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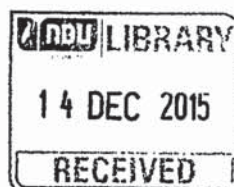
**The Value of Training and Development in Enhancing Employee  
Motivation and Job Satisfaction: The Kettaneh Case**

**Submitted by: Christina Kairouz**

**Supervised by: Dr. Elham S. Hasham**

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## Approval Certificate

The Value of Training and Development in Enhancing Employee  
Motivation and Job Satisfaction: The Kettaneh Case

BY

**CHRISTINA AKL KAIROUZ**

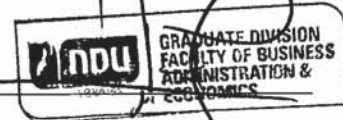
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Approved by

Supervisor's Name and Signature: Dr. Elham Hashem

Reader's Name and Signature: Dr. Youssef Zgheib

Committee Chair Name and Signature: Dr. Elie Menassa



## **DECLARATION**

I hereby declare that this thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

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Christina Akl Kairouz

## ABSTRACT

**Purpose** – The purpose of this thesis is to study and analyze the value of training and development with regards to the satisfaction and motivation of employees. Furthermore, this thesis tends to shed light on Kettaneh Company and better understand whether the training performed in this company is important and successful in enhancing the employees' their performance and satisfaction.

**Design/methodology/approach**- In this thesis, the qualitative and quantitative approaches are used in presenting and analyzing the data. Primary data from a questionnaire and unstructured interviews was collected and analyzed to support the secondary data taken from various established references.

**Findings** - The findings in this thesis were based on the hypothesis and research questions that studied the value of training and development in enhancing employee motivation and satisfaction. After analyzing the questionnaire distributed to a sample of employees at Kettaneh Company, the research questions were answered and the hypothesis proved valid.

**Research limitations/implications** – The main research limitations were the lack of time in gathering all relative information that would be helpful to the success of this study. Moreover, there was an abundance of irrelevant data as well as outdated data that did not help in providing correct information, which required thorough research.

**Practical implications** – This research will be handed to the Human Resource Management Department at Kettaneh Company to assist in evaluating and sustaining employee satisfaction, motivation, productivity and performance.

**Originality/value** – The value of this thesis lies in its contribution in pointing out the importance of training and development on the satisfaction levels of employees and using this information to apply it to Kettaneh Company and point out the management practices that are leading to satisfaction as well as help management improve its processes to achieve better efficiency.

**Keywords:** training, satisfaction, development, motivation.

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Christina Kairouz

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## Chapter One

### Introduction

#### 1.1.General background

*“To win in the marketplace, you must first win in the workplace”. - Doug Conant, CEO of Campbell’s Soup<sup>1</sup>*

Due to increasing competition, globalization, interdependence, and ongoing technological and human relations change, companies are facing many challenges in their quest to sustain profitability and maintain their competitive position within their particular industry. Along with the focus on factors such as costs, resources, profits and return on investment, firms are becoming more driven to focus on the most fundamental asset within the organization; namely the human element. As Doug Conant states in the above mentioned quote, gaining a competitive advantage within the market place is not solely defined by reaching satisfying numerical values in finance or accounting, but in managing the much more important factor as stated above, the human resources, which are major determinants in the success or failure of an organization. Assuming that a company’s sustainable growth and success depend on its employees, one needs to ask, how can employees be motivated to achieve these objectives of success? Analysts’ consensus indicates that a number of factors would determine the profitable productivity in an organization.

The author aims at analyzing those factors in this thesis.

#### 1.2. Need for the Study

The most important thing about these factors revolves around employees’ satisfaction that includes various areas and levels namely: (Woodward, 2011)

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<sup>1</sup> Frontstream Admin, (2014). *30 inspirational employee engagement quotes*. [www.fronstream.com](http://www.fronstream.com)

- a. Safe and healthy work conditions. Employees should feel that they live in a safe and healthy work environment where everything they need to be productive is provided to them.
- b. Adequate and intensive training of employees regarding the mission and values of the firm. This consequently necessitates a clear and professional job description to protect the employee and help him/her self-develop pursuing a permanent rewarding career.
- c. Creating an agreeable socio-cultural teamwork whereby employees could develop a better morale, cooperation and mutual respect among them.
- d. Management training to understand and better deal with subordinates by keeping them informed about the firm's status including problems and successes. This must be followed by inviting them to participate in the decision-making process within a friendly and open mindset.
- e. Management's acknowledgement of productive employees' performance through periodic praise, rewards and promotion.
- f. Providing employees with learning opportunities to update their skills and increase their performance.

When these factors are applied and performed, the results would be translated; highly motivated employees, easy to retain with lesser turnover, and last, higher profitability to the firm.

A major condition is satisfaction in the workplace. If employees are satisfied with their jobs, the work environment and their socio-collegial relationships, their productivity will definitely increase.

This condition reflects itself positively on the overall performance of the organization. It is therefore vital for human resource managers to be able to discover and apply ways to motivate the company's employees and keep them satisfied in order to sustain high performance outcomes.

Human Resource Management is a vast field of study that is divided into five main steps ranging from planning, organizing, staffing, compensating and above all, training and developing. The latter is a fundamental factor to help employees enhance their skills,

and know-how and efficiently make use of them while performing their jobs. All of those steps are important in contributing to the organization's success.

The hypothesis in this study focuses on the importance of training and development as essential conditions in providing satisfaction to employees and consequently contributing to self-development leading in turn to higher performance and productivity. With the proper and adequate training, the quality of work is definitely enhanced. Optimum performance would then generate higher productivity and more profit to the organization. When employees receive the right means of training, their morale is highly and positively affected since they would feel they are growing in knowledge and in value to their firm and environment. Their sense of worth and value would rise, generating the creative best in them.

### 1.3. Purpose of the Study

This topic studies the role of training and development of the human element, and reveals its value on employees' satisfaction and performance in the workplace. The author took the case of Kettaneh Company, a Lebanese multinational company operating in automotive, pharmaceutical, baby products, medical equipment, energy and automation as well as home appliances industries, to be the primary source of research and the actual case in this thesis. This research aims at better understanding the value of training and development and its contribution to enhancing employees' satisfaction and motivation levels.

Therefore, the main research questions discussed in this research are the following:

1. Does training affect the satisfaction and motivation of employees?
2. What are the qualifications & trainings that employees receive?
3. What are the problems that employees face with trainings?
4. What can be done to improve the training system and job satisfaction?

The answers to such questions are embedded in the data collected from responses to the questionnaire distributed to the sample of employees in Kettaneh Company-Beirut.

Moreover, two other research questions will be assessed based on the data provided from the questionnaire:

5. Do the respondents' understanding of training differ with respect to the demographics variables in the questionnaire, such as age, gender and education?
6. Do the respondents' perception about the relevance, motivation to attending training, follow-ups, duration, and impact differ according to demographics?

These research questions will be answered using the inferential approach on the SPSS program, which will be elaborated in Chapter Four.

#### 1.4. Overview of the Chapters

Organizing this research, the thesis will be divided into five main chapters. The first contains the introduction of the study; a general overview of all chapters and the main hypothesis and research questions. Furthermore, the methodology of research will be listed and highlighted to provide the reader with clearer overview of the data and its analysis.

The second chapter deals with the literature review, namely all the secondary data gathered to support the hypothesis. Different sources will be used to gather such data and support the author's hypothesis, including books and articles from referred journals and others.

The author reviewed selected writings of famous economists, sociologists, psychologists, professors of management, marketing and human resource specialists to highlight the basic findings, theories and views related to the proposed hypothesis. The collected information constitutes the secondary sources of information.

Chapter three discusses the methodology of the research and the way it was conducted to collect primary data. The selected and applied methodology of research for primary data is based upon a questionnaire distributed to fifty employees who work at Kettaneh Company- Beirut.

Chapter four is mainly reserved to the analysis and evaluation of the collected primary data through the application of SPSS software. The collected data from the

questionnaires will be fed to the SPSS software to provide graphs, pie charts and others, while the results of the most important questions will be objectively analyzed.

The last chapter provides a conclusion with ultimate findings followed by suggestions and recommendations when applicable.

## **Chapter Two**

### **Review of Literature**

#### **2.1. Introduction**

Before outlining the main theories about job satisfaction, one ought first identify and understand the concept itself within a variety of ramifications.

Job satisfaction by definition reveals the amount of happiness and contentment towards one's current job position. Rowden and Conine Jr. (2005) identified job satisfaction as a personal and subjective evaluation of one's job. Different individuals may have different insights of satisfaction. It is by large a subjective judgment since it relies on the individual's state of being and perception of the job, in addition to other factors affecting the individual's performance and productivity. These factors could be internal or intrinsic, meaning that they are based on the employee's ability to perform the required tasks with high motivation, drive and success. The other factors are known as extrinsic ones, such as the physical presence or lack of communication between an employee with his/her colleagues; as well as the way management handles and treats employees, in an overall healthy, safe and challenging work environment.

There are two different areas relating to job satisfaction, namely the affective and cognitive aspects. The affective job satisfaction reveals the individual's emotions and feelings towards his/her work, such as like or don't like, routinely boring or challenging with creative opportunities for self-development, democratic or autocratic, etc... The cognitive aspect, in contrast, reveals the person's satisfaction relating to pay, promotion, fringe benefits, working hours, etc... (Tekell, 2008)

According to Curtis (2007), the concept of job satisfaction is vastly researched due to the fact that individuals spend so much time at work. Therefore, one must understand the factors that have a direct effect on the performance of those employees, to provide their

satisfaction on the job as well as boost their well-being. Measuring job satisfaction has always been a challenge to the professional and intelligent management of an organization due to the high level of subjectivity involved in the concept of measurement. One must remember that what may seem as an important determinant of satisfaction to one individual may seem as unnecessary to the other.

## **2.2. Measuring Elements**

Faced with such a difficult measuring task, managers are assisted by four elements considered valid to measure the amount of job satisfaction among employees. The elements comprise of financial compensation and pay, the responsibilities and tasks of the work itself, promotions and transfers, and finally supervisor and colleague relationships. (Curtis, 2007)

First, as mentioned above, financial compensation and pay is an important factor whereby employees must feel that they are being granted the equitable financial compensation for the amount of work and effort they put into their jobs.

Second, with regards to the responsibilities of the job, if employees perceive their jobs as boring, repetitive, lacking mental stimulation and challenge, or simply do not like their jobs or understand the importance in contributing to the organization's growth and prosperity, they will not reach their highest productivity level.

The third area of interest is promotions and transfers in a company, which includes job enlargement opportunities, providing the individual the ability to learn, grow, use knowledge and skills, feel important and worthwhile, and that he/she is slowly achieving personal goals.

The last measuring element resides in supervisor and colleague relationships. It is important that employees maintain congenial work relationships with both supervisors and coworkers since such relationships will generate a positive work environment for the employee. He/she will be willing to work harder, feel more at ease and more engaged and loyal.



There are many theories concerning job satisfaction that need to be highlighted. International scholars focused on the impact of job satisfaction upon employees' performance, as well as its sources and the roles it plays.

This research selected few theories relevant to the research question: Does training affect the satisfaction and motivation of employees?

### **2.2.1 Financial Compensation and Pay**

Whenever a candidate seeks a job, his/her main concerns revolve around how much money will the job pay with respect to the amount of the produced effort and outcome. It is therefore vital to reach some sort of a balance between the amount of time and effort put on the job and the compensation he/she is being rewarded with. In many cases, this perception is subjective; for individuals have different views of the financial reward they should be paid. This is why companies must set a certain equitable scheme with regards to pay and compensation, properly weigh the value of a certain job position and provide the concerned employee the post with the right and fair compensation. In addition, financial compensation does not only include the basic salary of the employee, but also entails bonuses, incentives, family allowances, transportation, petty cash, etc...

In spite of it all, salary is not always the sole determinant of satisfaction of employees. There are studies that proved salary not to be the priority, rather is considered as a secondary variable that cannot be used alone to measure satisfaction. Moreover, its effect is minimal especially when the quality of work does not meet the standards. Brown et al. (2007) conducted a study that surveyed 16266 individuals employed in around 800 different organizations. The study was conducted to examine the elements that lead to happiness in the workplace. The results proved that salary does not play the major role in the satisfaction of employees on the job. The study showed that an employee's rank and position have a greater effect on the individual's satisfaction, and thus positively influence an individual's happiness on the job when simply compared with pay. The reason behind this, is as Maslow indicated, employees ranks made them feel proud of themselves, and highly successful. Moreover, Shields and Ward (2001) a

study performed on nurses concluded that pay and salary did not matter as much as the nurses' inability to develop their career path and gain opportunities for promotion and career development (Shields and Ward, 2001).

Other research in contrast revealed that salary had a significant effect on employee job satisfaction, mainly at the low-level pay. In some cases, a raise might negatively affect job satisfaction especially if the individual feels "guilty" in getting that raise or feels it is some kind of an ethical burden since he/she will have to put more effort on the job; consequently, the relationship between the two variables is more curvilinear than linear.

For instance, a study revealed that professors who receive unfair salaries compared to other professions were not satisfied with their jobs since they thought that PhD holders who work in other industries receive higher pay. This creates a feeling of injustice and non-recognition, which in turn leads to lower levels of job satisfaction and productivity (Bender and Heywood, 2004).

In another area, the correlation between age, salary and job satisfaction was studied (Clarke, Oswald and Warr, 1996). Using age as the control variable, the result was a positive relationship between salary and job satisfaction; although job satisfaction based on pay becomes more important with older age because of limited financial resources at certain ages.

One can conclude consequently, that salary and job satisfaction do not necessarily have a strict and continuous linear relationship. Job satisfaction is affected by various additional factors besides financial rewards.

### **2.2.2 Responsibilities and Tasks of the Job**

This aspect of job satisfaction and motivation is linked to responsibilities that are set for an employee to perform his/her job. It is known as job design, which is prepared by the firm's Human Resources Department to better understand the role each job should contribute to achieve the goals of the company and maintaining its success.

Grant (2007) believed that tasks are one of the most important aspects of an employee's job designed in an organized relational method that impacts the interpersonal relations among employees. Human resource management systems according to Huselid and Becker (1997) are a major source of operational excellence, which, if properly handled, generate sustainable financial gains along with the job design and its ultimate goals. Moreover the nature of the job affects the satisfaction of employees. This means that it depends on the tasks of the work itself, whether they are recurring tasks or whether those tasks are highly flexible while being performed (Mueller, Boyer, Price and Iverson (1994). According to researchers Love and Edwards (2005), there are several components of job design that, if managed properly would lead to higher productivity. These components include the amount of job control, perceptions concerning the work demands, and social support. Many human resources experts discovered that job design has a great impact on the productivity, motivation and satisfaction of employees. In order to avoid mishaps, it is important to consider alternative strategies to job design such as job enrichment, job engineering, quality of work life, socio technical designs, social information processing approach (SIPA) and job characteristics approach (Garg and Renu, 2005). Hackman and Oldham's (1975) Job Characteristics Model is a frequently used model that discussed five main aspects of a job. Those aspects include skill variety, task identity, task significance, autonomy and feedback.

