

INFLUENCE OF TRAINING AND DEVELOPMENT, EMPLOYEE PERFORMANCE ON JOB SATISFACTION AMONG THE STAFF OF SCHOOL OF TECHNOLOGY MANAGEMENT AND LOGISTICS, UNIVERSITI UTARA MALAYSIA (STML, UUM)

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Abstract

This paper explored on the influence of training and development, employee performance on job satisfaction among the staff of School of Technology Management and Logistics (STML). The purpose of this research paper is to identify the influence of training & development program and employee performance on job satisfaction among university academic and administrative staff in STML. The quantitative analysis method of a primary source was utilized to collect the data from 81 staff respondents. Responses retrieved were 81. 73 responses were accepted and used for data analysis. The context of this study is in Universiti Utara Malaysia, Sintok, Kedah (UUM) in the northern region of Malaysia. Seven Likert scales were used to measure the degree of training & development and employee performance on job satisfaction. (SPSS) 20.0 was utilized to analyze the collected data. The result found that training & development and employee performance positively influence on job satisfaction, and there is a significant relationship between training & development, employee performance, and job satisfaction. It also established that training & development and employee performance is an efficient and supportive strategic to organization and employee success. This paper presents significant theoretical contribution for academic knowledge purpose and managerial contributions for practitioners.

Keywords: *Human resource management, Human resource practices, Training & development, Employee performance, job Satisfaction.*

1.0 Introduction

In past years, there have been serious deliberations about the part of human resource management (HRM) as an essential resource in today's organization (Theriou & Chatzoglou, 2014). HRM also has developed in its variety to extend where it has turned into an industry, instead of only a primary occupation (Davoudi & Fartash, 2012). The impact of HRM noticeably known as human resource practices (HRP) on selecting the best execution and developing worker mindsets have been a primary zone of investigation for the past years (Delaney & Huselid, 1996; Huselid, 1995; Katou & Budhwar, 2007; Petrescu & Simmons, 2008). In any case, shockingly to a significant number of studies have been coordinated on HRP, in the connection of making HRM of the countries to gain a better productive place and job satisfaction (Budhwar & Debrah, 2001, Singh, 2004, Yeganeh & Su, 2008). There is also a need to exercise this study in the HRM of Malaysia in particular (Mahmood, 2004). This study has been set to fill the present investigation gap and to search on the influence of HRP and job satisfaction in the setting of Universiti Utara Malaysia (UUM). This study would extend the contemporary research and routine of HRM. In general, there are four HRP which are selection, performance appraisal, rewards, and development (Collins & Devanna 1992). It is exciting to remember that there are still some practices that shape the central part of a variety of methods proposed (Abubakar & Abubakar, 2013). These comprise recruitment and selection, training and development, employee performance and reward scheme (Antwi, Opoku, Seth, & Margaret, 2016). Guest's (1997) HRM-performance model clarifies how HRM selections, training, appraisal, reward,

job outline, and engagement practices result in worker effect, participation, contribution, and optional conduct that result in enhanced employee performance and expanded organizational benefit and degree of profitability results. This study will focus on two types of HRP namely; training & developing (T&D), and employee performance (EP) as the independent variables on the influence of job satisfaction (JS) as the dependent variable. Studies have also discussed on the theories that underpin job satisfaction. Tan and Waheed (2011) mentioned that in the area of job satisfaction theories, the Herzberg's inspiration hygiene theory concentrated on this component and distinct job satisfaction emerged by different elements. In light of Herzberg theory, satisfaction and dissatisfaction are two separate points at the working environment that relies on upon various factors (Herzberg, 1964). Maslow's (1943) Need Hierarchy Theory which discussed on the level of the human need that relates and reflects on satisfaction. These theories will support and strengthen the findings on job satisfaction of staff.

1.1 Background of the Study

The amount of university in Malaysia has increment immensely for the past few years. Due to the expanding number of universities in Malaysia, University academic staffs may face more issues in their profession as the administrations are facing competitive pressure from different schools. (Ahsan, Abdullah, Fie, & Alam, 2009). Successful educational programs rely on the significant commitments of effort, involvement, and above all on the general instructor (academic staff) professionalization. Teaching staff work satisfaction, responsibilities, and maintenance are critical to viable schools (educational establishments) (Noordin & Jusoff, 2009). The increasing development of academic staff at the university and building up the number of schools has been detectable in an educational organization (Mehrad, Hamsan, Redzuan & Haslinda, 2015). Furthermore, perceiving and applying these HRP components broadened the measure of university results and bolstered academic staff's performance (Ghafoor, 2012).

