

**T.C.
ISTANBUL GEDİK UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**EFFECT OF TRAINING ON JOB SATISFACTION AND EMPLOYEE
PERFORMANCE IN IRAQI BANKS**

MASTER'S THESIS

Anas Fahem Neamah ALNASHI

**Business Administration Department
Business Administration Master in English Program**

JUNE 2022

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Thesis Advisor: Assist. Prof. Dr. Ahmet ERKASAP

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T.C.
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LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜ

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DECLARATION

I, Anas Fahem Neamah ALNASHI, do hereby declare that this thesis titled as “Effect of Training on Job Satisfaction and Employee Performance in Iraqi Banks” is original work done by me for the award of the master’s degree in the faculty of Business Management. I also declare that this thesis or any part of it has not been submitted and presented for any other degree or research paper in any other university or institution. (28/062022)

Anas Fahem Neamah ALNASHI



DEDICATION

I first, dedicate this study work to my family. Specifically, I dedicate my work to my mother and father. That is because they always stands for me and provide support. I dedicate my study to my brothers and sisters. I feel so greatly having them in my life. I dedicate my thesis work to my amazing friends. Without them, I could not make and progress in my life.



PREFACE

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June 2022

Anas Fahem Neamah ALNASHI



TABLE OF CONTENT

	Page
PREFACE	v
TABLE OF CONTENT	vi
ABBREVIATIONS	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
ÖZET	xii
1. INTRODUCTION	1
1.1 An Overview	1
1.2 The Study Topic	3
1.3 The Problem of the Study.....	4
1.4 The Purpose, the Importance, and Contribution of the Study	4
1.5 The Study Hypothesis	4
1.6 Literature Review	5
2. JOB TRAINING	10
2.1 Background	10
2.2 The Objectives of Training.....	12
2.3 Training Motives	13
2.4 The Importance of Training	15
2.5 Training Divisions and Methods	18
2.5.1 Training based on career stage.....	18
2.5.2 Training based on the type of job	18
2.5.3 Training methods	18
2.6 Training Evaluation	20
2.7 Types of Training	20
3. JOB SATISFACTION	22
3.1 An Overview	22
3.2 Determinants of Job Satisfaction.....	24
3.3 Types of Job Satisfaction	27
3.4 The Significance of Job Satisfaction	27
3.5 Job Satisfaction and Productivity	29
3.6 Managing Job Satisfaction	30
3.6.1 Identifying the degree of job satisfaction	30
3.6.2 Strategies for getting job satisfaction	30
4. EMPLOYEES PERFORMANCE	36
4.1 Introduction	36
4.2 Measuring the Employee Performance	38
4.3 The Employees' Performance Appraisal.....	39
4.3.1 Backgrounds	39
4.3.2 The process of performance appraisal	40
4.3.3 The performance appraisal meaning.....	40
4.4 Importance of Performance Appraisal	41

4.5 The Standards of Performance Appraisal.....	42
4.6 The Performance Appraisal System (PAS) is a system for evaluating employees.....	44
4.7 The Operators of Performance Appraisal.....	45
4.8 The Techniques of Performance Appraisal.....	46
4.9 Challenges of Applying Performance Appraisal.....	48
5. TRAINING, JOB SATISFACTION, AND EMPLOYEE PERFORMANCE	50
5.1 Describing the Study Sample.....	50
5.2 The Sample Population and Sample Size.....	51
5.3 The Conceptual Model.....	51
5.4 Collecting the Study Data.....	52
5.5 The Analysis Results.....	53
5.5.1. Demographic information.....	53
5.5.2 Characteristic values.....	55
5.5.3 Factor and Reliability Analysis.....	57
5.5.3.1 General information.....	57
5.5.3.2 The results of factor analysis.....	59
5.5.4 The regression analysis.....	61
5.5.4.1 Testing the impact of training on employees' performance.....	61
5.5.4.2 Testing the impact of training on job satisfaction.....	63
5.6 The Results Discussion.....	64
6. CONCLUSION.....	67
7. THE STUDY RECOMMENDATIONS.....	69
REFERENCES.....	70
APPENDICES.....	79
RESUME.....	81

