Study and test the relationship between training on job satisfaction and organizational effectiveness

ABSTRACT:

Training is an important element in organizations, because it greatly affects people to learn how to be more effective at working by modifying knowledge, skills or attitudes through a learning experience to achieve successful performance. Similarly, training is the long-term loyalty of all employees because they must learn and acquire new skills and knowledge that become a turning point for their success in the workplace. In addition, behavioral modifications will occur after the training process because they must be removed. New style of managing things. For example, employees must implement secure manual handling methods to ensure that all operations are performed manually. Instead, training involves two-way communication between the coach and the person who learns. However, training does not mean sitting in a room while listening to a speaker. Otherwise, you can simply watch a video that refers to what we've seen in your video. Legally, training can be formal, informal, out of service or out of service. Training is widely understood as targeted communication because training focuses on what you need to know to achieve the purpose of skill development, behavior change and efficiency. As a result of this study, staff and employers are likely to gain a better understanding of the importance of training that reveals an employee's commitment and performance to work. Future research should continue to explore the same independent variables and their impact on the performance of undergraduate postgraduates. Further research in the future can look at the effects of training on public and private school teachers (specify a particular course). Human resources management should realize that, since applicable training can help staff develop their career, they can commit to working to increase their performance. As a long-term measure to ensure effective training, a performance monitoring system should be developed for post-training work to enable the organization to determine the effectiveness of training of participants and to identify basic training needs in a timely manner. Come. This study examined the impact of training on job commitment, job satisfaction and job performance. The four training components, such as commitment to training, assessment of training needs, training content, completion approaches and training evaluation, are important in human resources management.

Keywords: *Work commitment, Performance, Job satisfaction, Training commitment, Training needs assessment, Training contents and delivery approaches and training evaluation*

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INTRODUCTION

Many organizations these days are suffering because of low employee morale and output, which has led to poor-quality goods and services that produce higher costs. This is because of managers in most organizations lack of the hearing; sluggish in giving feedback and facing difficulty in delegation of works in order to enhance their employee's work commitment to improve their performance as well as a job satisfaction. On the other hand, successful organizations are able to motivate and invigorate their employees by capable managers, while they are not thinking themselves as bosses; hence become as coaches to improve their staff performance by providing training; help employees to enhance their careers; and guide them to become the best they can be.

Training opportunities play a prominent role in the recruitment and retention of employees in today's business environment. According to Lerman et al. (1999), and Billikopf (2003), training is time-consuming for employees to adapt and struggle with the undertaking given. This study will analyze training is differed from exercise to facilitate people may prove as a casual activity for fun. A study commissioned by Saks (1996) shows that the amount of training followed by an employee significant new relationship with a collaborative satisfaction, commitment, and performance.

Generally, the aim of this study is to examine the relationship between training and the employee's work commitment, job satisfaction and performance. Specifically, this study aims to ascertain the level of influence of each of the four dimensions of training on the employee's work commitment, job satisfaction and performance. This study also carried out to investigate the positions of the top management towards training programs.

Significance of the study

Generally, employees feel having good leader, working climate and followers are mainly influenced the work commitment, satisfaction and job performance. Previous academic studies highlighted that there is a significant outcome of training dimensions on the employee's work commitment, job satisfaction and performance. There are four dimensions of training (training commitment, training needs assessment, training

contents and delivery approaches, and training evaluation) that bore on the employee's work commitment, satisfaction and job performance. This study assesses the understanding of how effective the training on the employee's work, commitment, job satisfaction and performance because it is an essential step in addressing the issue of employee's work commitment, satisfaction and performance. The fictions have also pointed at various factors that may contribute to the employee's work, commitment such as affective, continuance and normative commitment (Allen and Mayer, 1990). The extent of training provided by the organizations may affect the level of commitment and employee's performance in organizations. It may allow them to feel satisfied with their job tasks and others. Likewise, the employees' perceptions towards their performance are great after they have attended the training programs (Berger and Cummings, 1979; Kumar, 2006) because they feel the training programs make them feel satisfied with their job descriptions and roles. However, employees can implement easily whatever they learned in the programs in their daily work tasks.

Objective of the Study

There are three objectives in this study that contribute new empirical evidence in existing the knowledge on the effects of training on work commitment, job satisfaction and job performance.
1. To examine the effect between training and employee's work commitment, job satisfaction and performance.
2. To determine the degree of effect on each dimension of training on the employee's work commitment, job satisfaction and performance.
3. To look into the attitudes of the management towards training programs that catered to their employees.