In respect of educational industry (University), the official establishment of Universiti Utara Malaysia (UUM), on 16 February 1984, is the sixth Malaysian public university. It is the only school that was set up to concentrate solely on management education from the very origin of its establishment" (Universiti Utara Malaysia, 2016). This study aims to investigate the factors that influence staff job satisfaction at the UUM to increase employee productive effort at working place for the university success. The changes in structure and mission to become a research university had led to other issues faced by the management, administrative staff, and academician. Among these problems could be the increased in job tasks, lack of training, and employee performance. According to Mehrad, et al. (2015), staff passes eight hours or more in within a day at working environment; also, being happy and satisfied toward his/her job is an essential element. In reality, this inner feeling has a significant commitment to the expanding or diminishing university's results, what's more, secure work environment among staff. Moreover, perceiving the part of job satisfaction among staff is essential and determined as a fundamental objective for all academic organization. Additionally, job satisfaction assumed as standard matter in nature of working life that worried by the universities (Saner & Eyupoglu, 2013). Due to the problem faced by educational management on satisfying their employees (e.g. Saner & Eyupoglu, 2013; Mehrad, et al., 2015). The objective to diminish the significance in physical and mental prosperity among staff and prevent them from having abnormal organizational behavior for example turnover, struggle, non-attendance and deficient relations with other employees (Mohammad, et al., 2011). This study hope finds the answer to the questions and achieves its objectives to assist the education organization HRM. Numerous studies have concentrated in job satisfaction on staff in the universities and government sectors of different context and region. Job satisfaction among Malaysian workers utilizing the Job Satisfaction Survey (JSS), found significant differences in pay, promotion, fringe benefits, rewards, supervision, co-workers and nature of work subscales (Ibrahim, et al., 2014). Another study on differences in job satisfaction on gender among academic staff of Malaysian public universities which found a significant relationship between supervision as one of the dimensions of job satisfaction and gender (Mehrad, et al., 2015). In the educational organization, job satisfaction is a vital issue which the University is affected by various factors. Also, identifying these functional factors is essential, and lack of discussion to the inner

feeling prompts to a few unbalanced organizational behaviors at school (Mehrad, et al., 2015). This issue is the theoretical gap of paper which affects the organization. The practical gap derived from the problem of job dissatisfaction by employees in Malaysia. Another study believed that training and development are very vital in today's situation since most organizations are facing more challenges within themselves to stay ahead in the marketplace. To withstand and live in such an energetic circumstances is an important and primary test for them (Chaudhary, & Bhaskar, 2016).

According to Jobstreet.com, a surprising 74% of respondents in a current JobStreet.com overview on Workers' Job Satisfaction in Malaysia stated they were not satisfied with their present job. Be that as it may be, this was a slight change from the 78% of the study carried out in September 2012. Despite the four-percent point change, the number of dissatisfied workers is still high (JobStreet.com, 2015). This research hopes to find a holistic result discussion and conclusion. Studies have contributed in portraying and informing on the findings on job satisfaction on staff in public sectors specifically in the University. See, Ibrahim, et al. (2014); Mehrad, et al., (2015) on the job satisfaction among public university staff. Also, the issues that affect staff job satisfaction in the educational organization in Malaysia (Mehrad, et al., 2015; Job Street.com, 2015; Chaudhary, & Bhaskar, 2016). However, there seems to be no instantaneous study done on the influence of HRP such as training & development, and employee performance on job satisfaction among the staff of STML, UUM.

The attraction of researching on the (training & development and employee performance on staff job satisfaction) was due to the issues of educational organization been worried on how to retain their employees (Mehrad, et al., 2015). Job dissatisfaction by Malaysian employees (Job Street.com, 2015). Training and development have been vital for organizations facing more challenges within themselves (Chaudhary, & Bhaskar, 2016). With the aims to contribute a strategic that can assist the HRM in educational organization UUM and another university to diminish the physical and mental effect among staff. Also to prevent them from having abnormal organizational behavior, for example, turnover, struggle, non-attendance and deficient relations with other employees (Mohammad, et al., 2011; Mehrad, et al., 2015). The gap highlighted in this study has shown the need for research objectives. The issues faced by the educational organization and staff dissatisfaction as mentioned by Mehrad et al. (2015) and Job Street.com (2015), have raised the questions and research objectives. Below presents the research questions developed that need to be answered at the end of this study.

