to do a good job are seldom blocked by red tape
 - My bos shows too little interest in the feelings of subordinates
 - I have too much work to do at work.
 - I enjoy my co-workers.
-

3.8.4 Demographic Profile (DF)

This questions will be used to attain respondents detail for documentation of the number of staff who partakes on this survey exercise. The listed questions

shown in table 3.6 for respondent demographic profile were adapted from (www.sogosurvey.com).

Table 3.6: *Demographic Profile*

-
- What is your gender?
 - What is your age?
 - What is your marital status?
 - What is your nationality?
 - What your race?
 - What is your current position STML UUM?
 - In which department, do you work in STML UUM?
 - How many years have you been with the STML UUM?
-

Source: Sogo Survey (2016)

3.9 Data Analysis Techniques

The methods that will be utilized in analyzing the data gathered are both descriptive and inferential statistics. There five statistical analyses to be conducted to achieve the objectives and answer the research questions of this study. The analysis will start with Sample *t-test*, frequency distribution test, descriptive statistics, reliability test and correlation test for hypotheses test. These approaches will be exercised to attain the result of the study objectives and address the hypotheses involved in this study. Since the hypotheses contain two variables; DV and IV, the data collected will be analyzed using the Statistical Package for the Social Sciences (SPSS) 20.0. The following part instigates with the clarification of frequency distributions determination and use of test; follow up with descriptive statistics, reliability, and correlation. Response rates, profiles of respondents and data screening on different issues, such as response bias, missing data analysis will be done first before proceed to the inferential analyses. This

test was done using the independent sample t-test analysis to check whether any kind of inconsistency occurs between the two by comparing the means of the two sets (Pallant, 2011).

3.9.1 Frequency Distributions

According to Sekaran (2003), a descriptive statistic of the frequency distribution is used to achieve all individual statistics or classificatory variables of a research. Since the study contains participant's demographic profile and item variables to assess, the researcher will conduct a frequency distribution test to achieve every participant identity.

3.9.2 Descriptive Statistics Test

This test aims to achieve both dependent and independent variables mean (M) and standard deviation (SD), as well the real score of minimum and maximum of all items measured in this study and to guarantee there is no violation of assumption relates to the data analysis techniques used.

3.9.3 Reliability Test

There are two common tests for reliability; first is test-retest and interval consistency. Test-retest is a test that measures between the response for an individual at two points and time, while the interval consistency is applied to the consistency between the variables in summated scale (Hair, Black, Babin & Anderson, 2010). Cronbach's alpha is a reliability coefficient that shows how well the items in a set are completely connected with one another. And the nearer the Cronbach's alpha is to one, the higher the internal consistency

reliability (Sekaran, 2003). The researcher will carry out reliability test of interval consistency from the two common reliability test (see, Sekaran, 2003; Hair, Black, Babin & Anderson, 2010) in order to assess the consistency and constancy of two variables relationship coefficients for all involved variables.

3.9.4 Correlation Test

A Pearson correlation measures the connotation among two variables and the degree to which they convey. The range -1.00 to +1.00 is seeing no relationship between two variables, while the range of 1.00 to +1.00 shows perfect and positive relationship between two variables (Hair, Babin, Money & Samouel, 2003). Correlation test will be conducted to clarify the positive connotation of both dependent and independent variables of the study. Correlation analysis is run to determine the strength of the association and the direction of a linear relationship amongst the variables under study. In this study, correlation analysis was conducted to test the relationship between all the variables. According to Cohen (1988), the range and strength of the correlation’s coefficient can be distinguished from the following rule of thumb, as shown in Table 3.7

Table 3.7
Correlation Coefficient Range and Strength of Relationship

Correlation Coefficient Range and Strength of Relationship	
Coefficient Range	Strength of Association
+ .10 to + .29	Small
+ .30 to + .49	Medium
+ .50 to + 1.0	Large

3.9.5 Multiple Regression

Regression analysis is a statistical tool for the examination of influences between variables. It comprises of several methods for analyzing several variables, when the concentration is on the influence between a dependent variable and one or more independent variables. Regression analysis supports to realize how the typical value of the dependent variable changes when any one of the independent variables is diverse, while the other independent variables are held fixed. Regression analysis is also utilized to know which between the independent variables are connected to the dependent variable, and to explore the forms of these relationships.

3.10 Summary

To summarize this chapter, quantitative technique as the descriptive study will be accepted, using questionnaires form with a survey to gather data from the participants. The overall populations for this research are 81 of which the recommended sample size for these populations will be 66 as according to Krejcie and Mogan (1970). This study will focus on the academicians and administrators staff of STML UUM. The measurement that will be used for this study were adapt from past studies. The questionnaires will be set as 7 Likert scales to measure the variables involved in this study. The approach of questionnaires distribution will be by online to the staff involved. The tool that will be used to analyze the data is Statistical Package for the Social Sciences (SPSS) 20.0. Both descriptive and inferential statistics will be utilized to run the data for analysis.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.0 Introduction

This present chapter is intended to demonstrate the results of the research, which utilized SPSS version 20.0, with the end goal of analyzing the data gathered from a few staff at STML in the Universiti Utara Malaysia (UUM). In order to answer the research questions, research objectives, the hypotheses predicted in this study, descriptive and inferential statistical analysis were tested. these statistical analysis tests are as follows: independent sample t-test, frequency distribution, descriptive statistic test, reliability test, correlation test, and multiple regression tests.

4.1 Response Rate

Response rate can be predictable by separating the number of participants who essentially took the survey to the sample size determined for the research (Hamilton, 2009). This section has revealed the entire number of response attained, the number of response utilized, missing response, and rejected response. To attain a higher response rate from the respondents, the questionnaires were distributed through online. few number of staff in academia and administrative position at STML UUM were used for this data gathering. The researcher distributed 81 set of questionnaires using online survey as the techniques to attain the staff response for this study. 69 respondents answered the questionnaire. the total responses achieved were accepted and used for data analysis, based on Krejcie and Mogan (1970) the recommended sample size for

this total population should be 66, moreover, Sekaran (2003) state that a sample size more than 30 and less than 500 is appropriate and suitable for most research. In saying this, the 69 accepted and used reached the value of 85.1%. This percentage is considered enough to establish the result for this study. The analysis starts with the measurement of the goodness of the data through determining the response rate and considering the occurrence of non-response from academicians and administrative staff of STML. Table 4.1 presents the questionnaire proportion and response frequency.