Literature Review

There are many thoughts and suggestions about the effect of training on the employee's work, commitment, job satisfaction and performance. Employees have to attend the training to increase their performance. Most of the managers sent their employees for training to make sure they can perform satisfactorily in their jobs. Simultaneously, managers are not aware of

the purpose of training nor was he given tools to assist in training the employees in applying what they had learned in preparation for the job. Employees are often queried the value of the relevance of training that they experienced once they returned to work environment, which did not support a change, even though they wanted to make some changes in their behaviors and trying out new skills or strategies on their deeds. Training is one of the processes in achieving organizational goals by attracting and maintaining employees, and also to manage them effectively. According to Poh (2001), training is a fundamental component for sustainable competitive advantage and survival in the 21st century, while it is the process of providing employees with specific skills or helping them to correct deficiencies in their execution. It can define as development of skills, specifies measurable objectives, and should result in an observable change in behavior (Wagonhurst, 2002). Training is a systematic procedure that helps people to discover how to be more efficient at work by modifying their knowledge, skills or attitudes through the learning experience to achieve an efficient performance (Buckley and Caple, 2000).

Employers' emphasis on the aspects of training expected to grow increasingly aware of their the importance of training in line with development technology (Ford and Weissbein, 1997). Investments made for training purposes is also expected to grow with increasing diversity training activities for employees. Global competition and sophistication evolving technology will change the situation and the current work environment. Accordingly, the organization and local and international companies have ready to face the situation of organizational change, restructuring and reorganization of the may occur. Training provided by employers is a source of human capital after the individual enters the labor market (Hansson, 2009). Empirical evidence shows that the training offers benefits to both parties, employer and employee, but The main benefits are summarized by the employer (Hansson, 2009). Using data for firms in Russia, Tan et al. (2008), found that training increases employee productivity. Then he found the training provided benefits to the firm and to benefit full of technological change, firms have

improved the skills of their employees. Konings (2008) found that on-the-job training increase firm productivity by between 1% to 2%. There are few empirical studies that have analyzed the factors that influence participation workers in training programs provided by employers.

Planning training is a process of designing learning required by the labor force (people) to improve performance. It involves the importance of developing objectives that emphasize the impact after training, the use of a combination of training techniques and a suitable location to achieve the training objectives. The combination of training techniques is useful to identify which methods influence each other to sustain the dependent variables. The four components of training such as training commitment, training needs assessment, training contents and delivery approaches and training evaluation are important in human resource management because it will identify how effectively to the staff in developing their performance. The following techniques may lead us to understand better the functions of training.

Training Commitment

Most of the training programs are offered to meet the expectation of the employee's needs because most of the training programs are practical and relate to the actual problems arise in the workplace. The employees are able to try out the techniques which they have learned from the training programs in their work tasks (Saiyadain, 1994). Moreover, the employee's perceptions were reflected of their commitment toward the training commitment that provided by the governing bodies. The employees are able to obtain input by learning and shared from other participants' experiences in most training programs (Wagel, 1977; David et al., 2005; Jenks, et al., 2007). According to Saiyadain and Juhary, 1995, training is an expense center that rewards their subordinates for good work for many managers or passes problem managers to trainers for the duration of training; and some send their employees to make up the quota, however training has become statistics and does not hold much value added. Besides that, as Malaysia enters 21st centuries, human-resource development (HRD) will continue to remain a key strategy to ensure that all Malaysians have to partake in the nation's prosperity and develop

a dynamic labor force for competitive. Abdul Shukor (1991), the organization and employees depend on each other. The organization requires thought, effort, skill and expertise contributed by the employee. While workers depend work and benefits provided by the facility organization. Interest the work itself is one of the environmental factors, workplace that influence commitment. The organization must give encouragement, training plans and course set a time frame to complete the work and motivate employees in order to provide a higher level of commitment in their work. According to Conrad (1985), the level of contribution and commitment to the work done by the employee is depending on the extent to which employees are satisfied with the service provided by management. This opinion is consistent with the statement given by Bendix (1956) who pointed out that the failure of the management to good service and treat workers as humans can cause low employee morale, poor workmanship and no feedback from employees.

Training Needs Assessment (TNA)

Training Needs Assessment (TNA) is an essential evaluation for employees to ensure they can assess their performance accurately. According to Ismail and Othman (1993) stated that 23% out of 44% of respondents conducted formal training but did not conduct a "Training Needs Assessment (TNA)" other than 16% were indicated TNA based only on the strategic plan throughout the organizations. An efficient TNA is a crucial initial step to design a training program, substantially influence the overall effectiveness of training programs (McGehee and Thayer, 1961; Sleezer, 1993; Zemke, 1994; Goldstein and Ford, 2002), which also touched on the performance of employees (Wagonhurst, 2002). In addition, an efficient need assessment can lead and serve as a basis for the design, development, delivery and evaluation of the training program. It can be used to specify a number of key features in the implementation and evaluation of training programs. According to Wagonhurst (2002), the design and development of the training programs are systematic endeavors to assess the training needs for the organization, identify the job requirements to be trained and identify who needs training and the kind of training to be