1. Does training & development program influence on the staff of STML UUM job satisfaction?
2. Can employee performance influence staffs of STML, UUM job satisfaction?

The objectives of this study are as stated below.

1. To identify the influence of training & development program on the staff of STML UUM job Satisfaction.
2. To determine the employee performance influence on the staffs of STML, UUM job satisfaction.

2.0 Literature Review

2.1 Human Resource Management (HRM)

Personnel management regularly refers to as human resource management. HRM and work organization symbolizes the significance of overseeing individuals in the organization. HRM offers the chance to influence worker behavior and organizational performance positively. The organization's challenges here is to give a condition that improves the productive effort of its

employees and provides close connections between the individual objectives of people and organizational goals (Collins & Devanna, 1992). HRM is consequently worried about the selection and placement of employees, their improvement and efficient operation to achieving the capability of individual workers and organization objectives and goals (Aina, 1992). According to Guest (1987), human resource management is a competitive advantage concentrated method in choosing skilled, dedicated and an adaptable workforce. Storey (1987) HRM as a component of production and their treatment resembles that of the factor cost of working together. HRM is an arranged and discerning plan for the administration of individual's working in an organization that alone and together invests the exertion for the achievement of organizational targets. HRM associations' influence on staffs mediated by social exchange processes (Kehoe & Wright, 2013). In a work background, HRM organizations may direct signs that indicate workers' predictions not only for future opportunities but also for expected finishes (Korff, Biemann, & Voelpel, 2017). Studies have shown that the procedures accounting for the last revolution of human resource management (HRM) systems into organizational performance have increased rising attention regarding both experiential examination (Jiang, Lepak, Hu, & Baer, 2012) and hypothetical clarification (Lepak, Liao, Chung, & Harden, 2006). HRM is an advantage of practices attributed to making sure an efficient and operative staff in the exact place to perform productive requirements of the organizations (Jafri, 2013). Also, the observed HRM practice use at the job group level has been revealed to foresee employees' emotional commitment (Kehoe & Wright, 2013). More recent study have argued that HRM organizations do not, in and of themselves, result in individual level work attitudes. Rather, they offer their basis (Korff, et al., 2017).

2.2 Human Resource Practice (HRP)

Human resource method (HRP) the approaches and methods required in doing the 'human resource (HR)' parts of an administration position which includes human resource planning, work analysis, enrollment, selection, orientation, compensation, performance appraisal, training and development, and work relations (Dessler, 2007). HRP plays out a few rules which effect positively on organizational performance. The HRP is usually practicing by an organization. Also, it is a different unit that handles the employee and is called human resource development (HRD), and they are in charge of directing and making a strategy for individuals and positions in the general public or private sector (LeMay, 2002). According to ul Islam, et al. (2016), accomplishment without HRP is impossible. As believed in a prior study that HRP is created to influence performance, the commitment of workers and effectiveness of an organization (Mottaz, 1986). HRM practices have stated to be the pointer of employees' job commitment, inspiration and more promise (Karatepe, 2013). The inadequacy of study on the HRM practices directed Arrowsmith and Parker (2013) to reach a decision that the effects of HRM practices on work commitment remain uncertain to HR practitioners. A more contemporary study by Truss et al. (2013) anticipated that worker commitment rests on how efficiently HRM practices are applied. However, the theoretical and practical relationships between HRM practices, employee commitment, and employees' performance, are not established well (Guest, 2007). Another studies exposed that unsuccessful training, deprived compensation, lack of job safety, work-family clutter, partial performance measurement structure, and unsuitable recompenses (both financial and non-financial) are great traditional harms in the high work industry (Kong et al., 2010; Kusluvan et al., 2010). The inadequate research on the developed environment examined how HRM practices affect entities and organizational results through worker commitment and performance (Truss et al., 2013). Workers in any association are the furthestmost significant advantage (Danish & Usman, 2010). In this setting, HRM practices observed as the activities of organizations devoted to worker happiness increasing abilities, talents, productivities, and satisfaction (Adedapo, Adewunmi & Oluwatayo, 2015). A substantial amount of previous studies discovered that HRM practices have a positive influence on the employee performance (Balochi et al. 2010; Qureshi et al., 2010; Khan, 2010). An entire HRM organization do on the current HRM practices. HRM practices are all actions that directed towards the management of human resources and the work of the resources for the accomplishment of desired organizational objectives. Job satisfaction "as a summary of staff's emotional state is in four significant parts, i.e., job, management, only amendment and social relationships (Qazi, & Jeet, 2016). The selected HRM practices for this

study sections 2.2.2 and 2.2.2 discussed in the following literature.