There are several definitions for skill variety. Some researchers claim that it measures how much the different skills and abilities are being used by an individual on the job (Garg and Rastogi, 2005). Price and Mueller (1986) defined skill variety as the degree to which the tasks and duties of a job are diverse. Cappelli (2003) believed that the amount of skills needed on the job are dictated by the goal and objectives related to the job. In addition to the previously mentioned, task variety also plays an important role in affecting the performance of employees. For instance, Harvey (1991) identified task variety as the different tasks that are mandatory for the fulfillment of the job. Baird and Kram (1983) argued that employees who are at the beginning of their professional careers perceive high task variety as an opportunity for them to enhance their career growth opportunities since they learn different tasks. As a result, this high task variety leads to higher job satisfaction (Flaherty and Pappas, 2002).

If an employee's job is attractive and well paid, he/she perceives that promotional opportunities are fair, and that colleagues and supervisors constantly support and encourage him/her to better achieve the tasks and attain satisfying results, then, all those factors could help better understand satisfaction on the job (Brief (1998). Hackman and Oldham (1975) developed the Job Diagnostic Survey (JDS) to determine job characteristics and job satisfaction. Statistical analysis anticipated that job satisfaction and commitment to the job and organization were positively influenced by the five job characteristics: skill variety, task significance, task identity, autonomy and feedback.

Job design, according to Spreitzer (1999) ensures satisfaction to both, company as well as employees since it motivates the latter to better perform their jobs. Adler (1991) found that systems in which employees reported higher perceptions of skill variety, task significance, autonomy, and feedback; higher levels of satisfaction and internal work motivation existed.

The job characteristics model affects both the individual's performance on the job as well as the overall satisfaction with the job (Fried and Ferris, 1987). It has been concluded that low quality performance among employees is a result of the intent of the employee to exert his/her full potential to enhance the quality of work and the ability of the organization to reach its goals as well as reach the intended results. Scholars Garg and Rastogi (2005), stated that it is vital to set goals for employees in their jobs since this helps increase their satisfaction and having properly designed jobs enhances the quality of their work. Moreover, Mueller, Boyer, Price and Iverson (1994) believed that job design depends on the nature of the job whether it requires repetitive tasks or ones with high task variety.

### **2.2.3 Promotions and Transfers**

A different approach to measure job satisfaction focuses on promotions and transfers, which are incentives given to employees on the job. Promotion is used as a means of motivating and rewarding employees in order to achieve the goals of an organization (Lazear and Rosen, 1981). Thus, the importance of promotion lies in its ability to align

the organization's goals with the personal goals of its employees. Rosen (1982) believed that an individual's skills, knowledge and talents are major determinants in deciding what position he/she holds in the company. The more the person enriches the self with experience, knowledge and skills, the higher the position that person will occupy in the company. Murphy (1985) identified promotion as an important factor in determining the salary package of the employee. The value of this promotion is decided by the actual increase in an employee's pay (Baker et al., 1994). Companies can track talents for recruitment through the promotion of the individual, which reveals that person's level of skills and competencies (Bernhardt and Scoones, 1993).

Promotion increases the profit of a company, for the employee gets promoted due to his/her seniority and tenure (Carmichael, 1983). This shows that the company has managed to retain and secure the loyalty of its employees for a long time. This in turn means that there is high satisfaction, low turnover, and strong commitment. In contrast, Baker et al. (1988) stated that promotion does not act as a measure for satisfaction and therefore it has no effect on achieving optimal results.

Pergamit and Veum (1989) advanced that the higher the individual's ability to be promoted, the more the job satisfaction is reached. Both variables are positively correlated. Promotion also has an effect on employee satisfaction. Once an individual is promoted, receiving a higher salary, this individual's job satisfaction level would increase (Clark and Oswald 1996). Moreover, Shields and Ward (2001) discovered that the opportunities for promotion had a major impact on the employee turnover rate and commitment to the organization. De Souza (2002) also added that job satisfaction is highly effected by how employees perceive the opportunities for promotion.

#### **2.2.4 Supervisor and Colleague Relationships**

The first interaction that individuals have when employed in the company is with their colleagues in the same department as well as the managers or superiors. If there are poor relations between the employee and one of those parties, then there is conflict and the

results can be very destructive to the individual as well as the organization's sustainability and success. It is consequently vital that the relationships between an employee, his/her colleagues and supervisors be healthy and well established. The mind set should be one of a team, whereby synergy exists between all the players in order to reach the intended goals.

As stated earlier, individuals do not work alone in a company; instead they all share the same environment. The general attitude of other workers on the job as well as towards the company have a direct impact on the satisfaction felt by others in their work environment. The way individuals perceive the skills, knowledge; expertise of other colleagues as well as the relationships between each other strongly affects how satisfied these individuals are with the company environment (Scarpello and Vandenberg, 1992). Satisfaction with colleagues is one aspect of an individual's general satisfaction on the job, seriously considered.

In addition to collegial satisfaction, there is another type that also influences an individual's satisfaction on the job; that is the work group(s) satisfaction. Employees' productivity increases not only when they enhance their own skills and potential, but also when other employees in different jobs and responsibilities are working properly and as a result do support each other in order to achieve the general goals of the organization. The concept of the "internal customer" which in this case means the employees themselves emphasizes the vitality of the effect that individuals, occupying different jobs have on each other. The satisfaction of those "other work group(s)" should be properly evaluated when studying job satisfaction, due to the solid connection that those employees have with different jobs, and the way they impact each other and the success of the company as a whole. The ability to cooperate, commit to work, produce suggestions related to the quality and efficiency of the work itself, with ethics and honesty, are components to be considered when measuring and studying the "other group(s) satisfaction".

In the following sections to come, several motivation theories are mentioned, mainly Maslow's hierarchy of needs, the Equity Theory, McClelland's Theory of Motivation, Herzberg's Motivators and Hygiene Theory, and Vroom's expectancy theory. All those theories serve as a basis to understand the role of motivation in affecting the performance of employees on the job.

### 2.3 Maslow's Hierarchy of Needs

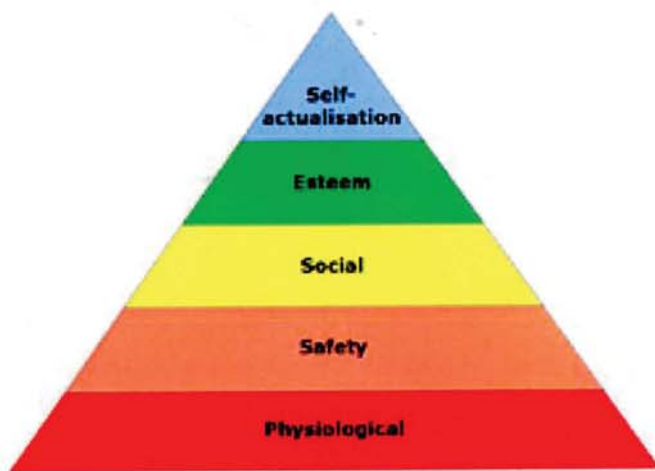


Figure 2.1. Maslow's Hierarchy of Needs ([www.simplypsychology.org](http://www.simplypsychology.org))

Most literature and researchers refer to Maslow's hierarchy of needs as a basis for employees' motivation as illustrated in figure 2.1. According to the above figure, Maslow classifies human needs into five major categories that constitute a pyramid. Those needs are listed in hierarchical form; whereby a person gradually moves from one level to the next. For instance, the first needs are known as the physiological needs required for survival such as air, shelter, water, food, sleep, and sex. Once those needs are satisfied, the individual would then seek to satisfy other higher needs such as safety and security. Furthermore, individuals cannot live alone; they need to interact with other people and feel that they belong to a certain group. This is translated by the social needs category within the pyramid. Those social needs are defined within the family and friendships each person seeks to have as an integral part of life. What follows at the highest level is the self-esteem need, which is characterized by building one's self-

esteem, self-confidence, and personal achievement. At this stage the individual works on personal development. The most important level of Maslow's pyramid of needs is self-actualization defined by spontaneity, creativity, problem solving abilities, and authenticity or personal identity. At this stage, the individual would have satisfactorily reached all four previous needs prior to climbing to the highest point in the pyramid. This particular need is an ongoing process whereby each individual goes through to satisfy his/her "ego" and unique identity. Therefore, Maslow's hierarchy of needs theory could impact the satisfaction of employees on the job, by affecting their motivation levels. If employees feel they are worthy and important to the company's advancement and success, then they would have high levels of self-esteem. They would feel motivated to do the job and satisfied by the results they are getting. Moreover, this theory relates to training in a sense that once the employee receives training, this could affect his/her esteem, since he/she would feel that they have accomplished and learned something new, thus adding to their skills. Therefore, that employee would feel worthy and become more motivated on the job.

#### **2.4 Equity Theory**

John Stacey Adams, a behavioral psychologist introduced the equity theory in 1963. Adams' Equity Theory is based on the belief of having an unbiased and fair balance between the employee's contributions, known as inputs and his/ her output or results. Those inputs are defined by an employee's efforts and hard work, skills, open-mindedness, eagerness to work and be productive. Outputs could be tangible or intangible such as employee's salary, promotion, benefits, as well as praise and recognition.

This theory of motivation states that those variables have a direct effect on how employees perceive and reach a synergy between their relationship with their employers as well as their responsibilities.

If employees acknowledge fairness between those variables, then they would be somewhat satisfied, and as a result motivated to perform their assigned duties. If the



employees view inputs as greater than the outputs; they may become demotivated in relation to their job or their relation with the employer. Employees would respond to this disparity in many different ways such as losing interest in the work, acting negatively, and reducing work effort with frequent work absenteeism, less productivity, disgruntlement, or, in some extreme cases, disruptive and sabotaging behaviors. This theory relates to training by giving a sense to the employee that his/her inputs are increasing due to the training received. Advanced quality of work due to training will make the employee perceive that the efforts and inputs on the job increase, and thus the latter would expect fair outputs to his/her contribution. The output does not necessarily have to be financial, but it could be translated in a form of praise or reward to motivate the employee to work harder and feel that his/her efforts are well appreciated.

## 2.5 McClelland's Theory of Motivation

McClelland's  
Motivational Needs



Figure 2.2. McClelland's Theory of Motivation (managementpocketbooks.wordpress.com)

David McClelland focused his writing on motivation and developed Maslow's hierarchy of needs as the basis for his own concept of motivation and satisfaction. He developed his own theory in 1961 in the book called "The Achieving Society" whereby he

identified three main motivators for an individual's performance. Those motivators in his views fall under three types of needs: need for achievement, need for affiliation, and need for power. According to him, those needs are learnt behaviors but one of them will be dominant over the other two. As a result, this would be reflected in the individual's personality and behavior. If for example, an individual is driven by the need for achievement, he/she will do the impossible to perform well on the job and achieve the goals and objectives they have set in mind. Therefore, if the desired results are reached, the individual will feel satisfied. In this theory, training can be viewed as part of the need for achievement motivator. As mentioned earlier, if an employee is driven by the need for achievement, training plays a role in helping this individual reach the desired results by gaining more knowledge and skills on the job.

## 2.6 Herzberg's Motivators and Hygiene Theory

Hygiene	Motivators
<ul style="list-style-type: none"> <li>• Policies and Procedures</li> <li>• Management/Supervision</li> <li>• Working Conditions</li> <li>• Compensation and Benefits</li> <li>• Job Security</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and Recognition</li> <li>• Autonomy</li> <li>• Responsibility and Self Management</li> <li>• Advancement Opportunities</li> <li>• Interest in the Task</li> </ul>

Table 2.1. Herzberg's Motivators and Hygiene Theory (blog.renascentconsulting.com)

Frederick Herzberg, a psychologist, added to McClelland, the hygiene theory. Herzberg shed some light on the issue concerning employees' satisfaction. He used the concept of "attitude" to better understand how individuals perceive satisfaction in the workplace. People were asked to identify circumstances that made them construct either a positive

outlook, or negative feelings and perceptions of their job. He concluded that happy and satisfied individuals gave completely different answers than dissatisfied employees.

Results showed that there are specific fixed constituents directly linked to satisfaction on the job and others related to dissatisfaction.

The factors that produce satisfaction include: responsibility on the job, empowerment in handling issues, achievement, recognition and praise, while the positive characteristics of the job itself relate to advancement, promotion and growth. Training

In contrast, the factors linked to dissatisfaction, if handled in a wrong way, comprise: poor and unfair employee's salary, conflicting policy and organizational culture, lack or excess of supervision, poor relationships with supervisors and colleagues, abysmal conditions of the work itself, lack of job security, and last the employee status.

The role and importance of training can be reflected in the Motivators section of Herzberg's theory. Training can be sought of as an opportunity for advancing skills and knowledge, and creating more interest in the tasks performed. Therefore, this would play a role in leading to motivation on the job.

## **2.7 Vroom's Expectancy Theory**

Similar to the previously mentioned motivation theories, Vroom's (1964) Expectancy Theory is another measure of employee work motivation and performance. It is translated in the fact that when an individual is working in an organization, there are certain expectations that he/she sets with regards to the job being performed. At the same, an organization's management strives to have employees who are determined to fulfill specific roles and jobs, and give all their efforts into achieving their duties (Whittington-Jones, 2005).

Some studies related to Expectancy theory have been conducted to better understand this theory. Noe (1986) states that employees who receive training will be more motivated to make the best out of the training if one of their three perceptions exists. First, if they feel that the effort they exert will lead to high performance in training. Second, if they

believe that high performance in training results in better performance on the job. Last but not least, if having a high job performance is fundamental to reaching the desired outcomes and avoiding undesirable ones. Moreover, according to Mathieu et al, (1992) employees will be motivated to better perform on the training if the result of their on-training performance will create growth opportunities beyond just achieving current performance goals.

## **2.8 Other Motivation Strategies**

In addition to the above-mentioned theories of motivation, there are other strategies that can be used to motivate workers. For instance, according to Bernard in Stoner, et al. (1995) it is important to consider the needs of workers. They believed that one of the most vital ways to ensure success of an organization lies on the ability to create value that is enough to reward the efforts of the individual employees.

***Salary, Wages and Conditions of Service:*** Salaries are an important motivator if the human resources management considers the four main constituents of salary structures. They include job rate, payment, personal or special allowances, and fringe benefits. The job rate refers to the significance of a job. Payment is the factor that motivates employees through rewards based on their performances. Personal or special allowances come from having a long tenure at the company, or from having special skills or information that are scarce. Last but not least, fringe benefits represent any benefits such as pension plans, paid holidays, etc..