delivered should result in more effective training. Further evaluation should be designed to assess program effectiveness. At this stage, after the participants or employee training and then placed in a real situation, the planning, assessment should be examined to test the effectiveness of the training is conducted. Here are examined to what is taught to the participants or even earlier workers can be found out by the participants. Thus a plan to evaluate the effectiveness training should take place. In preparing this work, should be taken into account what has been taught or trained to participants prior to this to ensure that it can be measured. For example, in the banking sector, all the employees are given training to provide the best service to customers who come in counter transaction. Therefore, in order to prepare a judgment of the quality of planning my work is based on what I've learned during the training. Which I should know to help customers solve problems the right way. In other words, I have to use my knowledge to conduct transactions with clients based on procedures established by the organization for which you have been taught to me during the training. This stage describes or is the assessment and monitoring after all of training process conducted to ascertain the effectiveness of the training. For instance, in the banking sector, my achievements will be measured in terms of speed I help clients carry out transactions and assess how often I make mistakes when helping customers carry out transactions. Sound judgment will I receive if I am fast in performing a transaction, and monitoring carried out by the fast evaluation where I make every transaction more favorable ratings given. Likewise, the less often I make mistakes, the better the rating. This evaluation will continue to be monitored to improve the quality of service of the employees over a period of time until they are transported to the other side.

Training Contents and Delivery Approaches

The need for skills and task characteristics in determining the most efficient training delivery approaches should be highlighted (Wexley and Latham, 2002) because a particular task or training contents, a giving training delivery approaches may be more efficient than others, whereas all training delivery approaches are

capable and intended to communicate a particular skills, knowledge, attitudes or task information to trainees. An unusual training delivery approaches can be taken in order to present different training contents. In Malaysia empirical research on training, particularly determinants of employee engagement in training are limited. Most recent studies more focused approach to human resource management for the relationship between resource management practices people with training as strength training in relation to the workplace environment and training, motivation, training, and transfer of training. For example, Ai-Yee et al. (2007) investigated the importance of, relevance, and implications for training in organizations Malaysia by identifying the key determinants of effectiveness of training. The survey also found that the incidence

and intensity of training vary according to job involvement. Normally the incidence and intensity of training are increasing as workers move to a better employment level high (Pischke, 2001). Bartel (1995) using personnel records 1986-1990 for manufacturing companies large with 19,000 employees to estimate the incidence of training. The possibility of receiving training is a function of the relative status of employees (wage workers divided by the average wage of other workers) and other characteristics such as education, length of service (tenure) for their current jobs and services company. There is substantial evidence to show training (core and technical) provided to individuals who are more competent than others. Besides that, training contents and delivery approaches can be worked out as follows:

Author	Year	Training Contents and Delivery Approaches	Brief Descriptions
Scherpbier	1997		✓ In several studies, the positive effects of technical skills of training have been evaluated.
Remmen, Scherpbier, Van Der Vleuten, Denekens, Derese, Hermann, Hoogenboom, Kramer, Van Rossum, Van Royen and Bossaert	2001	Content descriptions	✓ The technical skills training leads to the performing of more skills in the organizations. ✓ A higher scores on a written skills test.
Bradley and Bligh	1999		✓ Employees improved performance.
Rasmussen Forbush & Morgan	1982 2004	Team training	✓ People will learn how to function effectively in group problem – solving. ✓ The direct observation and feedback are needed for the process of training.
Hartenian	2003	Mentoring	✓ Mentors are the person who had firmer and specific of knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning.
Bas; Tews and Tracet	1989 2008	On-Job-Training (OJT)	✓ It occurs in normal workplace and makes the job itself part of the instruction given and a means of acquiring practical skills.
Blatner Rilstone	1995 1994	Role playing or stimulation	✓ It referred to the role training where employees rehearse situations in preparation for a future performance. ✓ To improve their abilities within a role, such as in occupational training role plays, educational role-play exercises, and certain military war games.
Webster's dictionary	1992	Seminar	✓ The functions of bringing together a small group of people for recurring meetings, focusing each time on some particular subject, in which everyone presents their request actively participate. ✓ The seminar system is to familiarize employees more extensively with their work tasks.
Holladay and Quinones	2003		✓ Allow them to interact with the practical problems that always crop up during handling the work tasks.
Kaushik	1996	Field trip or tour	✓ An observation of training and non – experimental research. ✓ To provide employees with experiences outside of their daily activities that aim to observe its natural state and possibly collect samples in purpose of work tasks.

Training Evaluation

Training Evaluation is a primary decision that must be made when assessing the effectiveness of training. The training evaluation is a difficult and complex task (Easterby – Smith, 1986; Arthur and Bennett, 2003) while the most important activity during the training process is the final logical stage; and organizations should assess their training efforts systematically. According to Tannenbaum and Woods, 1992; Goldstein, 1993, the main objective of training evaluation is to examine that the training has actually taught what was intended and to improve the course contents for future use. The valuation process can be broken down into two procedures: (1) to determine the measure of success or success criteria and (2) using experimental and non-experimental design to determine the changes that have occurred during the preparation and evaluation of teaching and learning. Standards should be installed to evaluate the intern at the end of training and during actual work performance (Goldstein, 1986). In addition, the evaluation must also focus on the design to evaluate the training program and his choice is dependent on the goals to be achieved by taking into account the constraints of. In determining the effectiveness or success program training, assessment is a process for assessing the degree of variety in terms of knowledge of trainees, reactions, behavior and performance. Where this evaluation ultimately provides important information related to positive or negative effect on the changes in the targeted trainees. The short review like this is really important to be done to assess the effectiveness of investment in training, educating and giving feedback on the trainees, showing the extent of the training objectives are achieved, as a guide the planning of future, as a guide to improve the program and provide training data or objects can verify the cost in managing the training. Evaluation of the effectiveness of the training is the lifeblood of the human model generation program. According to Kirkpatrick (1996), evaluation of training is very important for improving the training program in the future, determine the need and appropriateness continue the program and to create a database that can assist management in decision making.