ABBREVIATIONS

JS : Job Satisfaction
EP : Employees' Performance
APP : Appendix



LIST OF TABLES

	<u>Page</u>
Table 5.1: The characteristics of the study sample	51
Table 5.2: The study dimensions	52
Table 5.3: Gender information of the respondents.....	53
Table 5.4: Age information of the respondents.....	54
Table 5.5: Education information of the respondents	54
Table 5.6: Work position information of the respondents	55
Table 5.7: Work experiences information of the respondents	55
Table 5.8: The characteristic values of the dimensions	56
Table 5.9: The tests of normality	57
Table 5.10: The ranges of Cronbach's alpha values	58
Table 5.11: Factor and reliability analyses for training	59
Table 5.12: Factor & reliability analyses for job satisfaction	60
Table 5.13: Factor & reliability analyses for employees' performance	60
Table 5.14: ANOVA (Analysis of Variance).....	61
Table 5.15: The regressions' results	61
Table 5.16: Information regarding the interpretation of the R ² value	62
Table 5.17: The comments of two studies on the interpretation of R ²	62
Table 5.18: The model summary.....	62
Table 5.19: ANOVA (Analysis of Variance).....	63
Table 5.20: The regressions' results.	63
Table 5.21: The model summary.....	64

LIST OF FIGURES

	<u>Page</u>
Figure 2.1: Training Objectives.	12
Figure 2.2: Benefits of training	16
Figure 2.3: Training Methods.	19
Figure 3.1: Elements of job satisfaction.....	24
Figure 3.2: Factors affecting the job satisfaction.....	26
Figure 3.3: The importance of job satisfaction.	28
Figure 3.4: Causes of job dissatisfaction.	31
Figure 4.1: The process performance appraisal	40
Figure 4.2: The basic standards of performance evaluation.	43
Figure 4.3: The components of performance appraisal system.	44
Figure 5.1: The conceptual model.....	52

EFFECT OF TRAINING ON JOB SATISFACTION AND EMPLOYEE PERFORMANCE IN IRAQI BANKS

ABSTRACT

The fast changes in the work environment and market conditions have put most banks under great pressure. That has led most banks to start new strategies to develop their employees' performance. Enhancing the employees' performance become one of the goals that the banks seek to achieve in response to these changes. That is because developing the employees' performance is important for both the employees and banks. Providing training programs for employees is an important way that helps the employees develop their personal and organizational skills. The Iraqi banks has started applying different training programs to improve its employees' performance. This study evaluates the effectiveness of training programs in a sample of Iraqi banks. It tests the effect of training programs on its employees' performance. This study provides evidences about the effectiveness of the training programs in this university. That can help better improving these programs. It also provides statistical analysis to test the effects of training programs of employees' performance in Iraq. The study hypothesis is that the training programs have positive and significant impact on employees' performance and job satisfaction in a sample of Iraqi banks. A random sample of 300 employees was drawn from the population of 600. The sample sizes of 261 is used. The questionnaire method was used to get information about both training and employees' performance of the sample banks. The SSPS 17.0 software was used to do all necessary statistical tests and analyses. The results indicated that the training programs have positive and significant effects on employees' performance and job satisfaction, which supports the study hypothesis. The study suggests that the banks should keep applying training programs and may add other methods to improve its employees' performance.

Keywords: *Employee satisfaction, Iraqi Banks, Education and satisfaction relationship*