***Money:*** According to Akintoye (2000) money constitutes the most momentous motivational factor. Going back to 1911, Frederick Taylor labeled money as the ultimate factor for motivation and achieving higher productivity levels (Wren, 1991). This is why he encouraged the establishment of incentive wage systems to motivate employees to achieve higher performance levels, maintain commitment, and eventually become more satisfied. Money does not only motivate employees to work harder, it also represents security, power, prestige and a feeling of accomplishment and success. Scholar Katz, in Sinclair, et al. (2005) proves the motivation that money has on individuals by pointing

out the process of job choice. This means that pay on the job could attract, retain and motivate the employee to boost his/her performance. Moreover, managers and supervisors could use money as a way of rewarding or punishing employees (Banjoko,1996). They could increase productivity by creating a certain “fear of loss” of the job. This way the employee works harder, increasing his/her productivity and in the end, receiving the money. Furthermore, wanting to get promoted and have a salary increase also acts as a motivator for individuals.

***Staff Training:*** In order to achieve optimum results of productivity, high levels of motivation and effectiveness must exist in the workplace. This is why it is crucial to have staff trainings. Trainings allow employees to increase and enhance their knowledge and skills, to get in touch with new methods of accomplishing their work, and to become more open and ready for any change that may occur in the company. They become more flexible since they now have a set of various skills and a wider scope of knowledge to use in their jobs and help the organization flourish and advance.

***Information Availability and Communication:*** Employees become motivated when they understand the impact of their jobs on other jobs in the company (Olajide, 2000). Olajide believes that all companies continuously search for ways to improve the interrelations, cooperation, collaboration and communications between various departments. The availability or scarcity of information creates some kind of peer pressure; several individuals who run together will run faster than when running alone or without alertness to the speed of other runners. It is through sharing information that various departments compete with one another. All research about motivation proved that it enhances performance and satisfaction of employees.

## **2.9 Human Resource Management**

In this section, the main Human Resources Management principles are discussed to better understand the role of Human Resources Management in an organization as well as its contributions to handling and managing the human capital and providing them with a more creative, successful, and productive environment to work in. Training and Development is one of those principles that should be properly and carefully managed to attain and achieve success in the organization.

Human resources management as defined in the Business Dictionary ([businessdictionary.com](http://businessdictionary.com)) refers to all actions relating to the hiring and employee development, to create value in their contribution to the organization's success.

According to Martinsons (1995) and Collins and Clark (2003), human resources management plays a vital role in influencing the attitudes, behaviors and qualifications of individuals in order to better fulfill their tasks and achieve organizational goals. The Human Resources concept involves a wide range of different practices, all focused on creating a differentiated productive and successful environment for the employees in an organization. The most important practices involve the following that need also to be separately identified (Greller, 2006):

1. Recruitment and selection
2. Performance appraisals
3. Promotion and advancement
4. Compensation and benefits
5. Grievances handling system
6. Training and development

### **2.9.1 Recruitment and selection**

According to Edwin B. Flippo, (1984) recruitment is the process of searching for candidates to employ and stimulate to apply for jobs in a specific organization. That is to say that recruitment requires finding, attracting, developing and maintaining a pool of

appropriate candidates for vacant positions. It is important that individuals be informed about the required skills and qualifications needed for the job position, understand what is expected of them and what the position would in return offer, such as career development, trainings, compensation, other benefits, etc...

Dale Yoder (2011) defined selection as a process whereby there are two groups of candidates for employment. The first group comprises of those who would be offered employment, and the second group constitutes the ones who do not get employed. Hiring decisions are the basis of any organization's success or failure since such practices will have very high impact on the company's productivity. Selection designates the method through which an organization detects candidates that have the knowledge, skills, abilities and other qualifications to assist in achieving its goals (De Cieri and Kramar, 2008). The most important function of the recruitment and selection process is to precisely identify the exact amount and required skills of applicants to fill in the right jobs at a minimum cost (Armstrong, 2003). This is why, it is important to focus on this practice, since it is the basis upon which the company relies to select the pool of potential applicants for the position. Finding those application could be done in various ways such as online searching, application forms, advertisements in newspapers, websites, referrals, online job posting on the company's website, internal recruitment, etc... The importance of this step lies in its ability to locate and attract the right person for the right position at the right time.

### **2.9.2 Performance Appraisal: a Source of Motivation and Satisfaction to Employees**

Another important factor within the practices of human resources management is performance appraisal. Edwin B Flippo (1984) stated that performance appraisal is a recurrent, impartial evaluation of the employees' quality and effectiveness in performing their work as well as their capacities to handle any other tasks.

This is why it is extremely important to have performance appraisals conducted at least once per year by top management to evaluate the performance of their team members in

each division and provide them with a sense of direction to how their efforts will contribute to the organization's success to sustain high performance.

At this stage, training is linked to such appraisals, since, based on those appraisals, the right types of trainings should be selected to enhance the employees' performance and improve the quality of their work.

### **2.9.3 Promotion and Advancement**

Promotion is another important motivating factor that needs to be applied in the human resources practice. The Oxford dictionary defines promotion as a means to actively encourage or sustain (Oxford Dictionaries, 2015). In the context of an organization, promotion is the act of rewarding deserving employees for meeting organizational goals. It is a way of helping individuals recognize and realize their personal goals. They will grow while simultaneously contributing to the growth and success of the organization. A company's internal promotions ought to be based on merit rather than seniority to enhance employees' motivation and retention (Guest, 1997). As earlier discussed, promotion plays an important role in creating satisfaction on the job. It should not be lightly taken.

### **2.9.4. Compensation and Social Benefits**

Compensation and benefits are given to employees in return for their hard work and effort as well as the skills and knowledge they put into action on the job. Compensation could be dispensed in the form of wages and salaries, bonuses and commissions, or it could be indirectly given in the form of fringe benefits including free insurance, social security, pleasant working conditions, and flexible work hours to achieve a pleasant work-life balance. The employee added benefits are an indirect way of compensating laborers to improve their quality of work as well as their personal lives (Youndt et al., 1996).



### **2.9.5 Grievance Handling System**

This concept is supposed to be adopted by all organizations that claim to care for their employees and want to enhance the working conditions as well as retain their employees. This system is an official statement of a protest or complaint over an issue believed to be unfair or damaging such as discrimination or sexual harassment acts that lead to demotivation, dissatisfaction and injustice felt by employees. The implementation of a well-established grievance handling system does aid in diminishing or annulling any injustice or conflict. Morrison and Robinson (1997) believed the way the company deals with grievances as well as the reached results, influences the insights of employees on how the company actually deals with such situations. If such systems are implemented, employees will be more committed to the organization reducing turnover rates.

### **2.9.5 Training and Development**

If self-esteem and self-efficacy constitute the highest level of achievement to the employee, the tools and methods would center on training and development. "Training has been defined as any management practice that can be controlled or managed to elicit a desired set of unwritten, reciprocal attitudes and behaviors, such as organizational commitment (Sparrow, 1998). Training and development is one field of human resources management (HRM) related to a firm's activities aiming to achieve a more efficient productivity and enhance the skills of employees. Training is usually done for short-term performance concerns, whereas development is more focused toward long-term concerns for later requirements. This kind of HRM practice is done not only to let employees acquire the needed skills for the job but also to let them know that the company cares about them and about their personal growth and career development (Storey and Sisson, 1993). So employee's perceptions about training play an important role in affecting their commitment. Any encouragement that comes from supervisors or trainers could impact an employee's feelings of attachment to the company and moral

responsibility to be loyal. It is necessary then that employers give their employees the opportunity to learn (Bernsen et al., 2009), for those training and development programs will not only enhance the skills of the individuals but will also increase their motivation level leading to more loyalty and productivity (Kyndt et al., 2009).

For companies seeking to gain competitive advantage training and development are becoming of huge importance. There has always been a significant debate between experts and researchers as to the impact of training on employee as well as organizational goals. For one school of research training could increase turnover while another argues that training could be a tool to increase the levels of employee retention (Colarelli and Montei, 1996; Becker, 1993). Wherever side of this debate one would adopt, most specialists agree that training employees is an HRM practice that could highly affect an organization's success.

Training affects the firm's success at different levels and in different ways. It enhances the performance of employees since it plays a role positively affecting the attitudes of the employees about their jobs. Once those employees feel happy and satisfied in their jobs, they will ultimately become more productive. Training and development of employees come together as one form of measuring satisfaction on the job.

As Charles Darwin once said " It is not the strongest of the species that survives, nor the most intelligent one. It is the one that is most adaptable to change (Prokyova, 2015). If interpreted in business terms, change has become the major factor in a company's success and survival, defining its ability to maintain its competitive advantage. Due to that constant change, companies must find new ways and techniques to keep up with the global and local competition. One way to do so is to focus on enhancing the abilities and skills of its human resources who constitute the basic and most important entity in the organization. Without the commitment and engagement of those employees, firms cannot perform their tasks and reach their intended goals. Training consequently plays a very important role in contributing to an organization's success. It creates room for learning and development, which in turn, create a sense of purpose and belonging and

thus increase employee commitment to the company (Armstrong, 2009). Armstrong (2006) believed that training creates an environment for learning that leads to overall enhancement, and encourages coaching and mentoring practices that can be self-managed. Micheal and Combs (2008) stated through their research that training lowers the chances of having failures in performance, rather positively boosts the skills and knowledge of employees, while enhancing their competencies and skills.

Training, according to Choo and Bowley (2007) is positively correlated to productivity, which in turn leads to high job and customer satisfaction, resulting in an increased brand value. Learning was an “elusive phenomenon”, while training was just one of the fields from which learning originates (Sadler-Smith, 2006). He defined training as “The systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in another environment.” In other words, training is a well-defined, organized and systematic process whereby employees gain skills and knowledge that lead to enhanced performance and productivity. Truelove (2006) in contrast, viewed learning as acquired either from experience or from training.

The term “another environment” highlights the importance of providing training to employees since their skills might not be compatible with the changes around them. Buckley and Caple (2004) asserted that training is compulsory for the survival of an organization. According to them, in order for employees to be able to cope with change, they have to be prepared for it, in a sense that their knowledge, skills and attitudes have to be always up-to-date and in constant improvement for the organization to face any sudden change in a flexible and timely manner.

Garratt (1997) highlighted the importance of learning by creating a formula that shows the significance of such a concept. The formula stated that in order to be able to survive, optimize returns and make use of new opportunities the rate of learning has to exceed the rate of change. In other words,  $\text{Rate of Learning} \geq \text{Rate of Change} = \text{Survival}$ . Firms therefore, should always be equipped with the right training for their employees so that they may be able to face any sudden or drastic changes and ensure their survival.

Following this theory, Simmonds (2003) supported Garratt's teaching and viewed change as the major catalyst for learning. If there is no change, there is no need for learning and acquiring new skills. Therefore, his formula was as follows:

Learning= Action + Reflection

Reflection plays a vital role in allowing employees, teams and the organization as a whole to see the bigger picture, revise all processes and tasks, identify strengths and weaknesses, figure out how to respond to change, and alter the current processes.

Acton and Golden (2003) performed a study on the importance of training by comparing companies who were devoted to providing their employees with training as opposed to the ones who disregarded the importance of training and treated it lightly. The results proved that training allowed employees to increase their efficiency and productivity on the job and also better deal with work-related stress.

Eaglen, Lashley and Thomas (2000) concluded that training is an essential element in creating and achieving an organization's strategic objectives, as shown in a study conducted on McDonald's restaurant chains. Sometimes a firm's only competitive advantage could lie in its speed of learning compared to that of its competitors (Burden and Proctor, 2000).

Training, in so many cases, is taken lightly, especially when organizations fall into the trap of not properly communicating the actual benefits and purpose of the training to their employees. Management assumes that the workforce knows the advantages of holding such trainings and therefore disregards the need to clarify the necessity of trainings and highlight their benefits in the long run. This behavior negatively affects the performance of employees since they would not really accomplish what is intended and required from them.

The success and effectiveness of training is measured by the degree to which this training activity has really attained the anticipated goals and objectives (Dawe, 2003). Buckley and Caple (2004) further stressed on the value and vitality of setting objectives

for any training so as to assist in speculating the post-training activities expected to be performed. Silberman (2006) agreed with Buckley and Caple, and believed that the objectives of training are an important support for achieving success, for without them there would be complete chaos. Moreover, setting objectives creates direction for the training while answering the “whys” and stating the purposes.

The importance of any training program lies in its ability to clearly answer the following question “What’s in it for me?” This proves the utility of this program (Jolles, 2005). Silberman (2006) added that objectives are vital in a training since they provide the right amount of needed skills as well as are a basic tool in weighing the usefulness of the program from different aspects such as the added knowledge, improved skills and attitudes towards one’s job. Consequently, the objectives act as boundaries by defining the scope of each training program.

There are important factors that must be used by the Human Resource Department, since they aid in showing the expectations in performance after the training program, namely appraise the training program as a whole (Wickramasinghe, 2006). Objectives show what participants attending training are expected to learn and they are useful tools to select the training program needed.

Those objectives have to be properly studied and set by the trainer. Here lies the importance of having a skilled trainer to provide the attendants with the right methods and training program. Having a professional and effective training positively contributes to the firm’s return on investment (Gauld and Miller, 2004). This means that if the firm invests in the right kind of training for its employees and a skilled individual delivers this training, the effects are long-term efficiency and success for the company, and therefore the return on investment exceeds the cost of that investment. Moss (1993) who was a skilled trainer himself stated that in order for a trainer to be successful he/she has to be well organized and prepared, be empathetic towards employees and motivate them. Buckley and Caple (2004) argued that nowadays the trainer has a more strategic role than simply supply employees with the knowledge and skills to better perform their jobs. The trainer nowadays must be a pro-active communicator whose main goal and purpose

is to strategically achieve the objectives of the training. One obstacle to training as realized by Broad (2000) is “poor training design and/or delivery.” Therefore, it is vital that the trainer possesses all skills ranging from the basic foundation of the training program till the delivery to the employees taking the training.

(Fitzpatrick, 2001) criticized the fact that once the training is given, only around 10% of the knowledge is actually used on the job, despite the fact the training aids in enhancing efficiency and performance (Sofa, 2007). This is why it is vital for organizations to stress on the importance of the direct application and follow-up of the training after the employees have been equipped with the knowledge and skills. Sometimes companies use some kind of questionnaire that employees have to fill out a few months after the training program so management can better understand how they are applying it on the job and how efficient this training was in helping employees enhance their productivity.

Drives (2001) conducted a study in America and Canada to understand the importance of developing employees through training. This study revealed that when searching for jobs, candidates looked for the ones where they may advance their skills and knowledge through training on the job. As a result, this shows that companies providing their employees with the right training have higher levels of employee satisfaction and commitment on the job, and less employee turnover.