Work Commitment

According to Webster's dictionary (1992) defines commitment as the province of intellectual and emotional adherence to some political, social or religious theory or action or practice; something which engages one to do something; a continuing obligation. Employee's commitment can increase their motivation in neither learning contexts with personality nor explaining dispositional influences on an employee's motivation to better work through learning (Naquin and Holton, 2002). Employee's work commitment has received a great attention and becoming an important issue in training, motivation (Noe, 1986; Tannenbaum et al., 1991; Facteau et al., 1995) as it may be used to predict employees' performances, absenteeism and other behaviors (Dordevic, 2004).Peculiarly, the commitment has been examined from various angles in the area of work (Mowday et al., 1982; Morrow, 1983; Martin and O'Laughlin, 1984). Commitment can have positive and negative aspects for both employees and the organization because these three elements are interconnected and it will reflect the nature surroundings for each individual's level of dedication to the organization. According to Spector (2000), there are many different definitions of commitment, but the whole, involves attachment of people to work. Commitment to work is a variable that reflects the degree of relationship is considered owned by the individual for a specific task within the organization. The work commitment can be defined as the degree of relationship of the individual to assert himself in his work in a particular organization (Jewell and Siegall, 1998). Greenberg and Baron (1993) suggested that work commitments reflect the level of identification and involvement of individuals in employment and willingness to leave the job. In outline Meyer, Allen and Smith (1993), the third approach is to commitment component departs from the point of view that commitment is a psychological state that the critiques employee relationship with the organization, and has implications for the decision to continue or discontinue membership in the organization. Lee et al. (2000), defines work commitments as a psychological relationship between someone with a business that is based on affective reactions to the task. More is said that a person

who has a high work commitment will be stronger identifying itself with the work and cause more positive feelings about the occupation. They feel an emotional connection to someone on the job has a significant impact on a variety of work behaviors displayed and more importantly, impact on employees' desire to support the work. The current study focused on the moral dimension as the indicator of commitment. There are three dimensions of work commitment which is playing a prominent role in organizations. The direct attention focuses on these three dimensions such as affective commitment, continuance commitment and normative commitment. The three dimensions can be elaborated as follows in figure 1:
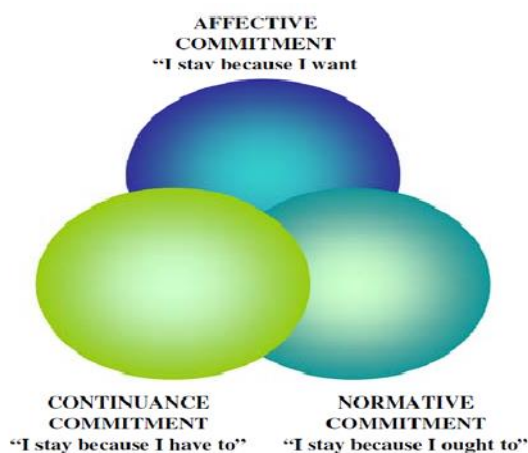

Figure 1: Three components of work commitment
Source from Meyer and Allen, 1990

Dimensions	Author	Years	Brief Descriptions
Affective Commitment	Allen and Mayer	1990	✓ It represents employee's emotional attachment, identification and involvement in the organization. ✓ Employees who are effectively committed to their organizations wish to hold their organizational membership because they want to do it. ✓ The level of affective commitment divided into two levels, such as individual level factors and organizational factors.
Continuance Commitment	Allen and Mayer	1990	✓ Cognitive attachment between employees and the organizations. ✓ Employees who have a high level of continued commitment by the organization definitely give their commitment continuously because they need to do so. ✓ There are two factors that lead to continuance commitment that are the level of investment accumulated in the constitution and the employee's perceived lack of options outside the organization.
Normative Commitment	Allen and Mayer	1990	✓ It represents the feeling of obligation to remain with the arrangement. ✓ The employees believe it is morally right to do so for the organization. ✓ Factors that affect the level of normative commitment are education, and age.