2.2.1 Training and Development (T&D)

According to Iyayi (2007), training and development can be seen as the way toward gaining new knowledge, furthermore, abilities for completing duties at working environment. Training and development high deliberate endeavors and exercises utilized by organizations to outfit their workforce with the significant attitudes, knowledge, and attitude keeping in mind the end goal to complete their obligations and undertakings adequately and productively (Raymond, Bawa, & Dabari, 2016). Training is the securing of the technology which grants worker to perform as according to the required standard. It is an experience, a discipline or a planned activity which causes individuals to obtain new skills and learning and predetermined behavior (Aina, 1992). Training and development are a procedure of expanding the performance of a worker, and also their conduct is corrected (Naris & Ukpere, 2009). Few studies have seen training and development as an instrument to improve performance in the place of work (Lee et al., 2012; Barzegar & Farjad, 2011). Training and development are considered as the quick forecaster that influence efficiency and employee performance (Tahir et. al., 2014). Further research states that training and development is a learning practice that can assist the workers to grow their ability and knowledge for improved performance (Dermol et. al., 2013). It is a foundation of self-possession of which employees perform in pressure and labor with minimum direction and training. Additionally, training effect employee's performance and it will grow a real logic that will fetch the growth of commitment between the workers (Bhat, 2014). A more recent study found that training distinguishes the unhappy necessity of employees and indeed, it will increase their level of capability to perform well for the association vision (Talwar and Thakur, 2016). Studies have shown that training and development have a significant impact on job satisfaction. Training and development' has a significant positive impact on employees' job satisfaction (Garcia, 2005). Training development and Job satisfaction have been widely studies. This survey of past studies demonstrates that there are numerous results, and impacts on the relationship between the training development and job satisfaction (Schmidt, 2012). Another study by Taormina (1999) states that there is a significant association with training development and job satisfaction. A more current study portrays a positive relationship among Training and Development and job satisfaction. Also, their findings demonstrate that the faculties who undertake training and development course sense that they are capable of improving their active parts and skill (Chaudhary, & Bhaskar, 2016). Base on the evidence shown in previous studies on the relationship between training & development and job satisfaction, hypothesis 1 was developed to justify and accept the theory.

H1: There is a significant relationship between training & development and job satisfaction.

2.2.2 Employee Performance (EP)

The relationship between HRP and employee performance has been looked into by HRM (Truss et al. 1997; Edgar & Geare, 2005; Long et al., 2013; Farid et al., 2014; Al-Qudah et al., 2014). Notably, HRM should conform to workers' needs which upgrade work conduct, and enhances performance results (Edgar & Geare, 2005; Dysvik & Kuvaas, 2008; Meyer & Allen, 1997). The impact of HRM on workers and organizational performance rely on reactions of employees towards HRP. Therefore, the effect of HRP moves toward the view of employee's performance (Guest, 2002). HRM practices positively related to employee's performance (Qureshi et al., 2007). While observing the effectiveness of productive employee, which shows that a broader connection among the HRM practice system does influence employee performance. In a comparative research that focused on smaller organizations found that an active HRM practice effect on employee's performance significant (Guest 1987). Existing research presented that worker training improves the level of their commitment to the work, and it can be utilized as an influence to increase engagement (Simon et al. 2015; Albrecht, 2013; Schaufeli & Salanova, 2010). Employee performance is one of the unique and

vital influences of worker management that decide the achievement of an association (Alshery, & Ahmad, 2016).

Employees' performance guarantees the existence as well as the progress of the organizations (Emami et al., 2013). Some scholars debated that HRM practices ought to be the main component for organizations achievement utilizing improved employee performance (Al-Homayan, Shamsuddin, and Islam, 2013). Based on Karatepe (2013) study HRM practices have an active and straight association with staff' work commitment, particularly in productive work organization. Employee performance is mainly the outcomes gained and accomplishment by workers at the place of work that retains up organizational strategies through targeting for the projected results (Anitha, 2014). Several types of research on employees' performance are carried out in the developed economy, but very limited in the setting of developing nations (Ahmed, Shaheen, Ahmad, and Mohd, 2016). Studies have mentioned that job satisfaction has a convinced connection with the performance of employee as the specialist is satisfied and more involved in the work the performance automatically improves (Velnampy, 2008). Job satisfaction and performance are directly correlated to each other which imply that if the satisfaction level is high the performance will be likewise excellent and the other way around (Pushpakumari, 2008). A recent study found that there is a positive relationship between job satisfaction and employees' performance. Also, it states that the high level of reasonable advancement, fair pay, suitable job and decent working situation leads to a significant level of workers' performance (Almutairi, Moradi, Idrus, Emami, & Alanazi, 2013). Base on the evidence also shown by previous studies on the relationship between employee performance and job satisfaction, the developed hypothesis two for this study is

H2: There is a significant relationship between employee performance and job satisfaction.