As previously mentioned, there are two types of job satisfaction; the intrinsic and extrinsic job satisfaction. Buckley and Caple (2004) identified those two categories of satisfaction and stated that internal factors encompassed the ability to apply the learned skills and perform well on the job. This would lead to a sense of development by the employee, whereby he/she would feel adequate and valuable to the success of an organization. In contrast, Buckley and Caple (2004) defined extrinsic factors as the extra financial benefits that result from having the right training and better ability to perform tasks, thus have an improved performance on the job. Furthermore, Linz (2003) conducted a survey among Russian employees proving that individuals who expected receiving more intrinsic job characteristics such as new knowledge, better ability to achieve worthwhile results, and developed skills which could all be accomplished through training revealed higher levels of job satisfaction.

When employees felt that they were not being given enough incentives to learn, their motivation levels decreased and this negatively reflected itself on their satisfaction levels (Coetzer, 2006). In addition to that, Winterton (2004) believed that if companies do not put the effort to invest in training and development of their employees, the result would increase turnover. Acton and Golden (2003) continued by stating in their research that training employees not only leads to lower turnover, but also to higher levels of job satisfaction. This is to say, that companies should think twice before taking the training issue lightly. Employees are the heart of the organization; without them the organization cannot function. Therefore, they are the most important resource and asset the company possesses. If it does not put enough effort to enhance and develop this fundamental resource, then how will it be able to reach its success? This is why, it is important to consider all the factors that could positively and negatively affect the performance of the employees on the job as well as their satisfaction. If they are satisfied and happy, their performance levels will automatically increase, thus creating higher levels of efficiency and productivity, which will in turn lead to greater success. Training is then important for those employees since it acts as a checkpoint in their career path and development. Once the organization properly communicates the purpose of having trainings to the concerned employees, they will better understand what is expected from them and how this training will help them better perform their jobs. They will, in turn, create a goal in their minds for themselves and will most probably compare their own performance before and after taking the training to see how their performance has been affected following the new acquisition of knowledge and skills.

In conclusion, there is sufficient data and previously held research that state that training is valuable and important and increases the satisfaction of employees as previously mentioned. The following chapter will discuss the methodology that the author has used in conducting research, as well as mention all relevant procedures used in order to properly perform the study, and prove the validity of the stated hypothesis and research questions.

## **Chapter Three**

### **Procedures and Methodology**

#### **3.1.Introduction**

As previously mentioned in Chapter Two, there are several theories that discuss the value of training with respect to employee satisfaction and motivation on the job. Many researchers believed that training did have a significant influence on motivation and satisfaction of the employee while others claimed that several other factors play a major role in the satisfaction of employees, and not just training.

This chapter is designed to gain a better understanding of the research methodology used to collect the data to properly answer the research questions of the thesis, which revolve around the value of Training and Development and its role in enhancing the motivation and satisfaction of employees, particularly at Kettaneh Company-Beirut.

This study focuses on the value of training and development, and has specifically taken the case of Kettaneh Company to be able to support the previously mentioned secondary data about the importance of training and development in the workplace. Based on the findings of the research, the author will present the results of the research to support the proposed hypothesis and research questions reaching results on how the company could improve its training system so that it creates better satisfaction of employees. The study also reveals how well the company is implementing the training system so as to create better satisfaction and motivation among its employees.

#### **3.2 Hypothesis**

As mentioned in Chapter One, the main hypothesis declares that training is valuable in enhancing the job satisfaction and motivation of employees in the workplace. Moreover, the main research questions as previously mentioned are:



1. Does training affect the satisfaction and motivation of employees?
2. What are the qualifications and trainings that employees receive?
3. What are the problems that employees face with trainings?
4. What can be done to improve the training system and job satisfaction?

Those questions will be answered using the descriptive statistics approach.

In addition, two other research questions will be discussed based on the data provided from the questionnaire through the inferential statistics approach:

5. Do the respondents' understanding of training differ with respect to the demographics variables in the questionnaire, such as age, gender and education?
6. Do the respondents' perception about the relevance, motivation to attending training, follow-ups, duration, and impact differ according to demographics?

All the above-mentioned questions will be used to help reach the correct outcomes of the study. They will be answered through the analysis done in Chapter Four mainly from the results of the questionnaire distributed to the Kettaneh employees. This point will be further elaborated in the next sections.

### 3.3. Selected Variables

There are several types of variables used in a research study to assist the researchers in achieving correct findings. The below dependent and independent variables are used to define the scope of the study and help the researcher achieve the proper outcomes.

#### 3.3.1 Independent Variables

An independent variable is a variable that is used to assist, sustain and control the experiment or research study.

The satisfaction and motivation depend on the training received by employees on the job. Therefore, the use/lack of training provided to employees in a company is the independent variable that influences their overall performance. Therefore, the

independent variable used for this study, focuses on the training that the Kettaneh-Beirut employees receive from management.

### 3.3.2. Dependent Variable

A dependent variable is any variable directly influencing the outcome of the study. It is the one that depends on other variables in the study. Any change in those other variables would cause a change in the dependent variable.

In this research, the dependent variables are the satisfaction and motivation that exist on the job of employees in a specific company. Since the study focuses on the case of Kettaneh Company- Beirut, the dependent variable will be specifically the satisfaction and motivation of the Kettaneh employees while performing their jobs.

## 3.4 Methodology

### 3.4.1 Testing the hypothesis

As stated earlier, the hypothesis in this thesis is to prove that training is valuable in enhancing the satisfaction and motivation of employees.

### 3.4.2 Data used

Kettaneh Company-Beirut was chosen as the source of primary data to study the validity of the hypothesis and answer the related research questions. Through studying the case of Kettaneh Company- Beirut, the author wishes to prove the validity of the stated hypothesis. The deductive reasoning was used in the analysis since the study was based on previous theories that reveal the importance of the training in enhancing the satisfaction and motivation of employees. Based on the theory, the hypothesis was formulated to prove the validity on a specific chosen sample (the Kettaneh employees) through observation of results and specifically reaching confirmation of the theory in the end.

### 3.4.3 Overview of Kettaneh Company

Kettaneh S.A.L. Company is a Lebanese multinational organization established in 1922 by four brothers, Francis the eldest, who alone started the company and was afterwards joined by Alfred, Charles and Désiré.

Initially, the Kettaneh brothers created a transportation and trade enterprise between Beirut, Damascus, Baghdad and Tehran also known as BDBT. During World War II, the company faced hardships, and at that time, one of the founders, Francis Kettaneh had to leave Lebanon in the mid thirties to New York.

As a result of his stay in the US, the business started expanding when the company became the only trader of a number of US brands in the region. This aided in creating a long productive and diversified business development.

Few years later, Kettaneh grew and now operates in both trade and heavy civil contracting industries, with more than 5,000 employees spread in Lebanon, Egypt, Saudi Arabia, Qatar, Abu Dhabi, Jordan, Iraq, Iran, Palestine as well as other countries such as Europe.

Today Kettaneh Group is the distributor of a number of high-end brands and manufacturers, specialized in the following fields: automotive, energy and automation, medical, pharmaceutical, baby products, construction, travel, home appliances. Kettaneh group operates on the basis of a professional entrepreneurial spirit, and commitment to family values, as well as the personal development of employees.

The company's vision is to lead the industry of premium products, as well as provide excellent service while sustaining growth in an enriching and friendly environment. Moreover, its mission is to create and build on a history of excellence in delivering outstanding customer service and properly serving the community, while seeking sustainable growth by optimizing efficiency, investing in human capital and promoting teamwork and creativity.

#### 3.4.4 Data Collection

The data collection of this research constitutes of a well-structured questionnaire as the main source of primary data. Despite the fact that it is a simple method, it is one of the most widely used techniques in research. Moreover, the anonymity nature of the questionnaire allows respondents to express their beliefs, attitudes, and perceptions freely.

The questionnaire was distributed to a sample of 50 employees from the population of 100 employees from various departments at Kettaneh, such as HR, Finance and Risk, Automotive, Energy and Automation, Accounting, MIS, Internal Audit, Marketing, the CEO Office, Administrative Department, Compliance and Quality, and Pharmaceutical Division who had received training. Not all employees in each department had undergone training, and not all departments contained the same number of employees. Therefore, the respondents were randomly selected in proportion to the size of their departments. The questionnaire started with general demographic questions concerning age, gender, job title, and educational level. Some questions were administered using the Likert scale with the purpose of identifying the 'intensity' of different items regarding the view of employees concerning the success/failure as well as effectiveness/lack of purpose of training at Kettaneh. The Likert scale used a range of four options from 'Strongly Disagree', 'Disagree', 'Agree' and 'Strongly Agree'. The author preferred to use this kind of format for the Likert scale since it would be easier for the respondents to understand and answer the question accordingly. Moreover, other questions were used to understand which type of training is given to employees as well as trainings suggested by the respondents to better enhance the effectiveness of the training program at Kettaneh. Participants were assured that confidentiality and privacy in giving out information would be maintained. Respondents did not have to provide their names in the questionnaire or any sort of identification. As a result, this pressure-free environment aided in having more open responses (See Appendix A).

#### 3.4.5 The Pilot Test

A pilot test is a test used on a sample of respondents before sending out the questionnaire to all the intended respondents in order to double check the validity and reliability of the questionnaire in testing the hypothesis (Center for Evaluation and Research, 2011). The author used pilot testing by sending out the questionnaire to the Human Resources Director and Human Resources Management team at Kettaneh made up of four employees. Moreover, the HR director revised the questionnaire to better understand it and check its validity in studying the effect of training on the satisfaction level of employees at Kettaneh. Therefore, this helped in making sure that the questions asked in the questionnaire are valid and relevant to better achieve the results of the study, while at the same time giving benefit to the management at Kettaneh since they would be interested in the results obtained.

#### 3.4.6 Instrumentation

Instrumentation is an integral part in research since it allows the researcher to have a better idea of the effectiveness of the instrument used by assessing its validity, reliability and usability (Salkind, 2010). One of those instruments is the questionnaire, which, as previously mentioned is used in this thesis to better understand and assess the value of training on satisfaction and motivation of employees.

#### 3.4.7 Statistical Package and Techniques

SPSS (Statistics Package for Social Science) software, version 17 was used to analyze the data collected. The analysis was both done using the Descriptive Statistics approach to answer the first four research questions, and the Inferential Statistics approach to answer the last two research questions. Correlation test was used to try to measure if any two variables were correlated, but there was no significant correlation found, except for one between the gender demographic with the perception of employees concerning the relevance, follow-ups, duration, and impact of training. The results will be discussed in more detail in Chapter Four. Therefore, the author chose to focus on the measures of central tendency such as frequencies of the mean, mode, and median as well as measures

of variability such as the standard deviation, skewness, and kurtosis for each part of the questionnaire to be able to answer the research questions. This will be evident in the pie charts and tables that will be presented and analyzed in Chapter Four.

#### 3.4.8 Conceptual Framework

By definition, the conceptual framework of a specific research shows how ideas are organized and set in a way to help achieve the purpose of the research that is being done. In this thesis, the purpose is to identify whether or not training has a significant value with respect to the satisfaction and motivation of employees who undergo trainings, specifically at Kettaneh Company.

#### 3.5 Conclusion

Data from the questionnaire provided the major part of the collected primary data. The analysis as mentioned earlier was qualitative and quantitative by nature. The qualitative aspect was through the unstructured interviews that were performed with a few senior employees to get a better understanding of what complaints they had about the trainings; and quantitative through the questionnaire developed. All employees answered the questionnaire given to them, meaning that the response rate was 100%. The results will be presented in Chapter Four of this thesis.

## Chapter Four

### Data Analysis and Results

#### 4.1 Introduction

As stated in Chapter Three, a questionnaire was distributed to fifty randomly sampled employees from various departments who work at Kettaneh Company seeking to highlight their views on training's importance, effectiveness and value on their performance. Once the questions were completed and collected, the author entered the data to the SPSS (Statistics Package for Social Science) program Version 17, to be analyzed. Several tests were used to analyze the data. The results are evident in the figures below in detail, showing the percentage of respondents to each question and deducing from the responses, whether or not the hypothesis is accepted or rejected. The questionnaire offers three parts. The first is related to personal information, the second deals with the education and work experience; while the third focuses on potential change and improvement.

#### 4.2. Main Results

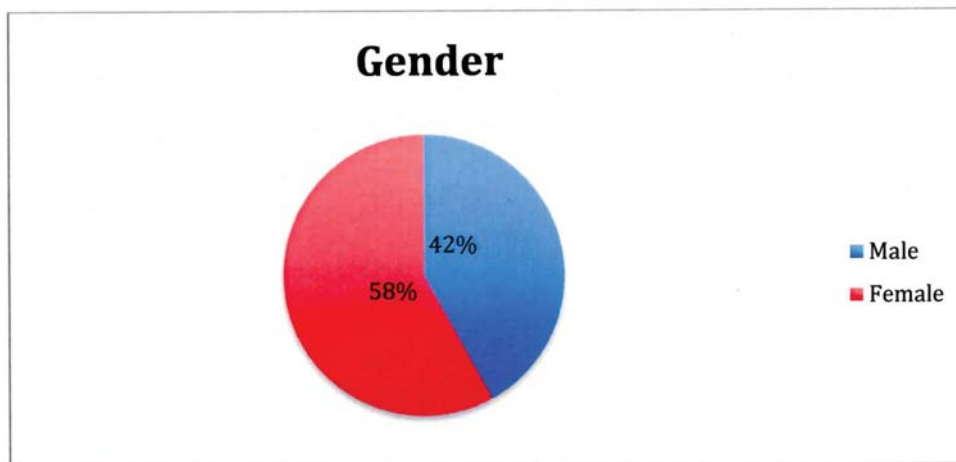


Figure 4.1: Gender

Figure 4.1, identifies that 21 among the 50 respondents were males accounting for 42%, while the other 58% were females. Since the sample was randomly chosen, the number of females who received training exceeded that of the males who also received training. In a later section, each of the demographics variables will be discussed further to see if there is any significant relationship between those variables and the results obtained as mentioned in the previous research questions.