Job Satisfaction

Job satisfaction and employee satisfaction are very important in organizational behavior because both are common aspect that most related to the employee's attitudinal response to his or her organization. Job satisfaction is conceptualized as an evaluative, cognitive and affective components that contribute to higher performance and dedication to the organization. The current research has been indicating the four main common factors that may lead to job satisfaction such as the worker's personality, the worker's values, the social influence and the work situation itself (Ghazzawi, 2008). The worker's personality affects how he thinks about a job, either being more positive or more negative. A person who has high on the extraversion personality trait has a high level of tendency in job satisfaction if compared with a worker who is low on the same trait (George and Jones, 2008). Previously, the researcher has pointed out that job satisfaction can influence the employees attitude and views toward their job. The most important factors for understanding job satisfaction is the values or beliefs because it is well-established. The intrinsic or extrinsic orientation work values relate to job satisfaction (eg. Ellickson, 2002; George and Jones, 2005). Consequently, employee job satisfaction can be defined as a work situation because it is the most prominent elements of job satisfaction. In actual fact, many organizational procedures change because of the dealing with training programs that allow the employee to take a responsibility in dealing their tasks and re-structuring the task by implementing the strategy from training programs. Understanding the relation between training and job satisfaction is logic to explore among employees and organizations because both can give benefit to the organization. Job satisfaction is a general attitude of an individual's employment (Robbins, 2001). Job satisfaction and demonstrate the suitability of a person arises and provided employment consideration. These expectations are fulfilled could lead to the existence of an individual's commitment to the organization. An individual who possesses a firm commitment to the organization will have identification, earnestly engaged in staffing and no loyalty and positive impact toward organization. The behavior appears to work towards the organization's goals

and desire to remain associated with the organization in the long period of time.

Job Performance

According to Karia, 1999; Karia and Ahmad, 2000; Acton and Golden, 2002, training facilitators are updating of skills and lead to increase commitment, well – being, and sense of belonging, thus directly strengthening the organization's competitiveness. In order to achieve a high-performance culture that ensured employee's commitment and contribution at work management should initiate with following behavior – oriented steps (Kumar, 2006). Job performance is related to the willingness and openness to seek and achieve new aspects of the job that increased the individual's productivity (Sinha, 2004). Every organization concerns job performance as a major aspect because they anticipate that performance improvement is a super target amongst the organization's objectives. Numerous researchers agreed that performance has to be well-thought-out as a multi-dimensional concept because the most basic level can make a distinction between a process aspect (i.e., behavioral) and an outcome aspect of performance (Borman and Motowidlo, 1993; Campbell et al., 1993; Roe, 1999). Therefore, performance must be remarked from effectiveness to productivity or efficiency (Pritchard et al., 1992; Campbell et al., 1993). Researchers highlighted that job performance can bring wider changes in the organization in order to sustain a work culture and climate. In reality, individual's performance can achieve the organizational vision and goals. Instead of the meaning of the performance referred to as performance or in English referred to the performance. In principle, there are other terms more reflect on the "performance" in English that is the word "Achievement". Simply because the word is derived from the verb "to Achieve" which means "reach", then in the Indonesian language is often interpreted as a "performance" or "what achieved ". According to (Dharma, 2001) is a comparison between the execution of one's appearance with the desired outcomes. The guest's evaluation work shows the results achieved for this officer. According to (Dessler, 2002) is an employee's work performance information used as a basis for decision-making on the promotion and salary. Performance

evaluation is a systematic assessment of the employee by the superiors or some other member will understand the job performance by an employee or department. According Simamora (2002) work performance evaluation is a useful tool not just for assessing the work of the employees, but also to train and motivate the organization among employees. Opinions are not much different to say that performance appraisals is the process through which organizations evaluate or assess the performance of employees, these actions can improve personnel decisions and provide feedback to employees about their job performance, (Handoko, 2001).
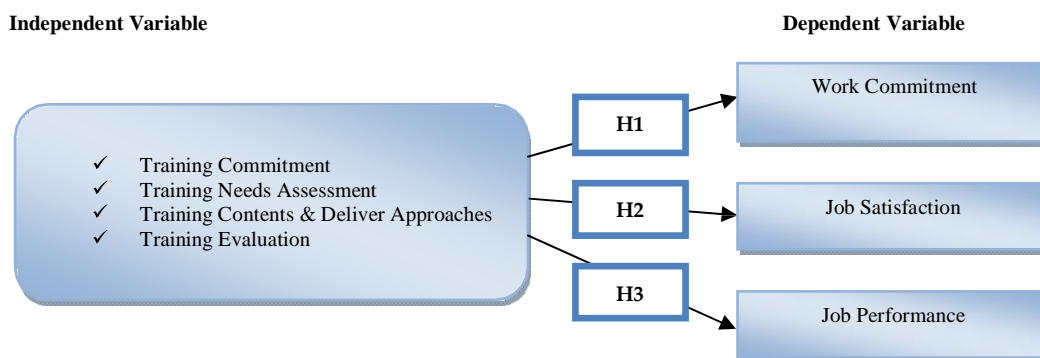
Conceptual Framework