2.2.3 Job Satisfaction

Job satisfaction is related to worker's personal assessment of employment against those issues that are primarily considerable to them. Job satisfaction can be characterized as a positive, passionate reaction from the evaluation of a job or particular parts of a job (Locke 1976; Smith et al. 1969). James and Hannah (2013) stated that job satisfaction is a significant component in a work condition and it related to enhanced performance as well as improved commitment to the organization. Worker satisfaction has been a vital problem for academicians and scholars. High intensities of nonattendance and staff turnover have affected various agencies. Very insufficient companies have taken job satisfaction as a priority, due to the let down to recognizing the unique chance that lies in front of them (Orute, Mutua, Musiega, & Masinde, 2012). The role of Job satisfaction among Academic Staff in the University is one of the major educational working environments that attract a lot of academic staff, and they possess there for many years. In light of expanding the number of institutional staff at universities, satisfying their needs, and bolster them in an exact way is so essential and vital because dissatisfaction of staff can lead to organization drop in the marketplace and may affect their profit. It can motivations the workers to leave their current job in considering a better opportunity elsewhere. Furthermore, the changes in structure and mission to become a research university had led to other issues faced by the management, administrative, and academicians staff. Among these problems can be the increased in job tasks, lack of training, and employee performance. The significant effect on physical and mental feelings among staff, and preventing it from causing some abnormal organizational behavior, for example, turnover, struggle, non-attendance and deficient relations with other employees (Mohammad, et al., 2011). Workers dissatisfaction in the Malaysian context by Job Street.com (2015). And educational organization are concerned on how to hold their staffs (Mehrad, et al., 2015) have shown to reflect on the HRM practice and job satisfaction which this study focused too. Moreover, the gap of this research is that no instantaneous study on the influence of HRP such as training & development, and employee performance on job satisfaction of staff in the STML UUM. This hope to find a holistic answer to the research questions and achieve its objective that will contribute to the body of knowledge and assist the practitioners of an educational organization. The chapter 3 below will explain the method appropriate to collect the data for analysis.

3.0 Methodology

3.1 Research design method

A research design is a backbone of the research study because it highlights the steps that will be taken to carry out the research finding (Sekaran, 2003). A research plan a group of initiative that determines the way and processes for data collection and analysis (Burns & Bush, 2002). According to Hair, Babin, Money & Samouel (2003), a proper research design draws the kind of information, the way of collecting information, the way of supplying samples and the budget, and the schedule are determined. There are three categories of research work: exploratory, causal, and descriptive (Aaker et al., 2000; Burns and Bush, 2002; Churchill and Iacobucci, 2004; Hair et al., 2003). This study used descriptive research to identify the influence of HRP such as (Training and development, employee performance on staff job satisfaction) at STML UUM.

3.2 Data Collection Method

A quantitative research design of questionnaire form was used to gather the data from the respondents because this study incorporates different variables (i.e. Training and development, employee performance and job satisfaction). This study utilized Personally administration method. The techniques used was by approaching the coordinator of the STML staffs departmental meeting for approval in distributing the questionnaires to the staffs. The questionnaires form were giving out by hand to the workers. According to Creswell (2013), quantitative research method is important to generate measurable causes and effect relationship between the variables. In collecting data, the six items of training and development were from Masood (2010) with reliability score was Cronbach alpha = 0.82. Eight (8) items of employee performance were adapted from Liao et al., (2012) study which was developed by Yu (1996). Reliability result of Cronbach alpha = 0.95. Eight (8) items of job satisfaction were adapt from Spector (1985) with Cronbach's alpha =0.95. Based on the previous study by Zikmund et al. (2000), in overall, coefficient alpha of 0.70 and above indicates the excellent reliability which means that all items adapt for this research are reliable and accepted to use for developing and measuring the questions set for this study. Seven Likert scales were used to measure all items of section A, B, and C of this study. The seven Likert scale is range from 1= strongly disagree, and 7= strongly agree. A nominal scale was used to attain the respondent profile of four items in section D. Distributing the questionnaires was through online data collection.