IRAK BANKALARINDA EĞİTİMİN İŞ MEMNUNİYETİ VE ÇALIŞAN PERFORMANSINA ETKİSİ

ÖZET

Çalışma ortamındaki ve piyasa koşullarındaki hızlı değişimler çoğu bankayı büyük baskı altına aldı. Bu, çoğu bankanın çalışanlarının performansını geliştirmek için yeni stratejiler başlatmasına neden oldu. Çalışanların performansını artırmak, bankaların bu değişikliklere karşılık olarak ulaşmaya çalıştıkları hedeflerden biri haline geliyor. Çünkü çalışanların performansının geliştirilmesi hem çalışanlar hem de bankalar için önemlidir. Çalışanlara yönelik eğitim programları sunmak, çalışanların kişisel ve organizasyonel becerilerini geliştirmelerine yardımcı olan önemli bir yoldur. Irak bankaları, çalışanlarının performansını artırmak için farklı eğitim programları uygulamaya başladı. Bu çalışma, Irak bankalarından oluşan bir örnekleme eğitim programlarının etkinliğini değerlendirmektedir. Eğitim programlarının çalışanlarının performansı üzerindeki etkisini test eder. Bu çalışma, bu üniversitedeki eğitim programlarının etkinliği hakkında kanıtlar sunmaktadır. Bu, bu programları daha iyi geliştirmeye yardımcı olabilir. Ayrıca, Irak'ta çalışanların performans eğitim programlarının etkilerini test etmek için istatistiksel analiz sağlar. Çalışma hipotezi, Irak bankalarından oluşan bir örnekleme eğitim programlarının çalışanların performansı ve iş tatmini üzerinde olumlu ve anlamlı bir etkiye sahip olduğudur. 600 kişilik evrenden rastgele 300 çalışandan oluşan bir örneklem seçilmiştir. 261 kişilik örneklem büyüklüğü kullanılmıştır. Örnek bankaların hem eğitimleri hem de çalışanların performansları hakkında bilgi almak için anket yöntemi kullanılmıştır. Gerekli tüm istatistiksel test ve analizleri yapmak için SSPS 17.0 yazılımı kullanıldı. Sonuçlar, eğitim programlarının çalışanların performansı ve iş tatmini üzerinde olumlu ve anlamlı etkileri olduğunu göstermiştir ki bu çalışma hipotezini destekler niteliktedir. Çalışma, bankaların eğitim programlarını uygulamaya devam etmesi gerektiğini ve çalışanlarının performansını iyileştirmek için başka yöntemler ekleyebileceğini öne sürüyor.

Anahtar Kelimeler: *Çalışan memnuniyeti, Irak Bankaları, Eğitim ve memnuniyet ilişkisi*

1. INTRODUCTION

1.1 An Overview

Recent administrative systems place a great importance on job satisfaction and employee performance inside a company. This is because enhanced organizational efficiency and effectiveness can be attributed to high levels of job satisfaction and employee performance. Furthermore, they can help to the organization's performance and attainment of its goals (Sadick & Kamardeen 2020).

The rapid changes and developments, which occur over time, in the work environment has put the organizations under great pressure. Therefore, most organizations started new strategies to develop their both job satisfaction and employees' performance. That can help them work efficiently under the new environment. The high job satisfaction and employees' performance are become the goals that the organizations seek to achieve (AlShehhi et al. 2020).

Employees' performance is often described as the work and tasks accomplished by workers in the organization. Furthermore, it is the real outcomes, which they attain in their sphere of employment. Furthermore, it is their contribution to achieving the organization's goals efficiently and effectively based on the available resources.

It is critical to emphasize that employees' performance is not a goal itself, but rather a means to an achieve goals. As a result, employees' performance is viewed as the practical translation of all organizational planning phases. Therefore, it ranks second in significance among the essential managerial functions. It comes after the organizational function. Any organization, for example, can plan and organize, but it may not be able to produce any outcomes. It must correctly implement its goals and policies, which is heavily reliant on the performance of its staff (Top et al. 2020).

Employee performance development is critical for both employees and their employers. It is crucial for employees because it is one of the most critical components in establishing a successful career path.

It is also a means of increasing compensation and incentives tied to the employees' work. It is significant to the organization because it is one of the criteria used to assess the organization's performance.

In other words, it reflects the organization's performance, efficacy, and efficiency. The relevance of employee performance for the organization is also owing to its link to all of the organization's stages, from emergence to leadership (Loan 2020).

The job satisfaction is another important goal that organizations seek to achieve. The job satisfaction is an emotional response that reveals employees satisfaction with their work. The acceptance of job based on assessing the emotional and psychological state associated with performing job tasks. However, the job dissatisfaction is defined as an uncomfortable emotional response due to work evaluation as frustrating, worthless or not achieving values functional and personal (Badrianto & Ekhsan 2020).

Job satisfaction is also described as an individual's sense of happiness and fulfillment while at work. This is accomplished through compatibility between what folks expect from labor and the quantity of what they really acquire from this effort. Job satisfaction is one of the factors that motivates people to work and produce.