Table 4.1
The Questionnaires Proportion and Response Frequency

Questionnaire Response	Frequency
Number of questionnaires distributed	81
Respond questionnaires	69
Usable questionnaires	69
Rejected questionnaires	0

Furthermore, it is a recognized fact in statistics that a decent sample must be a correct demonstrative of the population which makes the sample statistic suitable for assessing population limitation under consideration. Having that in mind, this research trailed a difficult sampling procedure. There can be bias found due to forgotten samples or due to any kind of inadequacy in the measurement process which can include the way questions were asked or even the state of respondents taking the survey (Bias in survey sampling, nd.).

As an input to HRM study, and for evaluating any type of possible bias which can comprise of measurement bias, etc., this study inspected survey time as the basis

(Philippens, Loosveldt, Stoop, & Billiet, 2004; Purdon, Campanelli, & Sturgis, 1999) for making assessments among groups. The data was divided into two sets responses. the first set contained of 39 respondents surveyed during first two weeks of the data collection and the second set involved of 30 participants reminded to respond to the questionnaire during the second two weeks on the month of data collection period. These sets of responses were compared on all variables and their dimensions. This study utilized the independent sample t-test analysis to check whether any kind of inconsistency occurs between the two by comparing the means of the two sets (Pallant, 2011). The results of independent sample t-test are shown in table 4.2.

Table 4.2
Independent Sample T-test Results

Constructs	Independent Samples Test				
	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.
T&D Equal variances assumed	3.321	.073	-.415	67	.680
Equal variances not assumed			-.401	52.322	.690
EP Equal variances assumed	4.128	.046	-1.919	67	.059
Equal variances not assumed			-1.837	49.924	.072
JS Equal variances assumed	1.841	.179	-1.254	67	.214
Equal variances not assumed			-1.128	36.55	.267

The results of t-test for equality of means presented in Table 4.2 demonstrate that there is no significant variance (p-value at 0.05 significance level) between the two sets for all measurement dimensions. It mirrors that the participants fitting to these two sets ultimately represented same population and that the participants attained in this research are free of any kind of measurement or other bias. As such, on the foundation of an absenteeism of a visible statistical variance among the two sets, it can be presumed that the hypothesized relationships under research are not postured with any kind of possible bias.

4.2 Respondent Demographic Findings

The frequency distribution tested for this research incorporates demographic variable which consists of gender, age, marital status, nationality, race, current position, department, years of work with the STML. Identify the total number of respondents who participate in this exercise of questions and answer for the influence HRP on staff job satisfaction, section 4.2.1 presents the respondents gender, section 4.2.2 presents respondents age, section 4.2.3 presents respondents marital status, section 4.2.4 presents respondents nationality, section 4.2.5 presents respondent race, section 4.2.6 presents respondents current position, section 4.2.7 presents respondent work department, and lastly section 4.2.8 presents respondent working experience with the STML.

4.2.1 Respondents Gender Result

Referring to the table 4.3 and figure 4.1, the result for the gender indicates that the female respondents is high compared to the male respondents. A total of

46 or 71.0% respondents were female, while 20 or 29.0% of respondents were male. The following section presents the result for the respondents age.

Table 4.3
Respondents Gender Result

		Respondent Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	29.0	29.0	29.0
	Female	49	71.0	71.0	100.0
	Total	69	100.0	100.0	

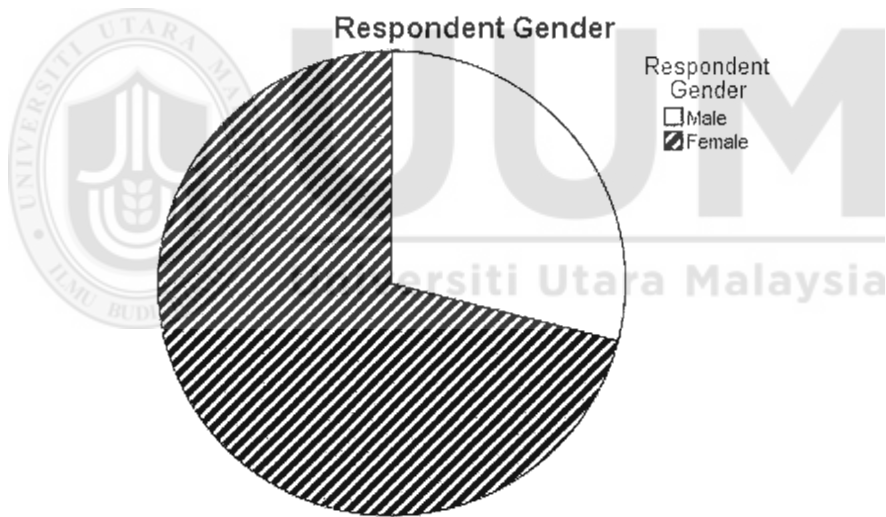


Figure 4.1. Respondents Gender Result

4.2.2 Respondent Age Result

Referring to table 4.4 and figure 4.2, the table presents the result of the respondents age. The result demonstrates that the higher number of STML

staff has a place with an age between 26 to 35 with an aggregate 19 respondents or 27.5%, followed by respondents aged 36 to 45 which showed 32 respondents or 46.4%. The third higher aged of 14 respondents or 20.3%, were between the aged of 46 to 55, while respondents with minimal number of 4 or 5.8% were the age of 56 or more.