3.3 Population

The process of sampling begins with the identification of the population. A population is a collection of people or individuals who are of interest to the researcher (Sekaran, 2003; Sekaran & Bougies, 2010). The target population for this research is staff respondents from STML Universiti Utara Malaysia (UUM) located in Northern Region of Malaysia. The total population for this study is eighty-one staff only. This number of the population includes the academic and administrative staff of STML. The focus of (STML) UUM as the sample size of this research was due to its establishment of "Green Management Technology" in July 2011. This management is new compared to other schools at UUM and has few number of employees. As a new management, the primary objective of this study is to identify the influence of training & development and employee performance on its staff's job satisfaction.

3.4 Sample Size

The sample size required for this study is 69. This sample size reaches the range to answer for each population from the two chosen management of academic and administrative STML UUM. Moreover, Krejcie & Mogan (1970) recommended the 69 sample size. However, Sekaran, (2003) stated that a sample size more than 30 and less than 500 is acceptable for most research. Which means that the suitable sample size for that analysis in finding section will be justified based on Sekaran,

(2003). Table 1 illustrates the overall probability sampling and a population of staff involved in this study.

Table 1: Probability Sampling of STML Staffs

STML	Population staff	Allocated questionnaire	Sample Size Required
Academician	70	70	59
Administrators	11	11	10
Total	81	81	69

3.4 Data Analyses Techniques

The techniques used in analyzing the data collected was descriptive statistics. For the respondents demographic, the test conducted was frequency distribution test. According to Sekaran (2003), a descriptive statistic of a frequency distribution is used to obtain all personal data or classificatory variables of a study. A reliability test was run to check whether the items measured are consistently correlating to one another. As suggested by Sekaran, (2003) Reliability Cronbach's alpha is need when measuring the internal consistency of the position of items. And reposition of a lower Cronbach's alpha limit of 0.70 is mostly accepted by researchers (Nunnally, 1975). A correlation test was carried out to examine the relationship between all the variables. According to Cohen (1988), the range and strength of the association's coefficient can be distinguished from the following rule of thumb (+ .10 to + .29 is small, + .30 to + .49 is medium and + .50 to + 1.0 is large). Statistical Package for the Social Sciences (SPSS) 20.0 was used to analyze the data.

4.0 Results

4.1 Response Rate

A total of 81 questionnaires size were distributed to staff through by hand to hand. 81 yielded a response rate of 100% were recovered, however, only 73 (79%) responses were accepted and used for the data analysis. The rejected questionnaires are 8 (21%) and were due to the incomplete answers from the participants. Justifying the use of 73 valid responses, the required sample size for this study should be sixty-nine 69, but according to Sekaran (2003), a sample size more than 30 and less than 500 is appropriate and suitable for most research. Meaning that the 73 (90.1%) achieved is acceptable to analysis the data. Table 2 illustrate the sample size and response rate of the data distributed and collected.

Table 2: The Sample Size and Response Rate

Questionnaire Response	Frequency
Number of questionnaires distributed	81
Respond questionnaires	81
Usable questionnaires	73
Rejected questionnaires	8

4.2 Respondents Demographic Profile Results

This section illustrates the demographic profile results found during the testing. Table 3 starts by presenting the respondent's gender, followed by age, marital status, nationality, race, current position, work department, and working experience. **Table 3: Demographic profile Result**

Table 3: Demographic profile Result

Respondent Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	28.8	28.8	28.8
	Female	52	71.2	71.2	100.0
	Total	73	100.0	100.0	
Respondents Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Age 26-35	20	27.4	27.4	27.4
	Age 36-45	34	46.6	46.6	74.0
	Age 46-55	15	20.5	20.5	94.5
	Age 55 Over	4	5.5	5.5	100.0
	Total	73	100.0	100.0	
Respondent Marital Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	21	28.8	28.8	28.8
	Married	51	69.9	69.9	98.6
	Other	1	1.4	1.4	100.0
	Total	73	100.0	100.0	
Respondent Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malaysian	72	98.6	98.6	98.6
	Other	1	1.4	1.4	100.0
	Total	73	100.0	100.0	
Respondent Current Position		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academician	56	76.7	76.7	76.7
	Administration	17	23.3	23.3	100.0
	Total	73	100.0	100.0	
Respondent Work Department		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Operation Management	27	37.0	37.0	37.0
	Technology Management	28	38.4	38.4	75.3
	Logistics & Transportation	11	15.1	15.1	90.4
	Other	7	9.6	9.6	100.0
	Total	73	100.0	100.0	
Respondent Work Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 Years and above	49	67.1	67.1	67.1
	5 Years below	24	32.9	32.9	100.0
	Total	73	100.0	100.0	
Respondent Race		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malaysian	68	93.2	93.2	93.2
	Chines	2	2.7	2.7	95.9
	Indian	2	2.7	2.7	98.6
	Other	1	1.4	1.4	100.0
	Total	73	100.0	100.0	