Job satisfaction is described as employees' thoughts about their employment. It is a result of employees' awareness of what the job gives them and what they should obtain out of their occupations. It is also the total of the many job-related attitudes expressed by the management policy in arranging work. Furthermore, it is the benefits of working in the firm, workplace safety, workplace duties, accomplishment, acknowledgment, and gratitude (Roberts & David 2020).

One of the most common ways to develop the job satisfaction and employees' performance is the development of human resource. The human resources department at any organization usually provides special training programs for employees. The time, design, type, and other requirements of training programs depend on the type of the organization and the work it does (Khan 2012).

Human resource development refers to how an organization assists its personnel in developing personal and organizational abilities. In addition, it develops their knowledge and capabilities. Developing employees' skills can motivates them to improve their work performance, and then increase their job satisfaction.

Employees' training, career development, performance management, mentorship, and successful planning are examples of human resource development opportunities. Training employees can be formal using training courses in specialized colleges. It can also be informal training, which can be done internally by more experienced and efficient employees.

Most organizations today pay more attention to human resource development. Even doing that increases profits, but its impact may exceed that. For example, the organization's departments carry out training employees on business skills. This helps to improve output and provides employees the impression that the company cares about them. Furthermore, the organization will achieve more loyal, high job satisfaction, and productive workforce, which leads to high employees' performance (Farooq & Khan 2011).

When the employees are exposed to development activities with various forms, they will accept change. In addition, they consider it as more improvement than feeling anxious and threatening their jobs. Consequently, team spirit, work environment, organizational pride, and a sense of positive potential will increase.

In short, the large organizations have grown dramatically in recent years, and competition among them has become fierce. Every business strives to be at the forefront of its industry. Therefore, one of the most important elements that it has given great attention is the employment training. That is because human development is the way to reach the top position in the market.

1.2 The Study Topic

The topic of this study is strongly related to the field of work environment literature. It specifically about the role of training programs applied by organizations on the employees' behavior such as their job satisfaction and performance. After 2003, Iraq started new economic reform, which opened the Iraqi economy to the entire world. Most existed and new organizations, especially banks, in Iraq are become part of that new reform. They started applying the roles and requirements of the modern work environment. The aim of doing that is to get good positions in the high competitive market (Foote et al 2004).

As a result of this new trend, Iraqi businesses, particularly banks, have been forced to enhance their operational and management systems in order to keep up with their competition. They began implementing various training programs, for example, to boost job satisfaction and employee performance. The goal of this study is to look into and assess the impact of these training programs on staff happiness and performance in a sample of Iraqi banks.

1.3 The Problem of the Study

The important problem that facing the Iraqi banks is the open market. The open market towards the entire world creates high competition with international banks around the world. The local banks in Iraq have lack of experiences in term of improving their operation systems to face this high competition (Sultan et al. 2021). Even they have started many strategies such as training programs, they still have problem in evaluating these programs. They may think that they are done correctly, but they do not have any evidences to prove.

1.4 The Purpose, the Importance, and Contribution of the Study

The purpose of the study is to evaluate the impact of training in a sample of Iraqi banks. In a sample of Iraqi banks, it analyzes the impact of training programs on job satisfaction and employee performance. This study is significant since it gives information on the efficiency of training programs in Iraqi banks. This can help bank executives better understand the results of their training programs. It can also assist them in refining existing programs or introducing new ones. This study adds to the body of knowledge by offering statistical analysis of the effects of training programs on employee satisfaction and performance in the Iraqi banking sector.

1.5 The Study Hypothesis

The study hypotheses are:

H1: In Iraqi banks, training programs have significant effect on job satisfaction.

H2: In Iraqi banks, training programs have significant impact on employees' performance.

1.6 Literature Review

Many studies in the literature have found a substantial beneficial association between training and work satisfaction as well as employee performance. This section examines several research relating to this topic.

The study conducted by Elnaga and Imran (2013) showed that improving the employees' skills is one of the organizations' competitive advantage. It showed that developing the employees' skills could lead to good job performance. The study indicated that to make employees do their tasks as required, the organizations should apply different training programs.