Independent Variable   **Dependent Variable**

Figure 2: Conceptual framework

A conceptual framework is proposed in this research based on previous academic reviews, which encourages a systematic analysis of organizational development by exploring its effect towards training commitment, training needs assessment, training contents and delivery approaches, training evaluation and employee's work commitment, satisfaction and performance, as shown in figure 2. The conceptual framework illustrates the effects of training commitment, training needs assessment, training contents and delivery approaches, training evaluation and employee's work commitment job satisfaction and performance. Several researchers have considered training commitment, training needs assessment, training contents and delivery approaches, and training evaluation as factors that have a connection with an employee's work commitment, job satisfaction and performance. The independent variables of this study's conceptual framework include training commitment, training needs assessment, training

contents and delivery approaches, training evaluation towards work commitment, job satisfaction and job performance, while the dependent variable is an employee's work commitment, job satisfaction and performance. According to Lerman et al. (1999) and Billikopf (2003), the independent variables (training commitment; training needs assessment; training contents and delivery approaches; and training evaluation) are the factors that have a connection with the dependent variable (employee's work commitment, satisfaction and performance), which are generally considered as the ultimate outcome of the HRD activities based on previous studies.

Hypotheses
Based on the preceding sections, this work aims to test four hypotheses as follows:
H1: Training commitment significantly affects the employee's work commitment, job satisfaction and performance.

H2: Training needs assessment significantly affects the employee's work commitment, job satisfaction and performance.

H3: Training contents and delivery approach significantly affect an employee's work commitment, job satisfaction and performance.

H4: Training evaluation significantly affects the employee's work commitment, job satisfaction and performance.

RESEARCH METHOD

Methodology encompasses many ways, such as distributing questionnaire to the respective respondents, interviewing and conducting observations to assess the findings. In this study, communicating (interview) and distributing questionnaire are the main methods to analyze the effects of training on employees' work commitment, job satisfaction and performance. Nevertheless, the observation through this title will be connected with few variables such as demographic of respondents like gender, race, age, education status and others. Otherwise, in this study, there are a few characteristics that should be taken into consideration such as research design, population, sample, questionnaire, collected data and analysis of data. An efficient and well-managed methodology should be provided to assure the work can be completed successfully. The objectives of this study will be recognized through collection of data by conducting interviews, discussion, questionnaire surveys and through literature review. The data collected will be analyzed and it will be followed by some comments and recommendation. Eventually, the conclusion will be drawn to conclude this study.

Research Design

The target population of this study is employees who are working in private and public sectors in Malaysia, based on their training experiences. The trainings are either organized by the organizations itself or any training programs that attended by the employees, in the relations of their work tasks. Training commitment is identified as the

first independent variable in this study. Training commitment should comprise an effective training which can satisfy the needs of the organization and able to achieve the organizational specific goals (Wagonhurst, 2002). Training commitment consists of four items. The second and fourth independent variables, which is training needs assessment, and training evaluation consists of four items. Training contents & delivery approaches comprised of seven items. Employee's work commitment, job satisfaction and performance are identified as the dependent variable in this subject area and include five items for work commitment, eight items for job satisfaction and four items for work performance. In this survey, a questionnaire was the instrumental form of data collection, where the distribution will be proceeded through email and by hand. The participants were asked to fill in carefully all the six parts of the questionnaire by indicating their agreement or disagreement with the statements using a 5 – point Likert's scales. As a substitute, we have been conducting a pilot study to ascertain the robustness and reliability of the constructs in the survey instrument are applicable. Moreover, the pilot study was conducted by distributing the questionnaire to the selected people in order to look into the reliability of the questionnaire in the pilot study. The Cronbach's Alpha measurement is tested and the findings showed 0.907 which is reliable for this subject area. The reliability coefficient must be above 0.70 (Nunnally, 1978) to show an accurate result. A few modifications were made to the questionnaire for giving more understandable meaning of the questions to other respondents. In this study, a quantitative method has been used because it will provide better support for connections between independent and dependent variables. Thus, 180 respondents were selected for the study. Data from the questionnaires were analyzed using SPSS version 20.0 software. The techniques used in studying the data included descriptive statistics, reliability analysis, correlation analysis, and regression analysis.

RESULTS AND DISCUSSION

Table 1: Respondents' profile

	Number	Percentage
Valid survey cases	180	100%
Gender		
Male	80	44.4%
Female	100	55.6%
Group of Ethnics	96	53.3%
Malay	58	32.2%
Chinese	21	11.7%
Indian	5	2.8%
Others		
Education Level	102	56.7%
Degree/Professional certificate	78	43.3%
Post Graduate		
Occupation	98	54.4%
Executives	46	25.6%
Professionals	36	20.0%
Managers		
Years of service on the job (participant)	66	36.7%
Less than 2 years	60	33.3%
2 – 5 years	54	30.0%
6 – 10 years		

The profile of the respondents is presented in table 1. The majority of the respondents are female (55.6%), from the Malay ethnic group (53.3%), have a degree or professional certificate (56.7%), Executives (54.4%) and have been working in the current organization less than two years (36.7%). The samples comprised of 44.4 percent of males and 55.6 percent of females. One hundred percent of the employees possess tertiary level qualifications. The highest was a degree / professional level, which consisted 56.7 percent in less than 2 years experience (36.7 percent), and followed by postgraduate were 43.3 percent with less than 6 -10 years experience (30 percent).