Table 4.4
Respondent Age Result

		Respondent Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Age 26-35	19	27.5	27.5	27.5
	Age 36-45	32	46.4	46.4	73.9
	Age 46-55	14	20.3	20.3	94.2
	Age 55 over	4	5.8	5.8	100.0
	Total	69	100.0	100.0	

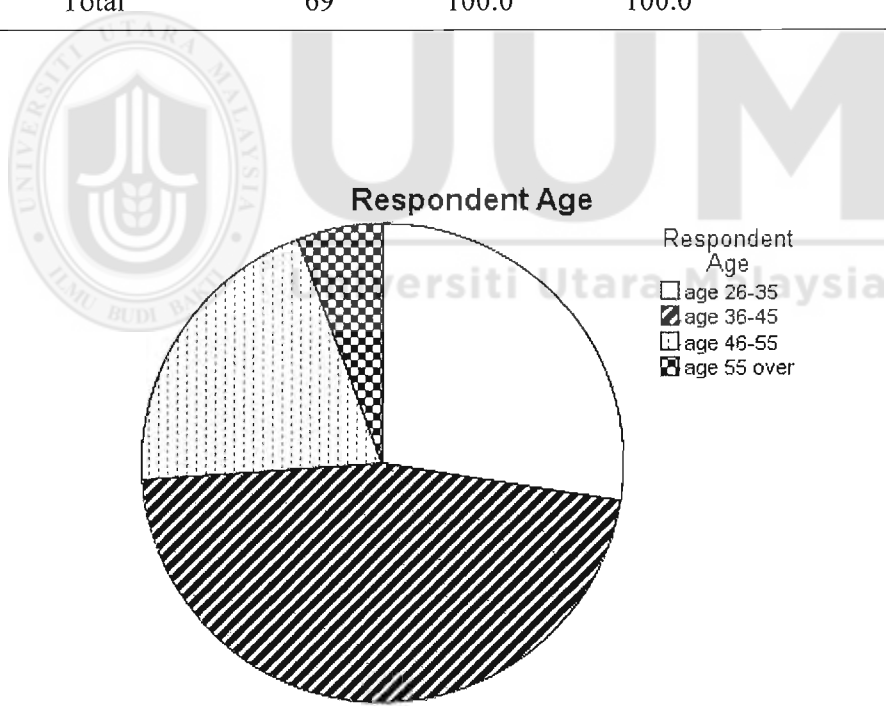


Figure 4.2. Respondent Age Result

4.2.3 Respondent Marital Status Result

Referring to table 4.5 and figure 4.3, the result demonstrates that the numbers of married people who respond to the questionnaires is most elevated with a high record of 49 or 71.0%. The single respondents with a sum of 19 or 27.5%. Number of other status is around 1 or 1.4%. The next section presents the result found on the staff nationality.

Table 4.5
Respondent Marital Status Result

Respondent Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	19	27.5	27.5	27.5
	Married	49	71.0	71.0	98.6
	Other	1	1.4	1.4	100.0
	Total	69	100.0	100.0	

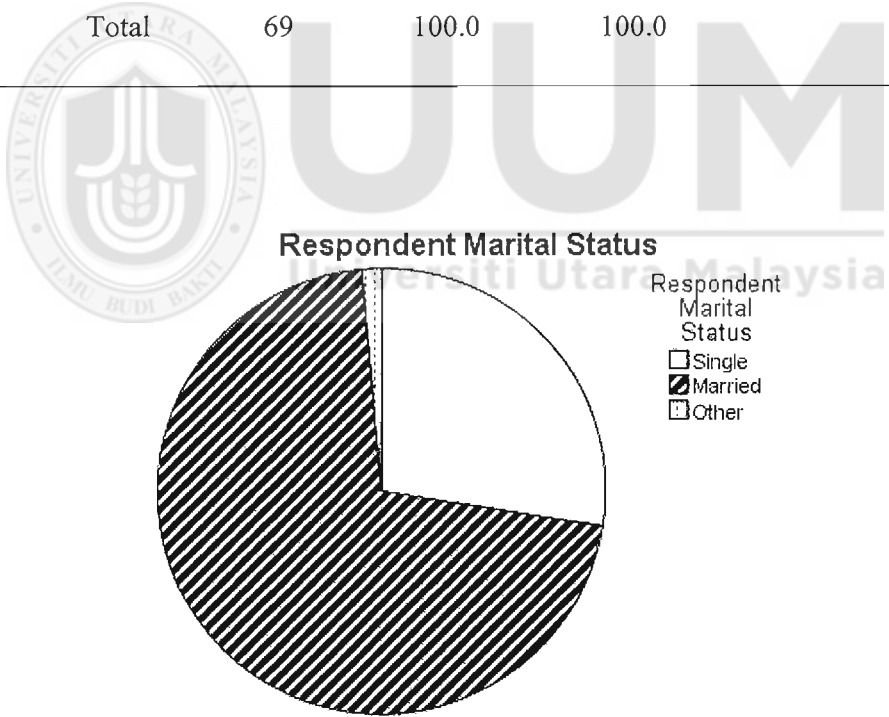


Figure 4.3. Respondent Marital Status Result

4.2.4 Nationality

Referring to table 4.6 and figure 4.4, the result demonstrates that the Malaysian staffs dominates with the highest number of 68 or 98.6% population, while the staff from other nationality is 1 or 1.4% respondent.

Table 4.6
Respondents Nationality

		Respondent Nationality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malaysian	68	98.6	98.6	98.6
	Other	1	1.4	1.4	100.0
	Total	69	100.0	100.0	