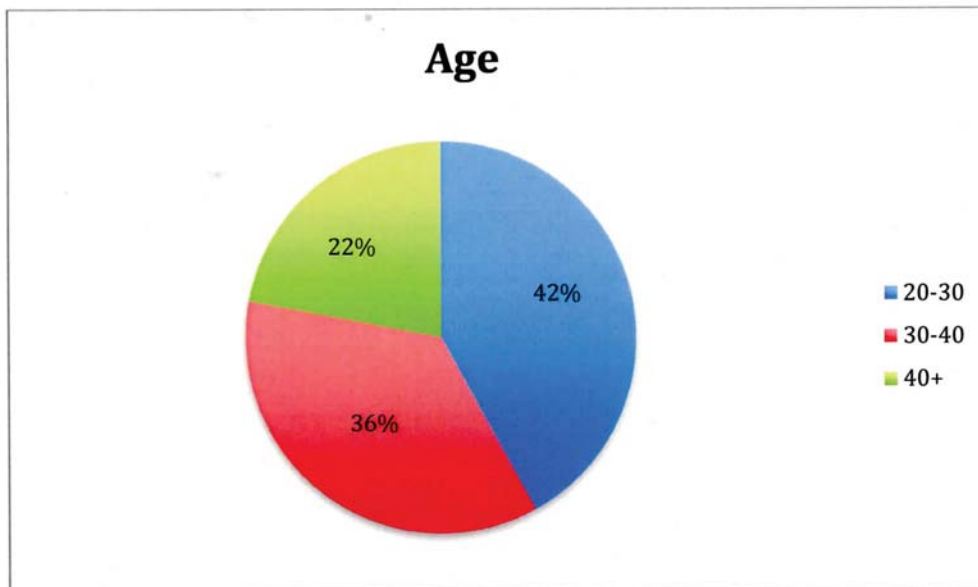


Figure 4.2: Age

The above figure 4.2 shows the age range of the respondents. The age ranges started from 20 till 40 and above. The highest ratio of ages was between 20 to 30 years among 42% of the respondents. Thirty six percent aged between 30 and 40 and the remaining (22%) were 40 years old and above. This demonstrates that Kettaneh Company has a diverse work force, with many young talents that it seeks to develop in order to achieve higher knowledge in their work, and have them become more efficient through training and advanced learning programs.



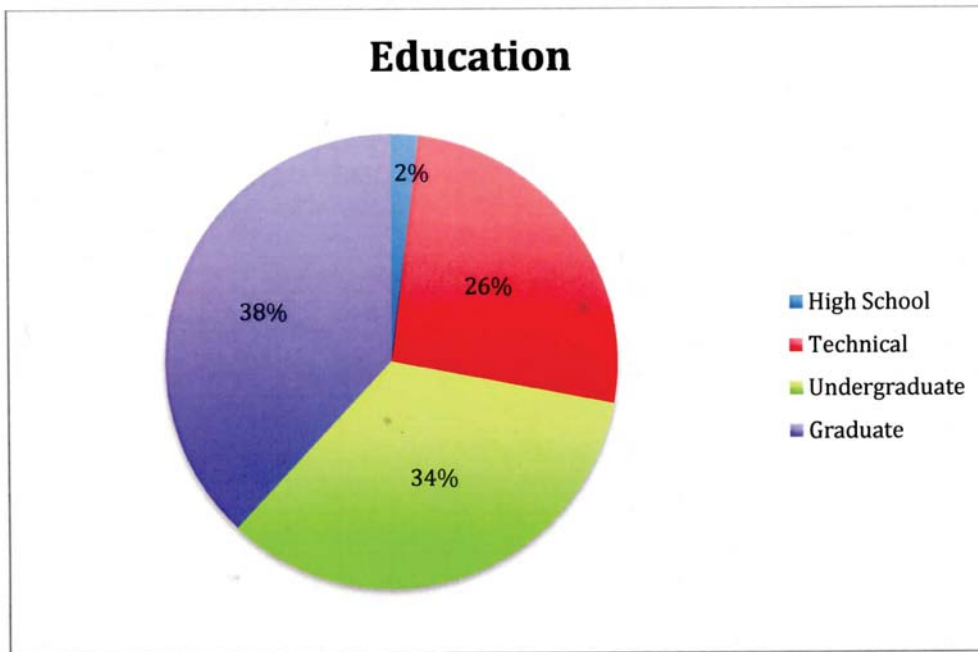


Figure 4.3: Educational Level

The results of figure 4.3. are important for they reflect a majority of highly educated employees, both males and females. Only 2% from the sampled ones have only completed high school. 26% graduated from technical schools, 34% are university undergraduates, and 38% have higher education at the Master's degree level. This means that Kettaneh's employees are well educated, consequently adding value to the company in terms of work knowledge, organizational behavior and productivity. Consequently, any further training should help increase their efficiency and self-development.

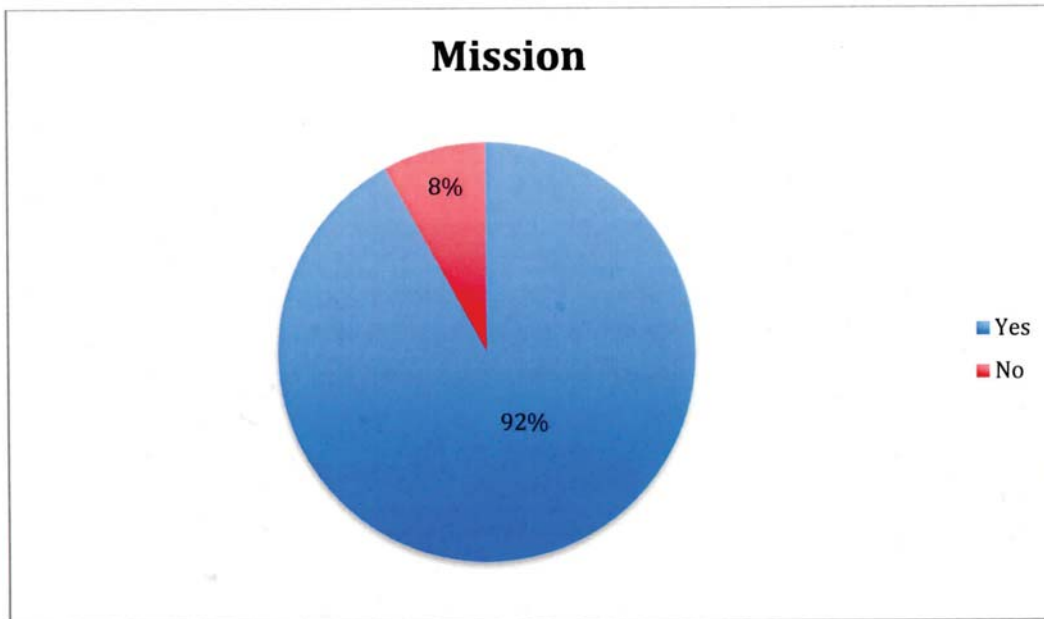


Figure 4.4: Mission

In figure 4.4, only 8% of the employees were not familiar with the mission statement of the organization. The others who account for 92% do have an idea and understanding of the company's mission. Therefore, it is concluded that it is essential that the company's management make sure that all employees are knowledgeable of Kettaneh's mission, so that they would better understand the importance of their role in fulfilling it and serving its customers in a highly competitive environment. Moreover, being familiar with the mission can also provide a framework for the trainings performed at Kettaneh, since employees mainly receive trainings to enhance their skills and help in improving productivity and success on the job.

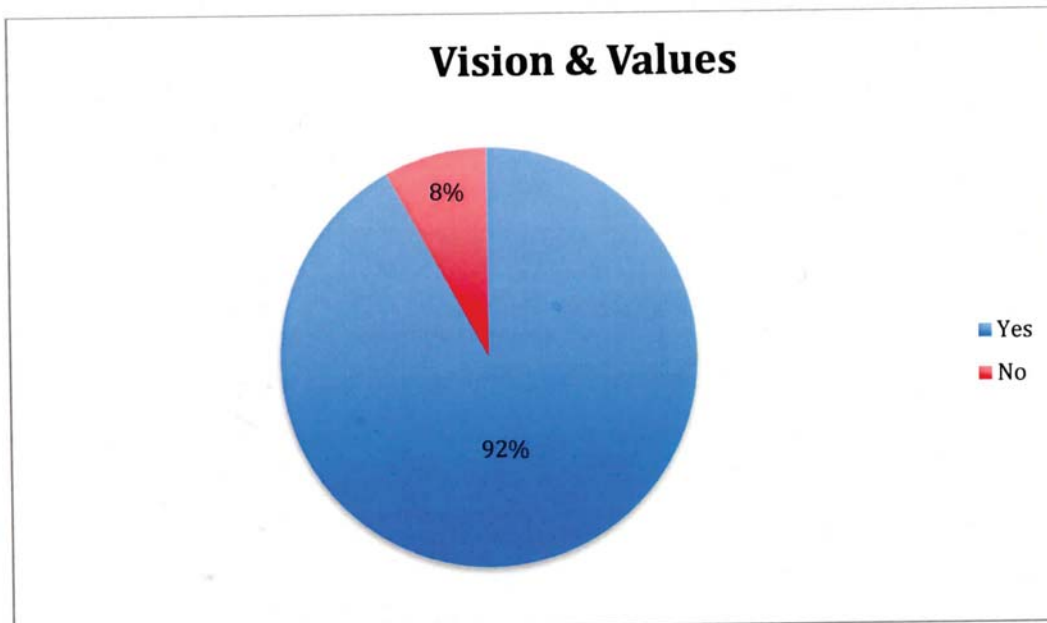


Figure 4.5: Vision and Values of Kettaneh

In figure 4.5, it became evident from the respondents to this question that the same 8% who were unaware of the mission of the company, were also unaware of, nor familiar with the Vision of the Company. This means that the mission and vision of the company are two essential factors that are inseparable, but most of all must be clearly communicated by the management to all employees regardless of duties, rank, or responsibilities.

The sampled respondents were clearly asked about their understanding of training, to discover their knowledge and value of the trainings they receive. It is evident that based on previous literature review mentioned in Chapter Two, that training has essential characteristics that affect the work of employees.

The below question (question 3 of the questionnaire) states:

What do you understand by training?

- a. Learning
- b. Career Development

- c. Sharing Information
- d. All of the above

<b>Responses</b>	<b>Yes</b>	<b>No</b>	<b>Totals</b>
Learning	3	47	50
Career Development	5	45	50
Sharing Information	3	47	50
All of the above	39	11	50

Table 4.1 What do you understand by training?

The above table 4.1 shows the results of the above question. It is clear from the answers that the employees who have undergone training did understand and have various definitions for training. Training does provide learning for individuals, as it is a means for familiarizing oneself with new concepts, ideas, and skills. It is also a way to share information since employees can interact with each other and share their own knowledge with others. This creates great value for the synergy within team members. Moreover, training helps in career development and advancement since it allows employees to work on themselves by gaining new knowledge and skills which help them advance in their careers.

The following question (question 4 in the questionnaire) reveals the variety of trainings held at Kettaneh Company. Respondents were asked to choose from the below list of trainings as to which kinds of trainings they received. Being an employee in the Human Resources Department at Kettaneh and being responsible for the trainings of employees, the below list mentions the various trainings held at Kettaneh. The frequencies of these trainings are shown below in the table through the responses of the employees.

Question: What kind of training did you receive?

- a. Job Rotation
- b. Conferences/ Discussion
- c. External Training
- d. Programmed Instruction

<b>Responses</b>	<b>Yes</b>	<b>No</b>	<b>Totals</b>
Job rotation	4	46	50
Conferences/Discussions	26	24	50
External Trainings	36	14	50
Programmed Instruction	11	39	50

Table 4.2: Trainings Received

According to Table 4.2, only 4 of the respondents had experienced job rotation, 26 had trainings in terms of conferences and discussions, 36 went for external trainings, and 11 of the respondents experienced training in the form of programmed instruction. The highest frequency of trainings is the external trainings done abroad in various countries

such as Dubai, Germany, France, the U.S. and others. This means, that the main source of training at Kettaneh has been the external training, whereby professional individuals outside the organization are invited to train the employees, or where employees at Kettaneh travel abroad to different countries to receive the right training in factories and organizations.

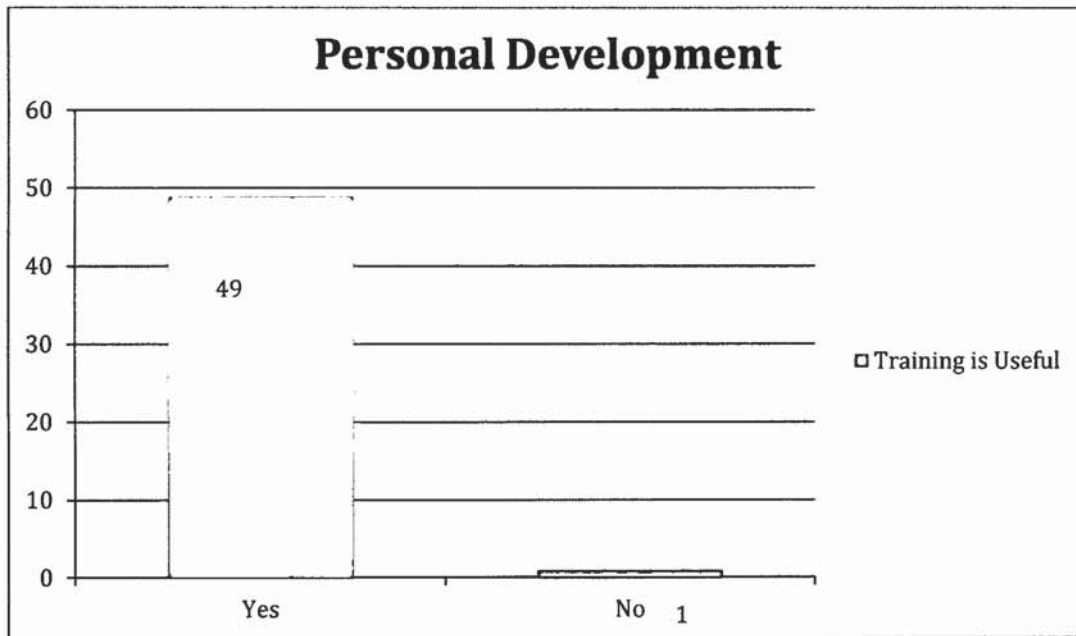


Figure 4.6: Personal Development

In chapter two, as previously mentioned, research in the literature review states that training helps employees develop themselves (Kaskaro, 2005). In order to better validate this statement, employees were asked if they saw training as important for their personal development, as shown in figure 4.6, 98% of the respondents believe that training is essential for their personal development, while only 2% take the opposite side. This result indicates that in general, training is regarded as an important and necessary factor that affects personal development. Since the individual is receiving new information and knowledge, his/her performance would be enhanced if the latter is properly applied on the job. Moreover, the individual would feel more valuable and worthy in the success of the company.