Variables	Number of items	Reliability (Cronbach alpha)
Employees' Work Commitment	5	0.94
Job Satisfaction	8	0.80
Job Performance	4	0.94
Training Commitment	4	0.91
Training Needs Assessment	4	0.94
Training Contents and Delivery Approaches	7	0.88
Training Evaluation	4	0.91

Table 2: Reliability of variables

N=180

The reliability of the instrument was tested by Cronbach's Alpha measurements. The reliability coefficients (Alpha) of training dimensions (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) effects on the employee's work commitment, job satisfaction and performance is given in table 2. The alpha values of all variables are well above 0.80, which is considered a safe indicator of internal consistency. The alpha value of employee's work commitment and performance were 0.94, training commitment and training evaluation were 0.91, respectively, training needs assessment was 0.94, and training contents and delivery approaches had an alpha value of 0.88.

Table 3 shows the correlation matrix by displaying the correlation coefficients between the four independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and the dependent variable (employee's work commitment, job satisfaction and business performance) by using multiple – item scales. The correlation coefficients indicate the strong point of the connection between the variables, where a coefficient is considered

significant if the p – value is less than 0.05 (Schervish, 1996).The results indicate that all the independent variables are correlated with the dependent variable, employee's work, job satisfaction and performance. However, training commitment and training contents and delivery approaches seem to have the strongest correlation, with correlation coefficient values of 0.74 and 0.60, respectively. Based on the table 3, there are significant correlations between all the independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) and dependent variable (employee's work commitment, job satisfaction and performance), where all coefficients are larger than 0.40 and below than 0.80. However, the correlation results suggest employee's work commitment, job satisfaction and job performance are correlated with training commitment, training needs assessment, training contents and delivery approaches, and training evaluation. Put differently, the consequences can be interpreted to indicate that higher employee's work commitment, job satisfaction and performance are related to higher training commitment, training needs assessment, training contents and delivery approaches, and training evaluation.

Table 3: Correlations matrix of variables

Variables	(1)	(2)	(3)	(4)
(1) Training Commitment				
(2) Training Needs Assessment	0.577**			
(3) Training Contents and Delivery Approaches	0.682**	0.695**		
(4) Training Evaluation	0.593**	0.485**	0.691**	
(5) Employee's Work Commitment	0.739**	0.541**	0.601**	0.595**
(6) Job Satisfaction	0.736**	0.600**	0.590**	0.567**
(7) Job Performance		0.729**	0.623**	0.591**	0.560**

**$p<0.00$; n=180

Table 4: Simple regression analysis of the variables

Model	Adjusted R²	F	B	t-value	Sig.
1 (Training Commitment and Employee's Work Commitment, Job satisfaction and Performance)	0.54	216.50	1.89	14.71	0.00
2 (Training Needs Assessment and Employee's Work Commitment, Job satisfaction and Performance)	0.29	74.66	1.42	8.64	0.00
3 (Training Contents and Delivery Approaches and Employee's Work Commitment, Job Satisfaction and Performance)	0.36	101.72	1.23	10.09	0.00
4 (Training Evaluation and Employee's Work Commitment, Job Satisfaction and Performance)	0.35	98.75	2.25	9.94	0.00

n=180

The results of regression analysis of employee's work commitment, job satisfaction and performance, and training dimensions (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation). From table 4, there are significant results of the simple regression analysis. Training Commitment positively influences employee's work commitment and performance, which explained 54.4% of the variation in the employee's work commitment and performance, with a B value of 1.89. Training Needs Assessment (TNA) is the lowest dimension of training that only explained 28.9% of the variance in the employee's work commitment and performance with a B value of 1.42. HRM has to concern their training methods and strategies because it can develop an employee's skills. Then again, they can implement that methods and strategies to achieve their objectives.

From table 5, the results show the multiple regression analysis, with all the independent variables (training commitment, training needs assessment, training contents and delivery approaches and training evaluation) and the dependent variable (employee's work commitment and performance). This analysis was conducted to predict the percentage of dependent variable,

where independent variables are recorded simultaneously. Sixty-seven percent (58.5%) of the overall variance (employee's work commitment and performance) was explained by the independent variables (training commitment, training needs assessment, training contents and delivery approaches and training evaluation). Training commitment (B = 1.39, t = 7.88), and training evaluation (B = 0.82, t = 3.19) is significant and positively act upon the employee's work commitment and performance.

Based on the table 6, the results show a multiple simultaneous regression analysis, where all independent variables (training commitment, training needs assessment, training contents and delivery approaches, and training evaluation) against the dependent variable (employee's work commitment, job satisfaction and business performance). This analysis is taken to predict the percentage of dependent variable, where independent variables are recorded simultaneously. Table 6 indicates the results of the collinearity statistics of the multiple regression analysis. Results from table 6 shows that multicollinearity do not exist, as the values of tolerance are greater than 0.1 and the variation inflation factors (VIF) for all independent variables are less than 10 (Hair et al., 1998).