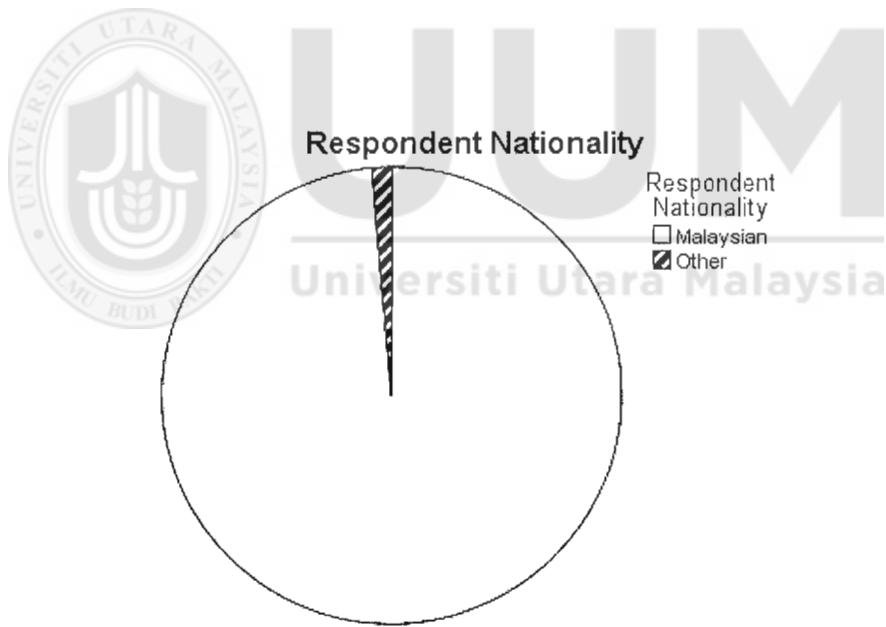


Figure 4.4. Respondents Nationality

4.2.5 Race

Referring to table 4.7 and figure 4.5, the result demonstrates that the Malay staff are the highest with a number of 64 respondents or 84.4%. The respondent indicate as Chinese race is 2 respondents or 2.9% and Indian race is shown to be 2 respondents or 2.9%, while staff with other race present the lowest number of 1 respondent or 1.4%.

Table 4.7
Respondents Race

		Respondent Race			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malaysian	64	92.8	92.8	92.8
	Chines	2	2.9	2.9	95.7
	Indian	2	2.9	2.9	98.6
	Other	1	1.4	1.4	100.0
	Total	69	100.0	100.0	

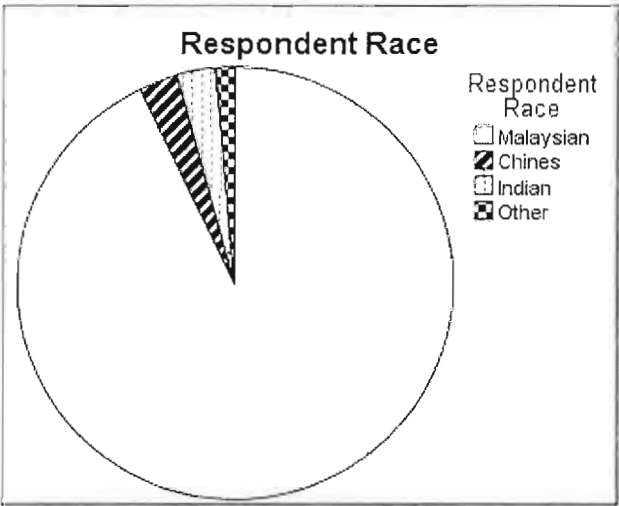


Figure 4.5. Respondents Race

4.2.6 Current Position

Referring to table 4.8 and figure 4.6, the result demonstrates that the staff who are in the academican position has highest number of 55 respondents or 79.7%. The staffs who have the administrative position have the lower number of 14 respondents or 20.3%.

Table 4.8
Current Position

		Respondent Current Position			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academician	55	79.7	79.7	79.7
	Administration	14	20.3	20.3	100.0
Total		69	100.0	100.0	

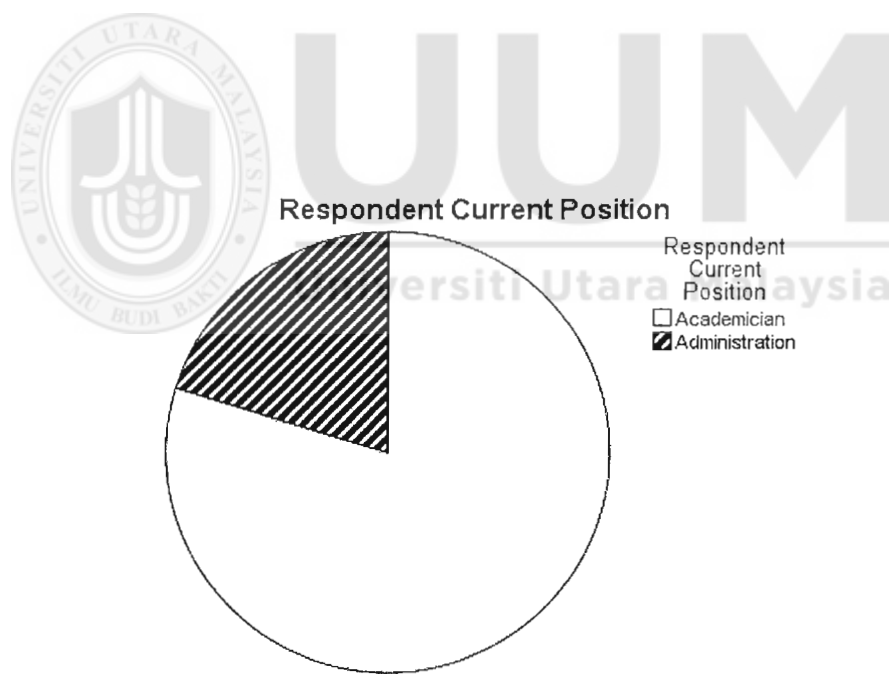


Figure 4.6. Respondents Current Position

4.2.7 Department

Referring to table 4.7 and figure 4.7, the result of the staff who work as Technology Management has a higher number of 27 respondents or 39.1%, the staff who work as Operation Management has the number of 25 respondents or 36.2%, Logistics and Transportation attain number of 11 respondents or 15.9%, and staff in other department attain the number of 6 or 8.7%.