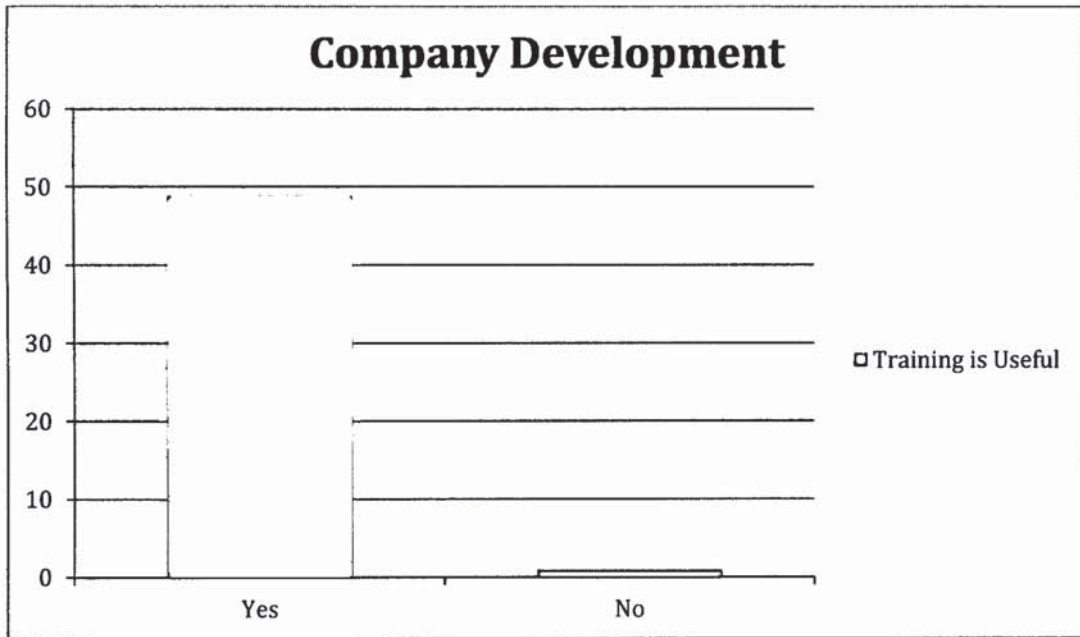


Figure 4.7: Company Development

Regarding the company's development as shown in figure 4.7, the percentage of respondents who believe that training is essential for the company's development is the same as those who believe it is important for their personal development (98%), while only 2% take the opposite side, which is also the same percentage. This reveals that the training is a crucial factor that affects not only personal development, but will automatically have an effect on the company's development as well. As mentioned above, once employees feel that their skills have advanced and that they play a vital role in the company's success, their enhanced performance will reflect its positive outcomes on the company itself.

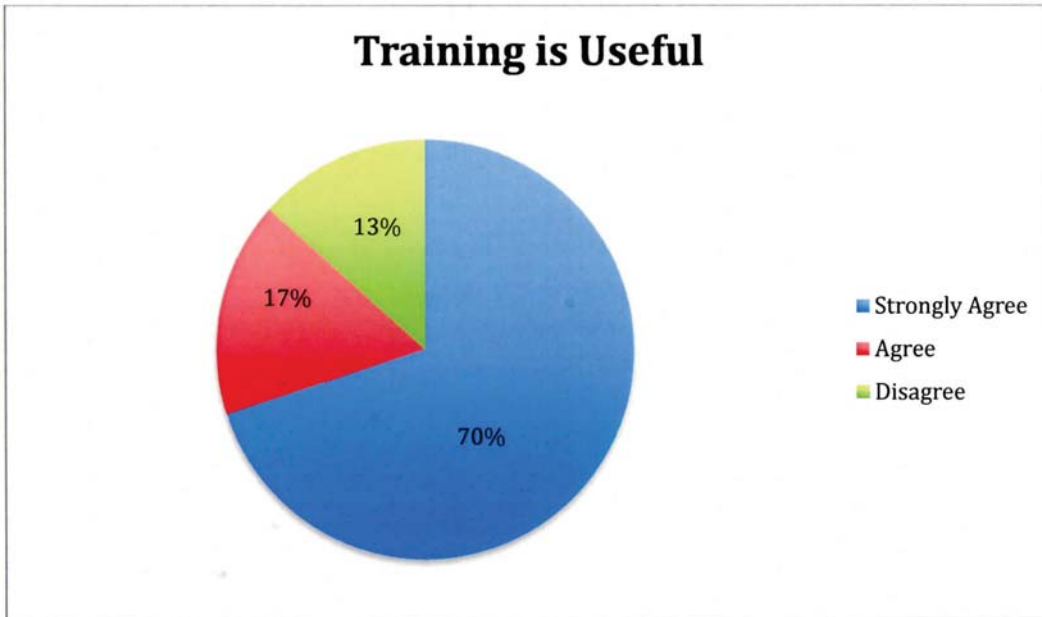


Figure 4.8: Training is Useful

This question in figure 4.8 reveals the perceptions of employees with regards to the utility of the training they receive at Kettaneh. Seventy percent strongly agreed that training is useful to their jobs, that they can make use of the training on their jobs, while thirteen percent disagreed with that. This shows that there are minor issues to be stressed and revised with the training done at the mother company's premises. This would require further studies to be done in order to better understand what procedures need to be taken to fix this minor issue.





Figure 4.9: Motivation of employees

Employees' motivation is an essential factor during and after the training process. According to figure 4.9, twenty six percent of respondents strongly agreed that employees at Kettaneh are motivated to attend the trainings, sixty four percent simply agreed on that, and ten percent disagreed. The percentage of de-motivated employees is low, which means that in general, Kettaneh is doing a good job in assuring that its employees are motivated to attend the trainings it sets for them. However, there could be some reasons to this demotivation and it could be due to misconceptions about the training, or maybe lack of communication by the department director to his/her employees concerning the importance and benefits of having the training, or it could be that the training itself does not interest the employee or is irrelevant to his/her job.

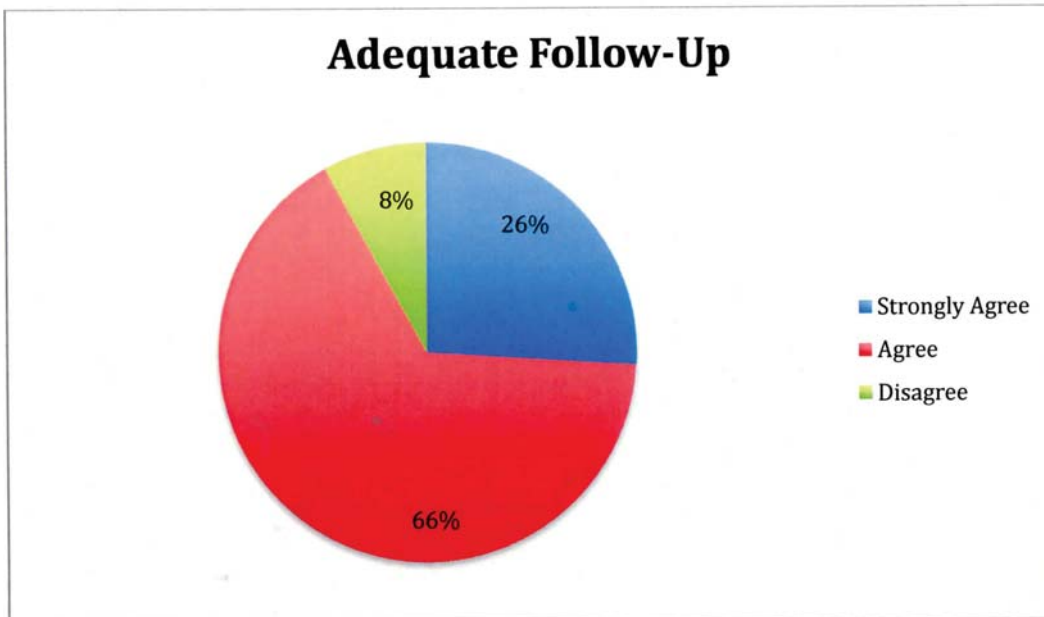


Figure 4.10: Adequate Follow Up

Training, change, motivation and any improvement do require assessment and evaluation of the results translated into performance. According to the above figure 4.10, 66% of the respondents agreed that there was adequate follow up following the training sessions, while only 8% disagreed. These figures prove that, once again, Kettaneh management is properly working to provide its employees with all the means for good training, making sure the participants do highly benefit in developing their personal self as well as become more productive in the company. It does so, through distributing evaluations to employees after they receive the trainings, to assess the overall effectiveness of the trainer and the training session. Moreover, after a period of around six months, another evaluation is distributed as a post-training assessment to evaluate the changes in performance of the employee. In that assessment, there is a part reserved for the employee's direct supervisor, which serves as an additional source of information for the individual's performance.

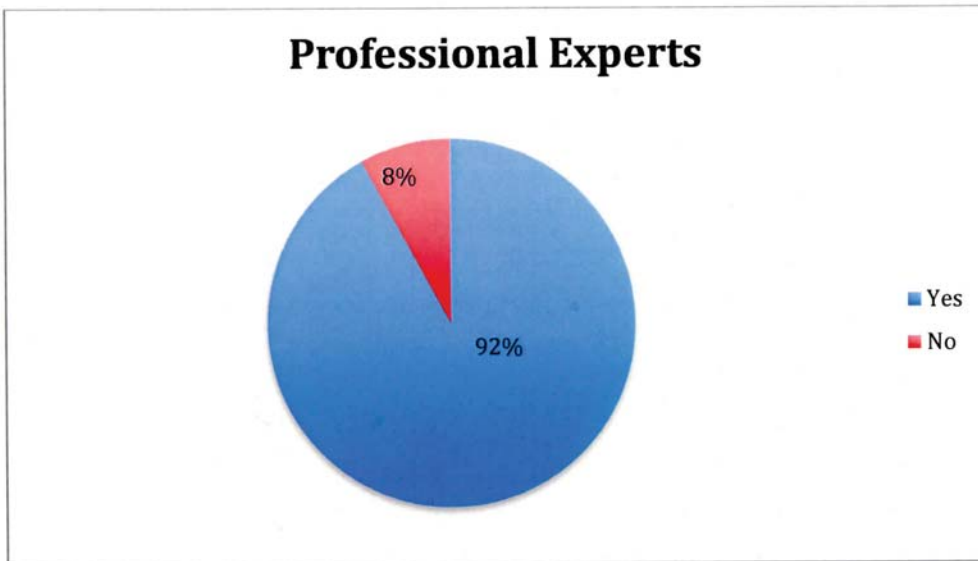


Figure 4.11: Professional Experts

When the respondents were asked if professional experts performed the trainings, 92% confirmed that this was true, as shown in figure 4.11. The respondents expressed their clear opinion that professionalism on the trainers' level is extremely important to generate respect, credibility and desire to learn.

Further to the above-mentioned, the respondents were asked to evaluate the trainings that were performed at Kettaneh, by stating what were the main problems they believed to be deterring the quality of the training, as well as prohibiting them from receiving the maximum benefit from those sessions.

Question 11 of the questionnaire states: In your opinion, what are the general complaints about the training sessions?

- a. Take away precious time of employees
- b. Too many gaps between training sessions
- c. Training sessions are unplanned
- d. None of the above

Respondents were asked to choose from the above choices and if they had any other reasons for dissatisfaction, they were asked to state them clearly.

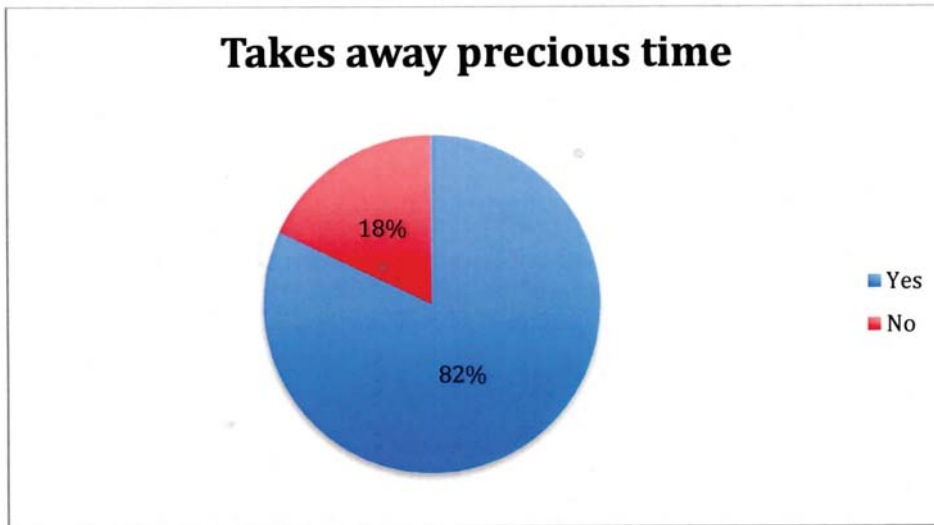


Figure 4.12: Training takes away precious time of employees

Figure 4.12 shows that 82% of the respondents believed that training took away the time of employees, disregarding whether the training was useful and they benefited from it or not. Some employees do not realize that having trainings is important for them to develop themselves, especially those who resist change and resist having new work techniques. This is why; management has an important role, specifically the human resources department along with the division director to properly communicate to the employees the importance and efficiency of the trainings that are being done.

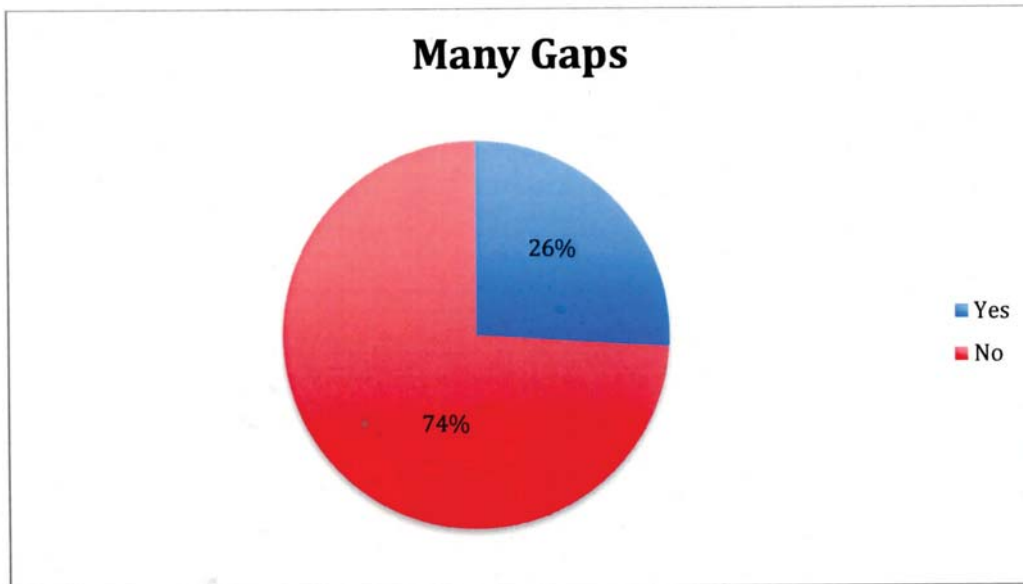


Figure 4.13: Many gaps between training sessions

Other respondents believed that the main problem with training was that the training sessions had many gaps (74%) as shown in figure 4.13. Opposite to what was mentioned earlier, some employees believe that in order to better benefit from the trainings given to them they should be done successively with little delays between those trainings in order for employees to maintain the information learned in their minds and use them more effectively.