Employees, according to Elnaga and Imran (2013), are a company's most valuable asset since they may influence its operation and success. As a result, they must be instructed on how to do their responsibilities effectively within the organization. This can help the company meet its objectives and remain competitive. Employee training, according to the report, is defined as the information and new skills supplied to employees in order to improve their performance.

Elnaga and Imran (2013) looked into the impact of training on employee performance. The methodology used in this study was based on a review of existing research, books, and publications on the topic. Training had a positive impact on staff performance, according to the findings of the study. The data imply that training can improve individuals' talents, resulting in increased productivity for their company. According to the research, training programs should be developed in accordance with the company's goals and needs.

Brown and Sitzmann (2011) performed research into the effect of training in influencing organizational and employee performance. Employees' abilities and knowledge could be altered as a result of the training, according to the study. It can also affect their attitudes and motivation at work. The study also looked at the factors that influence training, such as the designers of training programs and the trainers.

These factors, according to Brown and Sitzmann (2011), can influence training outcomes, particularly employee performance.

The study provided information about the processes of training within an organization including training needs and training evaluation. The study's findings

indicated that training might have a favorable impact on organizational and employees' performance.

Githinji (2014) investigated the effect of training on employees' performance. The research defined training as the process of providing individuals inside an organization with the information and skills they require. The study found that training programs might be used both inside and outside of the company. According to the study, frequent changes in work settings necessitate ongoing development of employees' abilities in order to improve their performance.

Githinji (2014) was applied in the office of United Nations in Somalia. The study used questionnaire instrument with the population of 144 employees. The study's random sample was 45 employee who are registered at the UN office. The study's findings indicated that training might increase employees' engagement in the procedures. The findings indicated that training might lead to management agreeing to assist other employees. Training also enhanced employees' performance, motivation, and job satisfaction, according to the study's findings.

The study by Rowell (2013) evaluated the training on food safety in retail stores of the USA. The study showed that food safety training was designed to train the food stores' managers about how to avoid food illnesses. In addition, to help them knowing the requirements of the food safety policies and regulations. The study indicated that this type of training is very important and must be evaluated to avoid any health risks.

Rowell (2013) looked on the effectiveness of food safety training and how it impacted store performance. Three grocery store chains were the subject of the inquiry. The data for the study was gathered using the questionnaire given to the training managers. The training had no discernible effect on managers' performance, according to the findings. According to the report, food safety policies should be updated to include effective employee training, rather than just getting employees certified.

According to a study conducted by Naqvi and Khan (2013), having talented people can help an organization increase its efficiency and performance. According to the findings, staff training is a critical component of human resource management. This

is because training can have an impact on an organization's success and improve employee performance.

Naqvi and Khan (2013) evaluated the impact of teacher training on performance. It investigated the relationship between teacher training and teacher performance.

The study was applied in public schools of Kotli, Azad Kashmir, Pakistan. The study also investigated the effect of training on organizational performance. Furthermore, it evaluated the function of employee performance as a mediator between employee training and organizational performance.

Naqvi and Khan (2013) employed the questionnaire approach to obtain data. This survey included 220 school instructors chosen at random. The SPSS statistical program was used to examine the data. The correlation and regression analyses were utilized to get the results. The findings of this study revealed that training had a favorable and significant influence on employee performance. The findings suggested that employee performance acted as a bridge between employee training and organizational performance.

The study by Boothby et al. (2010) investigated the relation between these training on new technology and employees' productivity and performance. The study showed that the new technology became an important part of most businesses' operation systems. Therefore, businesses had been investing more in these new and advanced technologies. The study indicated that adopting new technologies itself is not sufficient. That is because benefiting from new technologies occurred when the organizations employees could use them efficiently after good training.

Boothby et al. (2010) showed that new technologies are always associated with skills. Therefore, the businesses that use advanced technologies must improve their employees' skills by training. The study examined the effects of technology and training on employee and organizational performance. The relationships between technology, training combinations, and performance were calculated in this study. According to the findings, technology and training have a favorable and considerable influence on performance.

The paper by Wolor (2020) focused on the relation between the COVID-19 pandemic and its effect on employees and organizations performance. More

specifically, the study investigated the effectiveness of E-training (electronic or online training) on employees' performance at the time of COVID-19.