Table 4.9
Respondent Work Department

		Respondent Work Department			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Operation Management	25	36.2	36.2	36.2
	Technology Management	27	39.1	39.1	75.4
	Logistics & Transportation	11	15.9	15.9	91.3
	Other	6	8.7	8.7	100.0
	Total	69	100.0	100.0	

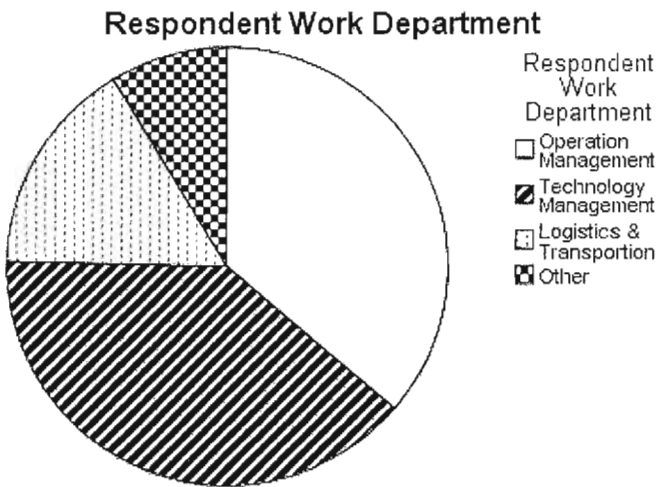


Figure 4.7. Respondents Department

4.2.8 Years of work with the Company

Based on the table 4.10 and figure 4.8, the workers who has 5 years and above working experience with the STML indicate to be the highest of 46 respondents or 66.7%, while, the workers with 5 years and below working experience has the lowest number of 23 respondents or 33.3%.

Table 4.10
Years of work with the STML

		Respondent Work Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 Years and above	46	66.7	66.7	66.7
	5 Years below	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

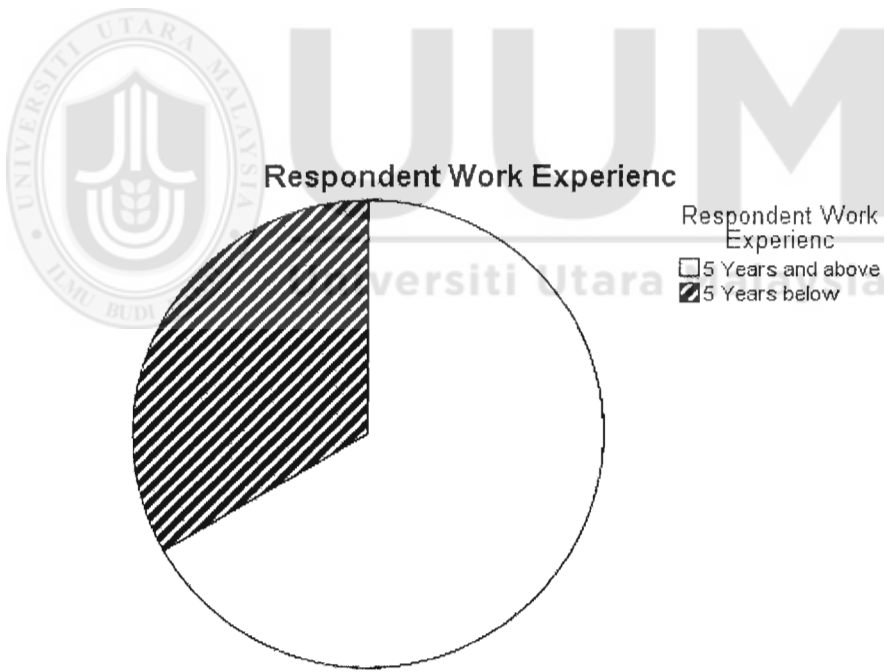


Figure 4. 8. Respondents Years of work with the Company

4.3 Descriptive Statistic Findings

Identifying the influence of training & development program, employee performance on job satisfaction, and distinguishing how well variables predict to different variables, descriptive statistic should be calculated to every variable. Mean demonstrates the normal rate and Standard Deviation indicates how much diversity exists from the normal.

Table 4.11
Descriptive Statistic of Independent and Dependent Variable (Training & Development, Employee Performance, and Job Satisfaction)

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
T&D	69	1.33	3.17	2.0700	.41853
EP	69	1.75	4.38	2.6630	.64715
JS	69	1.25	4.50	3.2319	.46931
Valid N (listwise)	69				

Referring to 4.11, it indicates that job satisfaction (JS) score the highest with (m= 3.2319, SD= .46931), then followed by employee performance (EP) with I the score (m= 2.6630, SD= .64715) and training and development (T7D) with total (M= 2.0700, SD= .41853). Base on the mean and standard deviation of all variable tested using descriptive statistical analysis, it means that the items of each variables were normal and the diversity which this items measured were good).

4.3.1 Descriptive Statistic of Independent Variable (Training and Development)

Table 4.12 presents the mean and standard deviation estimation of all items from variable training and development. This test was conducted in order to calculate the normal rate of every item measured and check how much diversity exists from the normal.

Table 4.12
Mean and Standard Deviation of Items Measured for Training and Development

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
My organization conducts extensive training and development (T&D) programs for employees	69	3	7	5.90	.942
Employees at each job normally go through T&D programs every year.	69	1	3	1.30	.577
Training needs are identified through a formal performance appraisal mechanism.	69	1	3	1.29	.571
There are formal training programs to teach new employees the skills they needed.	69	1	3	1.32	.606

Table 4.12 Continue

Training needs identified are realistic, useful and based on the organizational strategy.	69	1	4	1.33	.679
There are formal training evaluation methods to assess the effectiveness of the training.	69	1	3	1.30	.577
Valid N (listwise)	69				

Based on 4.12, The highest item calculated normality and it extend of diversity exitance from the normal result found on training and development (T&D) was on " My organization conducts extensive training and development (T&D) programs for employees." with (m=5.90, SD= .942), While, the item " Training needs are identified through a formal performance appraisal mechanism " scored the most minimal (m=1.29, SD= .571).

4.3.2 Descriptive Statistic of Independent Variable (Employee Performance)

Table 4.13 presents the mean and standard deviation results of all items from variable employee performance (EP).