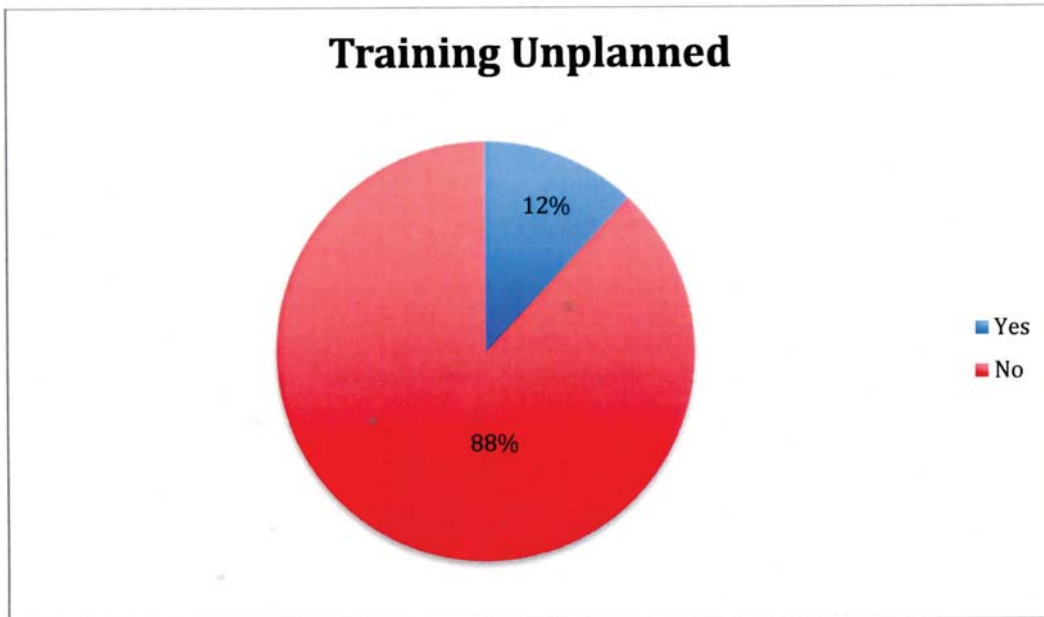


Figure 4.14: Training sessions are unplanned

Figure 4.14 reveals that only 12% of respondents stated that the main issue with training sessions is that they are unplanned. This shows that this problem is not a major issue to the employees, and therefore the efforts should be focused on enhancing other issues related to the training sessions.

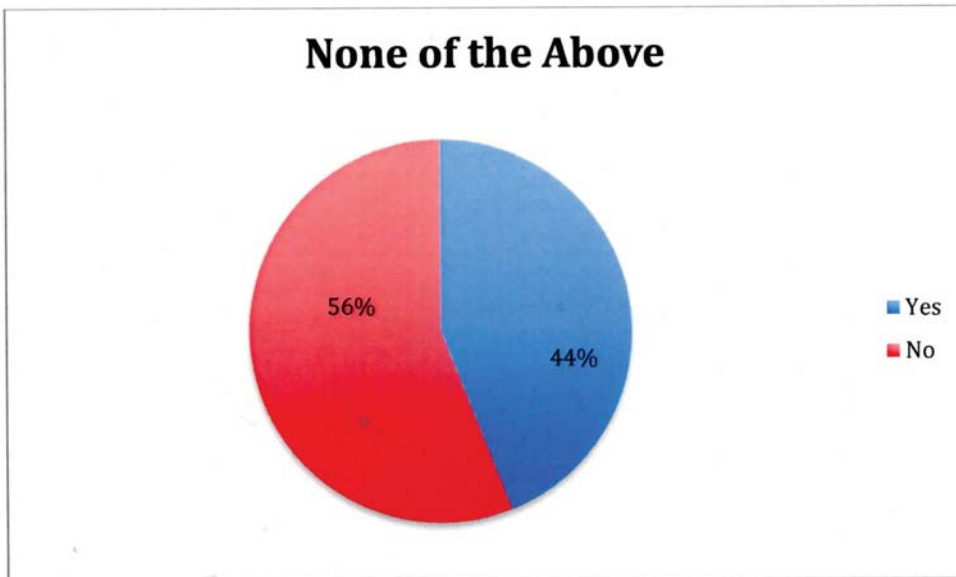


Figure 4.15: None of the Above

In figure 4.15 some respondents (44%) had other reasons to why the training sessions were unsuccessful. Therefore, as previously mentioned, figures 4.12, 4.13, 4.14, 4.15 reveal the main problems with the trainings sessions performed at Kettaneh. The percentages of complaints concerning the training sessions were lower than the satisfaction rate, which means that in general, employees were satisfied with the trainings they received up to a certain level. Most respondents (44%) believed that training sessions had other reasons for being unsatisfactory, than the previously mentioned reasons (unplanned training, many gaps between training sessions, and too much time taken for training), whereby 12% believed that the trainings are dissatisfactory since they were unplanned, 18% believed that training took away precious time from employees, and 26% thought that the training sessions had many gaps in their delivery. The other mentioned reasons for dissatisfaction were that the training sessions were difficult to implement, they were not what the respondent expected to have, some had no time to revise the training sessions to better implement them in their daily work, and some weren't persistently used in the daily tasks of the employees.



Figure 4.16: Time duration of the training

The above figure 4.16 reveals the answers of the respondents to the question 12 of the questionnaire that states the following:

Question 12: The time duration for the training given is:

- a. Sufficient
- b. To be extended
- c. To be shortened

54% of the respondents believed that the training time was sufficient, 36% suggested that it should be extended and 10% believed it should be shortened. This indicates that most of the trainings done meet the needs of the employees taking the training. Moreover, the employees' responses that the trainings should be lengthened highlight the fact that the time invested within the training is crucial in providing the individual being trained with a sufficient amount of information to make sure that nothing important is missed and that they have a full understanding of the material provided.



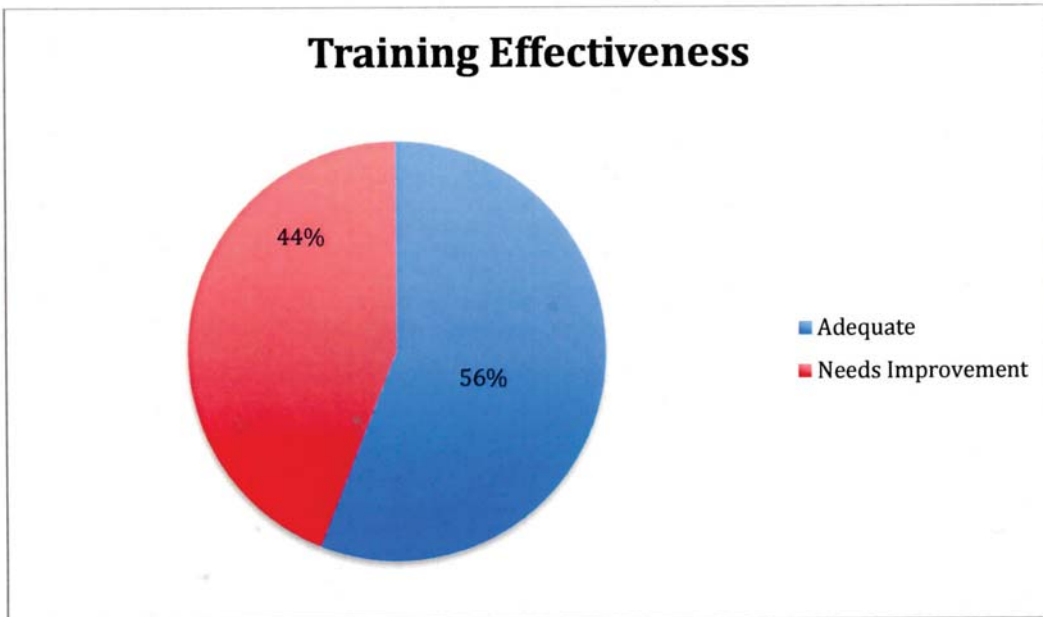


Figure 4.17: Training effectiveness

Figure 4.17 analyzes Question 13 from the questionnaire:

Question 13: Evaluate the training program effectiveness at Kettaneh.

- a. Adequate
- b. Needs Improvement

The crucial issue in this question revolves around the effectiveness of the trainings given at Kettaneh. 56% of the respondents believed that the trainings are adequate, while 44% stated that improvements must be made. Those improvements could be related to the question previously asked concerning the main complaints about the trainings as well as the time duration of the training. The two percentages are close to each other, meaning that improvements must be made to increase the efficiency of the trainings, despite being considered adequate in general. Suggestions on how to increase the effectiveness of the trainings performed will be discussed in detail in the next sections and in Chapter Five.

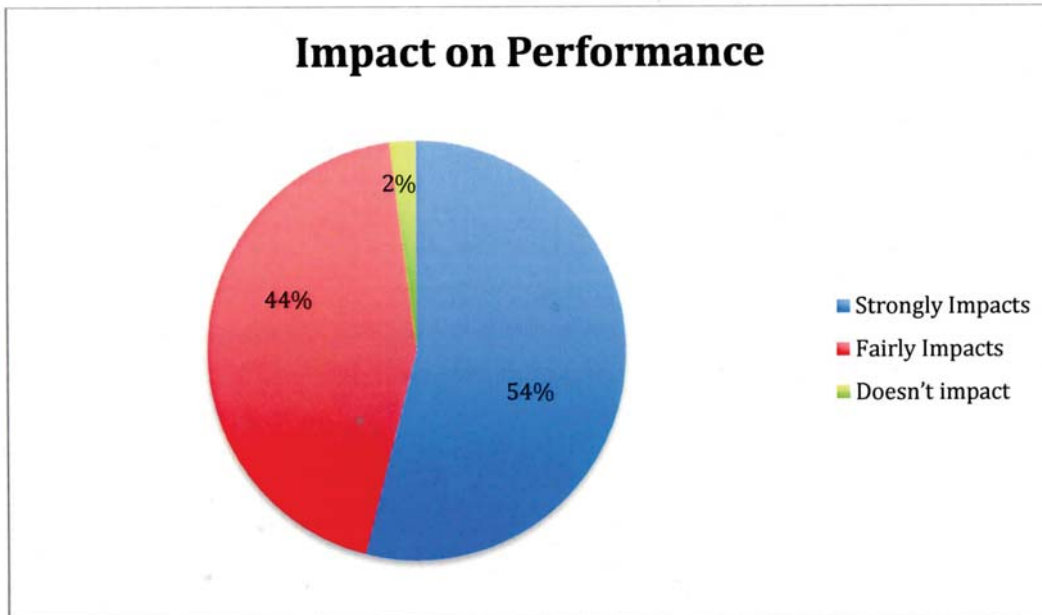


Figure 4.18: Training impact on performance

The purpose of training employees is to improve their performance and productivity. This figure 4.18 shows the importance of training on the performance of employees. 54% of the respondents stated that training strongly impacted their performance of job tasks, while only 2% expressed that it was not related to performance, and 44% saw that it somewhat impacted their performance. This means that training does have an impact on the performance of jobs, since it allows employees to better perform their tasks if provided with the right training and given the chance to apply it on their jobs. The answers to this question do support the hypothesis, highlighting the value and importance of training.

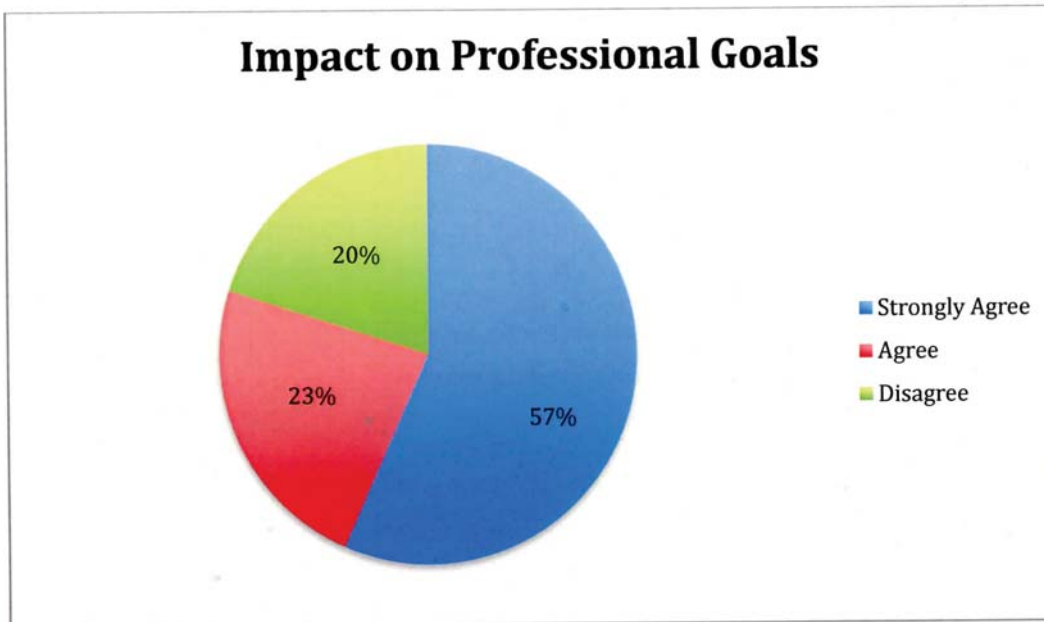


Figure 4.19: Training impact on professional goals of employees

This question aims at revealing whether training would help employees reach their professional goals. Figure 4.19 shows that 20% strongly agreed with this statement, 57% agreed, and 23% disagreed. This proves that training not only affects performance, but also helps in reaching personal goals in spite of the fact that 23% were negative. These objections need further study.

Moving on to the Inferential Statistics used, the main findings that answer the research questions 5 and 6 are presented in the below tables.

Research Question 5 stated: Do the respondents' understanding of training differ with respect to the demographics variables in the questionnaire, such as age, gender and education?

Research question 6 stated: Do the respondents' perception about the relevance, motivation to attending training, follow-ups, duration, and impact, differ according to demographics?

Ranks

Education		N	Mean Rank
Understanding of training	High School	1	31.00
	Technical	13	23.92
	University Undergraduate	17	23.41
	Higher Education	19	28.16
	Total	50	

Test Statistics<sup>a,b</sup>

	Understanding of training
Chi-Square	2.432
df	3
Asymp. Sig.	.488

a. Kruskal Wallis Test

b. Grouping Variable: Education

Table 4.3: The respondents' perception of training with respect to Education

The above table 4.3 reveals the whether or not the perception of the respondents on training would differ with respect to their education levels (high school, technical, university undergraduate, and higher education). Using the Kruskal Wallis Non-parametric test, the results obtained (0.488) revealed that there is no significant relationship between both variables. This shows that education does not affect the views concerning the importance of training on the job.

Ranks			
	Age	N	Mean Rank
Understanding of training	20-30	21	24.05
	30-40	18	25.22
	40+	11	28.73
	Total	50	

Test Statistics <sup>a,b</sup>	
	Understanding of training
Chi-Square	1.439
df	2
Asymp. Sig.	.487

a. Kruskal Wallis Test

b. Grouping Variable: Age

Table 4.4: The respondents' perception of training with respect to Age

The above table 4.4 reveals the whether or not the perception of the respondents on training would differ with respect to their age. Using the Kruskal Wallis Non-parametric test, the results obtained (0.487) revealed that there is no significant relationship between both variables. Again, this proves that age does not affect the views of respondents concerning the importance of training on the job.