Table 5: Multiple regression analysis

Overall Model			
Variables	B	t-value	Sig.
(Constant)	15.16	2.21	0.03
Training Commitment	1.39	7.88	0.00
Training Needs Assessment	0.34	1.91	0.06
Training Contents and Delivery Approaches	-0.02	-0.10	0.92
Training Evaluation	0.82	3.19	0.00
Adjusted R²	0.59		
F – Value	64.79		
Significant	0.00		

n=180

Table 6: Collinearity statistics of multiple regression analysis

Variables	Tolerance	VIF
Training Commitment	0.49	2.06
Training Needs Assessment	0.50	2.01
Training Contents and Delivery Approaches	0.32	3.14
Training Evaluation	0.49	2.03

n=180

CONCLUSION

Table 7: Results of hypotheses

Hypothesis	Findings
H1: Training Commitment positively affects the employee's work commitment, job satisfaction and job performance.	Supported
H2: Training Needs Assessment positively affects the employee's work commitment, job satisfaction and job performance.	Supported
H3: Training Contents and Delivery Approaches positively affect the employee's work commitment, job satisfaction and job performance.	Supported
H4: Training Evaluation positively affects the employee's work commitment, job satisfaction and job performance	Supported

The outcomes of this study suggest that training commitment, training needs assessment, training contents and delivery approaches, and training evaluation affect an employee's work commitment job satisfaction and performance in an organization. This study exemplifies a positive light towards increasing employee's performance. This is a step towards identifying the kinds of training and development programs needed to ensure creativity, understanding of

new knowledge and skills are instilled in employees and that more importantly; it is shown in the way the employee's conduct the work tasks. A valid training program with a clear training purpose and valid informational contents which using effective delivery approaches, able to attract employees to attend and participate in the training to develop their capacities. Training plays a prominent role in an employers' organization for several reasons. Firstly, it enables the organization to contribute to the development of a country's human capital because its influence on the education policies and schemes. Hence, they organized training to the public training institutions to have better served business needs. The aim is to act upon the employers to invest more in training for employee development which employers should recognize as a key to their competitiveness in the future. The second reason is to provide an important service to members, particularly in industrial relations. The third reason is an important source of income that provided by the organization because they deliver relevant quality training to the employees. The fourth reason is to improve the staff knowledge by offering relevant training to them. Moreover, training provided to the employee to ensure the knowledge required for a certain job to increase the quality of services such as policy lobbying, advisory and representation services. The sixth reason is to contribute better human relations and organizational performance by matching a corporate goals and people management policies. As a final point, training can improve the overall image of the organization and professionalism which can lead to increase membership and influence. Finally, measure the effectiveness of training programs is often argued job performance. It should be noted that contextual factors, motivation, knowledge, skills, attitude, ability and talent are an element that cannot be ignored in assessing an employee's performance after they implemented a training program. Job performance can be summed up as a combination of mental and physical abilities of employees in the execution of any work, both of criteria depend in turn on the requirements of a work ethic. Therefore, to measure the performance of an oeuvre, the difference between a job and a form of employment should be considered. The statement

explained that the program effectively training's successful insight cannot be said to be the sole determinant of job performance improvement, but interest role, influence and effectiveness of the training program cannot be denied as critical to enhance employee performance (table 7).

Recommendations for Future Research

Training is required for all employees to ensure they can perform very well in their job task. If employees perform their duties effectively, need not to make any recommendations to employees for training, unless employees are not performing effectively, the training is the answer to the problem of low-performing employees. A major step in the preparation process is to analyze training needs. This step is sometimes forgotten, especially if the period for completing a short training. However, allowing the analysis of requirements can give rise to problems within the long term. These resources may be wasted if the training is not required of effective or not. The following suggestions may serve as a guide for managing training in organizations.

Surveillance

Monitoring is a natural process that should be served continuously, not just when you want to prepare for training needs analysis. This technique requires one to always have information about current issues at all levels of the organization. To enable widespread impression is obtained, it is necessary to recognize the valuable data within the organization. For example, long-term goals and objectives of the organization as well get used to the procedure of interaction between departments.

Investigation

This technique is a necessity when you are required by management to conduct training programs or you anticipate a need for training. Using the information you obtained during the surveillance stage, you should investigate more about the issues facing to verify that training is the solution. Several techniques that can help the investigation is the observation, interviews, questionnaires, diaries, work samples, performance evaluation, and psychological testing.

Analysis

The final step in the analysis is to analyze the training needs of the data you have collected. Analysis is a creative process that requires you to understand the data, specify which parts are relevant, make a conclusion and provide reports or documents on the findings. This study should contain specific details such as the type of training required, and how you do it. Create a training needs analysis is critical to the success of the training program. Hence, make needs analysis to ensure accurate and complete training program to track smoothly and effectively.

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