Table 4.13
Mean and Standard Deviation of Items Measured for Employee Performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I can usually reach the standards of performance reviews.	69	1	7	2.00	1.782
I can always resolve unexpected events.	69	1	3	1.49	.760
I maintain good attendance records.	69	1	3	1.51	.740
I can complete assigned tasks quickly and efficiently.	69	1	7	2.00	1.782
I can maintain good service standards.	69	1	3	1.45	.718
I am very familiar with SOP (standard operational procedures).	69	1	3	1.26	.585
I take a proactive approach to resolving work issues.	69	4	7	5.81	.944
Generally speaking, my superior is pleased with my job performance.	69	3	7	5.78	.921
Valid N (listwise)	69				

Based on 4.13, The highest item calculated normality and it extend of diversity exitance from the normal result found on employee performance (EP) was on " I take a proactive approach to resolving work issues." with (m=5.81, SD=.944), While, the item " I am very familiar with SOP (standard operational procedures)" scored the most minimal (m=1.26, SD= .585).

4.3.3 Descriptive Statistic of Dependent Variable (Job Satisfaction)

Table 4.14 presents the mean and standard deviation results of all items from variable job satisfaction (JS).

Table 4.14
Mean and Standard Deviation of Items Measured for Job Satisfaction

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My boss is quite competent in doing his/her job.	69	3	7	6.38	.824
Many of our rules and procedures make doing a good job difficult.	69	1	3	1.30	.577
My boss is unfair to me.	69	1	3	1.35	.590
I do not feel that the work I do is appreciated.	69	1	3	1.55	.814

Table 4.14 Continue

My efforts to do a good job are seldom blocked by red tape.	69	1	3	1.30	.577
My boss shows too little interest in the feelings of his subordinates.	69	1	3	1.30	.577
I have too much to do at work.	69	1	7	6.41	1.075
I enjoy my co-workers.	69	1	7	6.26	.934
Valid N (listwise)	69				

Based on 4.14, The highest item calculated normality and it extend of diversity exitance from the normal result found on job satisfaction (JS) was on “I have too much to do at work” with ($m=6.41$, $SD= 1.075$), While, the item 2, 5, and 6 scored the most minimal ($m=1.30$, $SD= .577$) of the same range.

4.4 Reliability Analysis Result

The objectives of this study were to identify the influence of training & development and employee performance on job. A reliability test was conducted for the purpose of examining the whether all items are strongly correlated to one another and has an internal consistency. In overall, coefficient alpha of 0.70 and above indicates the good reliability (Zikmund et al., 1997). The total reliability results found on the independent and dependent variables (training & development, employee performance and job satisfaction) involved in this study are shown in table 4.15.

Furthermore, the reliability results found on each item measured of the variables were also presented in order to justify the internal consistency of all item construct.

Table 4.15
Summary of Independent Variables Results (Training & Development, Employee Performance, and Job Satisfaction)

Scales	Cronbach's Alpha	N of Items
Training and Development (T&D)	.713	6
Employee Performance (EP)	.713	8
Job Satisfaction (JS)	.760	8

Referring to the table 4.15, the reliability ($\alpha= 0.760$) found on the job satisfaction (JS) has shown to have the highest Cronbach alpha value. This value was accepted for this study as well. The ($\alpha= 0.760$) have proved that the 8 items measured on job satisfaction (JS) maintain internal consistency and were linked to each other. The acceptance of all variable involved in this study was accepted base on previous study by George and Mallery (2003) and Nunnally (1975) rule of thumb Cronbach’s alpha.

The reliability of ($\alpha= 0.713$) found on the Training & Development (T&D) indicate as acceptable value for this study. The ($\alpha= 0.713$) attained have shown that each item is well linked to one another other, and have recognized the internal consistency reliabilities of all 6 items measured, since the Cronbach’s alpha surpasses the recommended value by previous study. In Additional, the reliability of Cronbach’s ($\alpha= 0.713$) found on the Employee Performance (EP) variable was also accepted for

this study. The ($\alpha= 0.713$) also indicates a good internal consistency among all 8 items measured on employee performance variable.

4.5 Correlation Analysis Test

This section analysis presents the correlation analysis. Correlation analysis was conducted to inspect the relationship between independent variables and dependent variable. According Hair et al (2007), the strength of the connection is reviewed based on the scale recommended in order to quantitatively define the relationship between independent variables and dependent variable.

The correlation analysis is utilized in this research to clarify the relationship between the independent variables (training & development and employee performance) and dependent variable (Job Satisfaction). In this review, the correlation test was utilized to test the two Hypotheses involved in this study. The results for the hypotheses were based on the level of 0.01. Note that all choices on the statistical significance of the results were made by utilizing an alpha level of 0.05. Hypothesis 1 was first analysis and present in table 4.16.

Hypothesis 1: *there is a significant relationship between training and development and job satisfaction.*

Table 4.16
Relationship Between Training & Development and Job Satisfaction

Correlations			
		TD	JS
T&D	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	69	69
JS	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	69	69

****.** Correlation is significant at the 0.01 level (2-tailed).

Reporting bases on table 4.16 which presents the significance result of Pearson Correlation result on the relationship between training and development (TD) and job satisfaction (JS), the Pearson Correlation found ($r = 0.652$, $p < .000$). This established that there is a significant relationship between training & development and job satisfaction. The ($r = 0.652$) result of Pearson correlation shows that the strength of the relationship between training & development (T&D) and job satisfaction (JS) is good and was accepted for this study. Hypothesis 2 was further analysis and present in table 4.17.

Hypothesis 2: *there is a significant relationship between employee performance and job satisfaction.*

Table 4.17
Relationship Between Employee Performance and Job Satisfaction

		Correlations	
		EP	JS
EP	Pearson Correlation	1	.621**
	Sig. (2-tailed)		.000
	N	69	69
JS	Pearson Correlation	.621**	1
	Sig. (2-tailed)	.000	
	N	69	69

****.** Correlation is significant at the 0.01 level (2-tailed).

Reporting bases on table 4.17, which also presents the significance result of Pearson Correlation result on the relationship between employee performance (EP) and job satisfaction (JS), the Pearson Correlation found ($r = 0.621$, $p < .000$). This established that there is a significant relationship between employee performance (EP) and job satisfaction (JS). The ($r = 0.621$) result of Pearson correlation shows that the strength of the relationship between employee performance (EP) and job satisfaction (JS) is good and was accepted for this study. The correlation result found on this study were accepted based on Cohen (1988) which recommend that the range and strength of the correlation's coefficient to accept the result should be at least $+ .50$ to $+ 1.0$. This value is considered as a large strength of correlation among variables. (Refer to table 3.7 Cohen rule of thumb on Correlation).