4.3 Reliability Results

This section presents all results found during the data running with the use of SPSS 20.0 program. The objectives of this research were to identify the influence of training & development and employee performance on the job. Table 4 present the total reliability results on the variables.

Table 4: Reliability Result

Reliability Statistics		
Variables	Cronbach's Alpha	N of Items
Training & Development	.706	6
Employee Performance	.703	8
Job Satisfaction	.756	8

Reporting based on table 4, the reliability ($\alpha = 0.714$) measured by T&D 6 items, ($\alpha = 0.709$) measured on EP 8 questions and the ($\alpha = 0.758$) measured on JS of 8 items shows that all variable items measured have maintained internal consistency. These items were accepted based on the Cronbach's alpha .70 is most taken for research study recommendation by Nunnally (1975).

4.1 Correlation Results

This section analysis presents the correlation analysis. Correlation analysis was conducted to inspect the relationship between independent variables and dependent variable. Note that all decision on the statistical significance of the results relies on the alpha level of 0.05. Hypothesis 1 was first analysis and presents in Table 5.

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

Table 5: Correlations Result

Correlations			
		TD	JS
T&D	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	73	73
JS	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	73	73

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

Reporting bases on table 5, the Pearson Correlation found ($r = 0.652$, $p < .000$) on the relationship between T&D on JS which established that there is a significant relationship between training & development and job satisfaction. The ($r = 0.652$) result of Pearson correlation shows that the strength of the relationship between T&D and JS is reliable and accepted for this study. This based on Cohen (1988) Correlation range and strength of the relationship between two variables. Table 6 further presents the result found on hypothesis 2.

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

Table 6: Correlations Test

		Correlations	
		EP	JS
EP	Pearson Correlation	1	.623 [*]
	Sig. (2-tailed)		.000
	N	73	73
JS	Pearson Correlation	.623 ^{**}	1
	Sig. (2-tailed)	.000	
	N	73	73

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

Reporting bases on table 6, the Pearson Correlation found ($r = 0.623$, $p < .000$). On the relationship between EP on JS. This established that there is a significant relationship between training & development and job satisfaction. The ($r = 0.623$) result of Pearson correlation shows that the strength of the relationship between EP and JS is good and was accepted for this study.

5.0 Discussion

The general objective of this study is to identify the influence of training & development (T&D), employee performance (EP) and job satisfaction (JS) among university staff in STML, UUM. This chapter discusses on the attained significant findings and analysis tested in this study based on the research questions. Hypotheses results. The first research question was, does training & development program influence on the staff of STML UUM job satisfaction? The significant results found on the correlation test shows that the training and development has an important influence on job satisfaction among the staff of STML, UUM. The last research question was, can job satisfaction influence employee of STML, UUM employee performance? The result found on the correlation tests shows that employee performance has a significant impact on job satisfaction among the workers of STML, UUM. Furthermore, the results found established that training and development program, employee performance do have a positive influence on job satisfaction among the staff of STML, UUM and has achieved the objectives of this study.

Examining the relationship between the two variables involved in this study; hypotheses were developed with the aim to affirm that there is a significant relationship between training & development, employee performance, and job satisfaction. The result found on hypothesis 1 indicate that there is a significant relationship between training and development program and job satisfaction. Hypothesis 2 further established that there is a significant relationship between employee performance and job satisfaction. Consequently, this study acknowledges that training and development, employee performance as part of HRM practices are significantly related to employee job satisfaction and will improve organization success. Theoretically, this study tribute to the past studies by Taormina, (1999); Garcia, (2005); Schmidt, (2012); Chaudhary; Bhaskar, (2016); and Almutairi, et al. (2013). Which found that training and development, employee performance as features of HRM practices do have a significant correlation with job satisfaction.