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Understanding of training	Male	21	28.24	593.00
	Female	29	23.52	682.00
	Total	50		

Test Statistics<sup>a</sup>

	Understanding of training
Mann-Whitney U	247.000
Wilcoxon W	682.000
Z	-1.561
Asymp. Sig. (2-tailed)	.119

- a. Man-Whitney U Test  
b. Grouping Variable: Gender

Table 4.5: The respondents' perception of training with respect to Gender

The above results, measure the significance of Gender on the understanding and perception of training. Using the Man-Whitney U Non-Parametric test, the significance between the two variables turned out to be 0.119. This reveals that both males and females have similar understandings with regards to training and gender has no effect on their perception.

The following three tables reveal the answers to Research Question 6.

**Ranks**

	Age	N	Mean Rank
Training is Useful	20-30	21	26.62
	30-40	18	25.39
	40+	11	23.55
	Total	50	
Employees Motivated	20-30	21	25.90
	30-40	18	25.53
	40+	11	24.68
	Total	50	
Adequate Follow Up	20-30	21	22.38
	30-40	17	24.79
	40+	12	30.32
	Total	50	
Time Duration	20-30	21	20.98
	30-40	18	27.78
	40+	11	30.41
	Total	50	
Training Impact on performance	20-30	21	26.07
	30-40	17	22.65
	40+	12	26.59
	Total	50	

**Test Statistics<sup>a,b</sup>**

	Training is Useful	Employees Motivated	Adequate Follow Up	Time Duration	Training Impact on performance
Chi-Square	.403	.071	3.286	4.665	.941
df	2	2	2	2	2
Asymp. Sig.	.818	.965	.193	.097	.625

a. Kruskal Wallis Test b. Grouping Variable: Age

Table 4.6: Respondent's perception about relevance, motivation, follow-ups, duration, and impact with respect to age.

In table 4.6, the Kruskal Wallis Non-parametric Test is used to analyze if there is any significance between the perception of respondents concerning the relevance, motivation, follow up, duration and impact variables, and their education. It turns out as shown above that there is no relevant significance between any of these variables. No matter what age they are, their views concerning different factors of the training do not differ.

Ranks

	Education	N	Mean Rank
Training is Useful	High School	1	34.00
	Technical	13	26.92
	University Undergraduate	17	25.74
	Higher Education	19	23.87
	Total	50	
Employees Motivated	High School	1	29.50
	Technical	13	32.04
	University Undergraduate	17	23.97
	Higher Education	19	22.18
	Total	50	
Adequate Follow Up	High School	1	29.00
	Technical	14	29.81
	University Undergraduate	17	22.38
	Higher Education	18	23.78
	Total	50	
Time Duration	High School	1	14.00
	Technical	13	28.73
	University Undergraduate	17	23.29
	Higher Education	19	25.87
	Total	50	
Training Impact on performance	High School	1	37.50
	Technical	14	22.73
	University Undergraduate	17	23.38



Higher Education	18	27.47
Total	50	

Test Statistics<sup>a, b</sup>

	Training is Useful	Employees Motivated	Adequate Follow Up	Time Duration	Training Impact on performance
Chi-Square	.882	5.365	3.314	2.090	2.433
df	3	3	3	3	3
Asymp. Sig.	.830	.147	.346	.554	.488

a. Kruskal Wallis Test

b. Grouping Variable: Education

Table 4.7: Respondent's perception about relevance, motivation, follow-ups, duration, and impact with respect to education.

According to the results of table 4.6, the Kruskal Wallis Non-parametric test was used to measure if there was any significance between education and the perception of employees concerning the relevance, motivation, follow-ups, duration and impact of trainings received. The results show that there is no significant relationship between those variables. No matter what the education, the responses won't be altered.

Ranks

	Gender	N	Mean Rank
Training is Useful	Male	21	18.67
	Female	29	30.45
	Total	50	
Employees Motivated	Male	21	22.88
	Female	29	27.40
	Total	50	
Adequate Follow Up	Male	21	20.43
	Female	29	28.43
	Total	50	
Time Duration	Male	21	22.60

	Female	29	27.60
	Total	50	
Training Impact on performance	Male	21	20.70
	Female	29	27.97
	Total	50	

Test Statistics<sup>a,b</sup>

	Training is Useful	Employees Motivated	Adequate Follow Up	Time Duration	Training Impact on performance
Chi-Square	9.936	1.624	5.535	1.808	4.025
df	1	1	1	1	1
Asymp. Sig.	.002	.203	.019	.179	.045

a. Kruskal Wallis Test

b. Grouping Variable: Gender

Table 4.8: Respondent's perception about relevance, motivation, follow-ups, duration, and impact with respect to gender.

When testing whether the respondents' perceptions about relevance, motivation, follow-ups, duration, and impact of the training vary with respect to gender, a significant relationship did exist with respect to the usefulness of training/relevance (0.02), adequate follow-up (0.019), and impact on performance (0.045). Those results were obtained through using the Kruskal Wallis Non-parametric test. From the above table, it is evident that the female respondents exceed the male respondents in number. Thus, it can be inferred that more females were trained than males and more females found that the training was useful, that there was adequate follow-up, and that training did impact their performance. Since there is a lack of information, and the issue would require further research, this significance might be due to the higher number of female respondents than the male respondents.

### 4.3. Findings

The information taken from the various tables and figures demonstrate the answers of the respondents to the questions and the tables summarizing these answers and

percentages provide an in-depth understanding of the training process at Kettaneh Company. The questions tackle specific issues related to the importance of training and the views of the employees concerning training, and whether or not the trainings are performed properly or not as shown in the previous figures and tables. It is evident that there is a positive relationship between training and the performance, satisfaction and motivation of employees. Moreover, the results of the Non-parametric tests proved no main significance between the age and education demographics and the understanding of training, but only proved valid with respect to the gender demographic. In general, Kettaneh Company has a normal ratio of motivated and satisfied employees. There are, however, certain recommendations that the author will state in the final Chapter to help better improve the training process used at Kettaneh, even though, currently the company does have a successful training policy that it follows.

#### **4.4. Hypothesis**

The hypothesis analyzes and stresses whether or not training adds value to employee satisfaction and motivation, specifically at Kettaneh Company. The main argument that this thesis revolves around is to prove that training is valuable and important to employees' performance in the workplace, whether at their level of productivity or their satisfaction and motivation, specifically studying the case of Kettaneh Company. According to the results indicated in the figures and tables, as well as the collected data discussed in the literature review, the hypothesis proved valid and the research questions of this thesis were answered. Training is important and valuable for the satisfaction and motivation of employees within the work environment.

#### **4.5. Conclusion**

Professional Training is an essential factor to help develop employees' skills and knowledge and enhance their performance on the job. It is therefore vital for organizations to take into consideration and be careful on how to implement the training process for their employees in order to help them benefit from the training and be more

productive in their jobs. At the same time, it enhances their performance efficiency and effectiveness which will, in turn, improve the company' performance. Thus, training should not be taken lightly, since it a key factor in allowing a company to attain its success.

## **Chapter 5**

### **Conclusion & Recommendations**

#### **5.1 Introduction**

As presented in the previous chapters, this thesis was conducted to study the value of training and its importance with respect to satisfaction and motivation of employees in a firm or organization. In order to better understand the relation between these factors, employees from Kettaneh Company were sampled from the various departments and given a questionnaire highlighting the importance of training and its role in increasing efficiency at Kettaneh.

#### **5.2. Findings**

As mentioned in chapters three and four, the collected data from the questionnaire was entered on the SPSS (Statistical Package for Social Science) program where the frequencies of the various factors were qualitatively and quantitatively analyzed to better understand the value of training. The results answered the research questions and highlighted the importance and value of training in enhancing the satisfaction and motivation of employees. The hypothesis and research questions were also supported by various theories stated in the literature review, which stressed on the importance of the training in helping with the development of the employees as well as their overall job satisfaction and productivity.

#### **5.3. Limitations of the Research**

The author faced some limitations to the study mainly revolving around time and availability of the respondents as well as local and national statistics. The sampled respondents took time in filling out the questionnaires and returning them to the author. Some were unreachable since they had no time or were assigned to tasks abroad. This forced the author to find other respondents from other departments within the Kettaneh

group of companies. Last, despite the anonymity of the respondents in the questionnaire, few poorly responded showing also some lack of interest or knowledge.

#### **5.4. Managerial Implications**

This research contribution lies in providing an in depth understanding and clearer insight about the value of training and its importance in enhancing employees' self-development, satisfaction, motivation and all together productivity. The Kettaneh case has been selected, especially because it is a reputable multi business firm operating in various industries such as medical, automotive, pharmaceutical products, and electronics. The conclusion confirms that training has is a valuable aspect of an employee's job. It is also important to the employees' loyalty to the firm and secures their retention. It has brought to the attention of the management at Kettaneh how essential of a factor it is, in sustaining a highly effective work environment by keeping the employees motivated while performing their jobs. The sampled respondents themselves became aware of the main factors that affect improving their performance. As for the employees whose performance needed enhancement to retain their work and develop their potentials, this research proved to be a stimulation and enlightening factor to draw them out of the work routine and lack of creativity.

#### **5.5. Recommendations**

The author, in spite of some obstacles and slow cooperation from various sources, has in depth focused the research upon analyzing the types of trainings given to the employees at Kettaneh. Consequently, certain conclusions and recommendations concerning sustaining and improving the performance of employees are considered as musts for the success of human resources in organizations. The Kettaneh Company has done an adequate job till now by taking care of its employees, providing them with essential training that would help enhance their productivity on the job and increase their knowledge and skills. Moreover, it performs regular assessments that employees fill out to evaluate the training sessions and allow management to better understand the weaknesses and strengths, in addition to suggesting ways for employees to put the knowledge gained from training sessions into practice. As a result, the majority of

employees are aware of the importance of the training to their performance, and would be willing to use it to achieve higher rate of performance and self-development. However, in spite of the fact that training is properly handled, there are a few loopholes that require recommendations the author has identified. The elimination of those weaknesses allows Kettaneh to increase its success and highly improve the satisfaction and performance of its employees.

According to the complaints by the respondents to the questionnaire and some unstructured interviews and opinion takings, it was evident that it is highly advisable to Kettaneh's management to schedule more diversified training sessions planned in a way to measure the benefits employees were able to benefit from, without interrupting the flow of work. In other words, encourage employees to use the learned information and skills. For those who improved their performance, they should be immediately recognized, praised and possibly remunerated. It is healthy to create competitive behavior for self-betterment for each individual in his/her department and job. Employees shouldn't feel that their practical learning time on the job is wasted. The trainings could be done after working hours, a full paid day during a weekend, or even abroad when necessity requires.

Presently, the time between training sessions is long, often extending to years. It is suggested that the gap between those training sessions be shortened to allow the employees to receive up-to-date knowledge of the newest discoveries in their areas of work. The sessions must be performed, from time to time, by highly skilled and qualified professionals. Employees must be informed about the training purpose, allowing them to participate and become enthusiastic about learning and acquiring knowledge and know-how to improve their career and skills.

Moreover, management at Kettaneh Company could stress the issue of training with employees when conducting the yearly performance appraisals of each individual. Despite the fact that they do discuss this issue with employees, it is important that they find ways to allow employees to take the desired trainings. If the budget does not allow

them to, or they find that the employee needs another kind of training, they must properly communicate this issue with the individual. It is important to collect the proper data about the employees' needs for training in all its aspects. This will assist the management to better plan and budget for those trainings. It is vital that management strictly follow up with the employees' acquired skills in relation to performance and their training needs. It ought to properly explain to them which trainings have been chosen for them, how this will help them better perform their jobs. It is highly important to listen to employees' opinions, comments and suggestions on the matter, since some employees revealed in their answers, that the training sessions given to them were not relevant to their jobs or work, and therefore they were not able to properly benefit from. This weakness would surely negatively affect the working environment and performance.

The topic of this research may be used for further academic research, such as a doctoral dissertation or a specially selected aspect. It is possible that the sampled respondents to the distributed questionnaire be extended to other companies to collect additional data. However, it is quiet evident that the conclusion presented in this thesis would remain unchanged in spite of the large amount of collected information.

In conclusion, any organization's success is dictated by its employees' motivation and ability to efficiently and effectively perform their tasks. This is why it is vital that the organization constantly takes care of developing its employees, properly understanding their needs, effectively communicating with them, and highly and generously motivating them to optimize their performance, since in the end, they are the heartbeat that keeps the company alive.



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## Appendix A

Serial Number#

Thank you for dedicating time to complete this questionnaire. As part of the MBA study team at the Notre Dame University, I have selected this questionnaire that aims at measuring the impact of training on your job satisfaction. Your opinion is fundamental for the accomplishment of this study and will be preserved in the strictest confidence according to the mission, values, and ethical code of practice in research at the Notre Dame University. The information will only be used to gather statistics. No data concerning you will be published. I highly appreciate your candid and truthful reply.

(Please tick next to the square that best describes you)

Gender: Male  Female

Age: 20-30  30-40  40 and above

Education: High School  Technical  University Undergraduate

Higher Education

Job Position: \_\_\_\_\_

1. Are you familiar with the company's mission  Values ?
2. Have you attended any training sessions?  
Yes  No
3. What do you understand by training?
  - a. Learning
  - b. Career development
  - c. Sharing Information
  - d. All of the above
4. What kind of training did you receive?
  - a. Job Rotation

- b. Conferences/ Discussion
  - c. External Training
  - d. Programmed Instruction
5. Do you believe that training is essential for sustaining personal development?
- Yes                       No
6. Do you believe that training is essential for sustaining the company's development?
- Yes                       No
7. The training session conducted is useful and relevant to your job.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
8. Employees are motivated to attend the training.
- a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
9. Adequate follow-ups are implemented after the training.
- a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
10. Is training performed by professional experts?
- Yes                       No
11. In your opinion, what are the general complaints about the training sessions?
- a. Take away precious time of employees
  - b. Too many gaps between training sessions
  - c. Training sessions are unplanned
  - d. None of the above

If there are any other reasons, please state them:

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12. The time duration for the training given is:
- Sufficient
  - To be extended
  - To be shortened
13. Evaluate the training program effectiveness at Kettaneh.
- Adequate
  - Needs Improvement
14. How does the training you receive impact your performance on the job?
- Strongly impacts
  - Fairly impacts
  - Doesn't impact
15. The training helps you move forward to reach your professional goals.
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
16. What type of training do you think is needed to help sustain the company's and employees' self-development?
- - 
  - 
  -

Additional comments:

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If you have any comments or concerns about the questionnaire, please contact Christina Kairouz. Thank you for your cooperation.