4.6 Regression Test

This chapter additionally tested multiple regression. This test was conduct on the variables involved in this study. This type of analysis empowers the researcher to see how well the independent variables predict the dependent variable. The model summary multiple regression is presented in table 4.18, it ANOVA results found on training & development (T&D), employee performance (EP) and job satisfaction (JS) can be seen in table 4.19, while the Coefficients result is shown in table 4.20.

Table 4.18
Multiple regression model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708 ^a	.501	.486	.33648

a. Predictors: (Constant), EP, T&D					
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Table 4.19
Multiple Regression Result of Independent and Dependent Variables (ANOVA Result)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.505	2	3.753	33.145	.000 ^b
	Residual	7.472	66	.113		
	Total	14.977	68			

a. Dependent Variable: JS
b. Predictors: (Constant), EP, T&D

Table 4.20
Multiple Regression Coefficients Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
<hr/>						
		B	Std. Error	Beta		
1	(Constant)	1.547	.213		7.268	.000
	T&D	.486	.125	.434	3.905	.000
	EP	.255	.081	.351	3.163	.002
a. Dependent Variable: JS						

a. Dependent Variable: JS

Referring to the ANOVA tables 4.19, the result of the regression demonstrates the value of $F(2, 66) = 33.145$, $p < 0.00$ of the predictors variables which is training & development, and employee performance. Based on the Table 4.20, the regression Coefficients result for training and development (T&D) and job satisfaction (JS)

found $\beta=0.486$, ($p<0.001$). H1 showed that training and development (T&D) is significantly connected to job satisfaction (JS), the regression Coefficients result for employee performance (EP) and job satisfaction (JS) found $\beta=0.255$, ($p<0.002$). H2 also indicates that employee performance (EP) is significantly connected to job satisfaction (JS).

4.7 Summary

This chapter provides an answer for this study through its finding and analysis. The results incorporate the attained response rate, respondent demographic results, descriptive statistic result, reliability, correlation results, and multiple regression result which determine on how the independent variables predict dependent variable. Independent variable (training & development and employee performance) predict the dependent variable (job satisfaction) and there is a positive relationship between the training & development, employee performance and job satisfaction. The next chapter will discuss and conclude on the result finding and analysis achieved.

CHAPTER FIVE

DISCUSSIONS AND CONCLUSION

5.0 Introduction

The general objective of this study is to identify the influence of training & development (T&D), employee performance (EP) and job satisfaction (JS) among university staff in STML, UUM. This chapter discusses on the attained significant findings and analysis tested in this study based on the research questions. It begins with discussing and briefing the results of the two research questions and then follow up with the result of the hypothesis found. The first research question was discussed, then the last research question discussed. The relationship between training & development (T&D) and job satisfaction (JS) was discussed, the relationship between employee performance (EP) and job satisfaction (JS) was further discussed in this chapter.

The discussion of this study is made in light of the real findings and analysis of this research. The aim of this study is to identify the objectives that have been mentioned earlier in the chapter one of this study. These objectives are as follows; (1) To identify the influence of training and development on job satisfaction among university staff in STML, UUM. (2) To identify the influence of employee performance on job satisfaction among university staff in STML, UUM. In regards to that, hypotheses were established and examined. The two hypotheses tested were further discussed in this section. This chapter concentrates in recapping the finding and a related

discussion. Furthermore, the theoretical and practical contributions were discussed. There are only two human resource practices that were focused on in this study, for example, training and development, and employee performance. The findings and results are examined and compared with past research.

5.1 Discussion

Conferring to the results of descriptive statistic, it showed that training & development, employee performance and job satisfaction mean and SD found has a normal distribution. In saying this, it shows that all variable mean and standard deviation (SD) examined have a normal calculation and the diversity existence are in normal range

In overall, this research investigates the influence of training & development, employee performance on job satisfaction, this research utilized the questionnaire as the tool that assisted in find the relationship among variables and support the hypotheses testing. The unit of analysis of this study is at the individual level and the primary data is collected through distribution of questionnaire online. Staff at STML, UUM were the population in this study. The total population is about 81 employees. The 81 staff were chosen up randomly as a participant to respond to the questionnaire distributed. The first data gathering was conducted within two weeks and second data gathered done on the last two weeks. The total data gathered was done in one month in the period of December 2016. A total of 69 questionnaires were achieved and used for data analysis. Statistical Package of Social Science (SPSS) 20.0 was use to run this

analysis. The following section 5.1.1 discusses on the research question 1 results, follow up with the results of research question 2 is discussed in section 5.1.2.

5.1.1 Research Question 1: What is the influence of training and development program on job satisfaction among university staff in STML, UUM?

The first research question aims to investigate the influence of training and development program on job satisfaction among university staff in STML, UUM. In order to answer this research question, it involved running a correlation and multiple regression tests. A summary of the results is presented in table 4.16, 4.19, and 4.20. The result found on the correlation and multiple regression tests shows that training and development has a positive influence on job satisfaction among university in STML, UUM.

5.1.2 Research Question 2: What is the influence of employee performance on job satisfaction among university staff in STML, UUM?

The second research question aims to investigate the influence of employee performance on job satisfaction among university staff in STML, UUM. In order to answer this research question also involved running a correlation and multiple regression tests. A summary of the results is to be found in table 4.17, 4.19 and 4.20. The result found on the correlation and multiple regression tests shows that employee performance has a positive influence on job satisfaction among university in STML, UUM.

5.2 Hypotheses Results

To examine the relationship between the two variables involved in this study, two hypotheses were established as presented in section 2.8. These hypotheses were developed in order to affirm that there is a significant relationship between training & development, employee performance and job satisfaction. The result found during the hypothesis 1 testing is discussed in section 5.2.1. The hypothesis 2 result found was discussed in section 5.2.2. Note that hypothesis 1, represents the training and development and job satisfaction, while the hypothesis 2 represents the employee performance and job satisfaction.