Potentially, this study has shown to be in line with previous studies on similar contexts of HRM practice of training and development and job satisfaction among university staff in educational sector (Chaudhary, & Bhaskar, 2016). Their study established that training and development programs lead to job satisfaction in the education sector. It also supports the study done Alshery, & Ahmad, (2016) which found that job satisfaction has a positive influence on employee performance. These studies were done in different countries of the educational sector, while the current research was carried out in the Malaysian context of educational institute specifically on STML UUM. In

other words, it theoretically expands the study conducted by Ibrahim, et al. (2014) on job satisfaction among Malaysian workers, which utilized the Job Satisfaction Survey (JSS). Their study carried out on human resource practices such as pay, promotion, fringe benefits, rewards, supervision, co-workers and nature of work subscales. Which found significant differences in pay, promotion, fringe benefits, rewards, supervision, co-workers and quality of work subscales (Ibrahim, et al., 2014) and Mehrad, et al. (2015) study on differences in job satisfaction on gender among academic staff of Malaysian public universities. Their study also found a significant relationship between supervision as one of the dimensions of job satisfaction. This further research on the influence of training & development, employee performance on job satisfaction.

5.2 Theoretical Contribution

Based on the achieved findings and discussion, some contributions have raised. These contributions are the theoretical and practical contribution. The contributions are significant to the researchers and practitioners of any industries. The theoretical contributions of this study clarify the contradiction of the relationship between training & development, employee performance and job satisfaction among the staff of STML, UUM public sector in Malaysia. Theoretically, it informs that training & development and employee performance do influence on job satisfaction in STML UUM. A previous study by Ibrahim, et al. (2014) and Mehrad, et al. (2015) focuses on pay, promotion, fringe benefits, rewards, supervision, co-workers and nature of work subscales, differences in job satisfaction on gender among academic staff. This study focuses on only training & development and employee performance and job satisfaction. Also, the support of the theories proposed by Herzberg (1964) and Maslow's (1943) assist in finding a positive result. Consequently, these theories are acknowledged significant for staff job satisfaction.

5.3 Practical Contribution

The empirical contribution of this research can assist organizational management to understand the type of human resource practices to concentrate on for staff job satisfaction. Also, the factors of HRP that influence their worker or personal well-being of the working environment. It can support the organization to understand to what extent does the training & development, employee performance uplift and enhance the worker performance and increases the growth of the business for both side benefit. It further contributes in informing the organization that training & development and employee performance are equally significant in overall HRP for the management of any organization accept. Also, it also helps to inform the association management that training & development and employee performance is an active and supportive practice for wellbeing working environment.

5.4 Limitations and Recommendations for Future Study

There few boundaries in this research. As this research aim to identify the influence of training & development program, employee performance on job satisfaction among the staff of STML UUM. This study was limited to STML School in UUM. This study examined dependent variable as (job satisfaction) and independent as (training & development and employee performance). These limitations were able to serve as a guideline for future empirical research. First, to better understand why and how does training and development, employee performance influence on job satisfaction among the staff of STML, a case study method can be considered in the future, because this approach allows researchers to understand the connection between the variables. Secondly, future studies could consider inspecting the research model on other schools at UUM. In examining the research model on other schools of UUM, the current research model can be generalized. Finally, future study should consider analyzing mediating as an (organizational performance) variable to further clarify the relationship between training and development, employee performance and job satisfaction of this study. These recommendations were made to cover the gap that the researcher could not be able to accomplished in this study hoping that further

study will continue this as a longitudinal research for more impressive results.

6.0 Conclusion

The objective of this study is to identify the influence of training & development, employee performance on job satisfaction in the STML, UUM. The overall results of this research indicate that training & development, employee performance influence the job satisfaction among university staff of STML, UUM. Furthermore, the both HRP tested in this study has a significant relationship with job satisfaction on STML staff. This finding is an addition to the body of knowledge which in is in line with previous studies affirmed that training & development and employee performance do influence job satisfaction (Ibrahim, et al., 2014; Mehrad, et al., 2015). This study also concludes that other organization in different sectors who exercise on the HRP, need to understand which HRP that influence staff job satisfaction and ought to employ more HRP that entirely relates to job satisfaction for a happy work environment. The findings were positively reliable and had accredited the theories of Herzberg (1964) and Maslow's (1943). Conclusively, the empirical evidence found in this study is applicable for further research; it also can be assisting guide to the organization practicing this kind of HRP to influence staff job satisfaction for a higher work performance for the benefit of the organization and the workers.

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