5.2.1 Research Hypothesis 1: relationship between training and development and job satisfaction.

This section discussed on the hypothesis 1 constructed for this study. Addressing this hypothesis involved running a correlation test. Hypothesis 1 of this study predicts that there is a significant relationship with training and development and job satisfaction. In positive view, the result found during the finding and analysis indicates that there is a significant relationship between training and development and job satisfaction (See table 4.16).

5.2.2 Research Hypothesis 2: relationship between employee performance and job satisfaction.

This section further discussed on the hypothesis 2 developed for this study. Addressing this hypothesis also involved running a correlation test. Hypothesis 2 of this study predicts that there is a significant relationship

between employee performance and job satisfaction. Based on the result shown table 4.17, this means that there is a relationship between employee performance and job satisfaction. The results found on the two hypotheses have established that there both training & development, and employee performance significant connection with staff job satisfaction in the STML, UUM.

Consequently, this research shown to be in line with previous studies on similar contexts of HRP and job satisfaction among university staff. In other words, it potentially expands the study conducted by Ibrahim, et al. (2014) on job satisfaction among Malaysian workers, which utilized the Job Satisfaction Survey (JSS). Their study was conduct on human resource practices such as pay, promotion, fringe benefits, rewards, supervision, co-workers and nature of work subscales, which found significant differences in pay, promotion, fringe benefits, rewards, supervision, co-workers and nature of work subscales (Ibrahim, et al., 2014) and Mehrad, et al. (2015) study on differences in job satisfaction on gender among academic staff of Malaysian public universities. Their study also found a significant relationship between supervision as one of the dimensions of job satisfaction.

5.3 Contribution of Study

Based on the achieved findings and discussion, some contributions have raised. These contributions are separated into theoretical and practical contribution. The

contributions are significant to the researchers and practitioners of any industries.

Section 5.2.1 presents the theoretical contribution of this study.

5.3.1 Theoretical Contribution

The theoretical contributions of this study clarify the contradiction of the relationship between training & development, employee performance and job satisfaction among the university staff in STML, UUM public sector in Malaysia. Theoretically it informs that training & development, employee performance influence job satisfaction in STML UUM. Previous study by Ibrahim, et al. (2014) and Mehrad, et al. (2015) focuses on pay, promotion, fringe benefits, rewards, supervision, co-workers and nature of work subscales, differences in job satisfaction on gender among academic staff, while this study focuses on only training & development and employee performance and job satisfaction. In addition, the positive results were realized with support of the theories proposed by Herzberg (1964) and Maslow's (1943).

5.3.2 Practical Contribution

Seeing in practical perception, the practical contribution of this research can assist organizational management to understand the type of human resource practices to concentrate on for staff job satisfaction. Also, the factors of HRP that influence their worker or individual satisfaction of the working environment. It can support the organization to understand to what extent does the training & development, employee performance uplift and enhance the worker performance and increases the growth of the business for both side

benefit. It further contributes in informing organization that training & development and employee performance are equally significant in overall HRP for management of any organization accept. In addition, it also helps to inform the organization management that training & development and employee performance is an effective and supportive practice for wellbeing working environment.

5.4 Limitation of the Study

There are some limitations that need to be considered in this research. As this research aim to identify the influence of training & development, employee performance on job satisfaction. Firstly, this study was limited to one universities in Northern region of Malaysia only while ignoring other universities and regions of Malaysian. Secondly, this study used the Malaysian educational sector only, while excluding other sectors in the Malaysian industries.

Thirdly, academic and administrative staff at the public university were used to gather the data that lead to the achievement of this research results, whereas there are also staff on another school UUM. However, the results were not generalized to all other sectors within the Malaysian industries.

Nevertheless, these limitations were able to serve as an underpinning for further research in other organization or sectors on a large scale. It is certainly need to explore further, specifically in other organization that has employee which need for them to understand whether their staff are satisfy with their current job. The next section listed out the recommendations for future study.

5.5 Recommendation for Further Study

Based on previous research on human resource practices and job satisfaction, a proposed research model was established for this research. In overall, two influences in human resource management were used as independent variables, while job satisfaction of staffs was used as dependent variable. Apart from the recommendations for future study explained in the practical contribution section, the researcher have suggested for an extension of study design for future research to further find the influence of human resource practices on general staff and non-staff of STML to find more descriptive results.

This study recommends for further research on other universities and regions of Malaysia such as central region, southern region, and east coast region to increases the understanding of the influence of training & development, employee performance on job satisfaction in the STML UUM. It is also recommended that further study should be conduct in other sectors such as tourism, banking, and manufacturing sector in the Malaysian industries in order to discover more general and confident results.

It is also recommended to include staff in other school and department of UUM and private university to be able to generalize the results found in the influence of training & development, employee performance on job satisfaction. These recommendations were made to cover the gap that the researcher could not be able to accomplished in this study hoping that further study will continue this as a longitudinal research for more convincing results. This study further recommends for large sample size to attain a confident result on STML staff.

5.6 Conclusion

Generally, the purpose of this study is to identify the influence of training & development, employee performance on job satisfaction in the STML, UUM. The overall results of this research indicate that training & development, employee performance influence the job satisfaction among university staff of STML, UUM. Furthermore, the both HRP tested in this study has a significant relationship with job satisfaction on STML staff. This finding is considered as an addition to the body of knowledge which in is in line with previous studies affirmed that training & development, employee performance influence job satisfaction (Ibrahim, et al., 2014; Mehrad, et al., 2015).

This study also concludes that other organization in different sectors who exercise on the HRP, need to understand which HRP that influence staff job satisfaction and ought to employ more HRP that completely relates to job satisfaction for happy work environment. The findings were positively reliable and has accredited the theories of Herzberg (1964) and Maslow's (1943). Conclusively, the empirical evidence found in this study can be used for further research, it also can be assisting guide to the organization practicing this kind of HRP to influence staff job satisfaction for a higher work performance for the benefit of the organization and the workers.

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