According to Wolor et al. (2020), the global proliferation of COVID-19 has caused people to work primarily online. They do this in order to maintain their productivity and performance. Employees are expected to perform exceptionally effectively in the face of intense global competition. As a result, they must continue to train and work online.

Employees of a Honda vehicle dealership in Jakarta, Indonesia, made up the research population. A total of 200 employees were surveyed.

The study sampling was determined using the probability approach. Data was collected using a questionnaire as a study approach. The statistical analysis was performed using LISREL 8.5 software. E-training has a favorable and significant impact on employee performance, according to Wolor et al. (2020). Businesses should prioritize E-training in order to retain or improve their employees' performance during the COVID-19 pandemic, according to the study's findings.

Sharma (2016) investigated the impact of electronic training on employee performance. The study looked into the link between employee performance and the usage of information and communication technology (ICT). Information and communications technology (ICT) refers to the devices and applications used to interact among employees within a company, according to the poll. TVs, cell phones, networks, and satellite systems are examples of these products and applications. They also contain a variety of applications such as video and audio conferencing, as well as remote learning.

All of these communication techniques are used to produce, store, and exchange information, according to Sharma (2016). According to the findings, information and communication technology (ICT) can have an impact on an organization's performance. The impact of employing ICT as a training tool on boosting skilled personnel' skills and performance was investigated in this study. The findings revealed that employing ICT to provide e-training had a favorable and significant influence on employee happiness and performance.

Employee training and job happiness, according to Khan et al. (2016), are key components for employee success. The study used work satisfaction as a moderator

to examine the impact of training on employee performance. 115 questionnaires were delivered to employees of telecom companies in Abbottabad, Haripur and Mansehra, including executives and managers, for the study.

Khan et al. (2016) collected data using the convenience sampling method. The study's findings revealed that work satisfaction and training have a beneficial impact on employee performance. The findings revealed that training might lead to increased job satisfaction and optimal performance among employees.

Paposa and Kumar (2019) looked into how training affects employee job satisfaction. Faculty members from technical education colleges in Nagpur, Maharashtra, India were studied. To represent the institutions, the study used a sample size of 360 personnel. The purpose of the study was to look into the link between the factors under consideration. The findings of the study demonstrated a strong link between technical educational institute employees' training and job happiness.

Bercu (2017) investigated the views of employees from wood-processing companies in Romania's northeast. It looked examined the impact of training programs on job satisfaction in particular. According to the findings, high-quality training programs are essential. This was justified since it had a positive association with ethical norms, work recognition, supervision, and job commitment.

2. JOB TRAINING

2.1 Background

Employees are the company's most valuable asset, thus it's critical to invest in their skills and abilities. The training and development of employees is reflected in the growth and success of the company. Companies go through lengthy processes to seek and hire competent and acceptable staff, but this is often where the attention on employee care ends. When organizations develop their personnel, studies show that sales and earnings increase by double when compared to companies that do not train their employees (Lyons, 2020).

Investing in employee professional development is critical to team retention. According to studies, 94 percent of employees would stay with a company longer if it invested in their professional development. It's critical to note that talent replacement might be more expensive than staff retention and investment. Employers may find it difficult to recruit and retain employees. This can be avoided, though, by investing in employee training and career development. Training programs have become so consolidated within businesses that they are frequently used as a competitive advantage when acquiring new employees and to increase employee morale (Shin et al., 2020).

Training is a procedure that primarily tries to provide individuals with the experiences and knowledge they require. The goal of training is to assist employees in getting information and data that they do not have. It also aids in obtaining suitable authority and work directions, as well as acceptable skills and behavioral patterns. Employees' performance efficiency can be improved through training.

Training can be defined as a procedure that occurs on a regular basis. Its major goal is to boost people's ability to reach high levels of professional growth and performance by providing them with skills and information relevant to their field of specialization or work.

Training is a process that tries to provide employees with all of the skills and experience they need to complete certain work duties to the best of their abilities. It is seen as a critical option for both the company and the employee (Yao et al., 2020).

Employees benefit from training since it allows them to get the essential experience for their work. This can be accomplished by exposing them to more situations that they may experience in the course of their work throughout training. They learn how to cope with job tasks and come up with the best answers in the least amount of time through training. Any organization that wishes to build leadership cadres capable of leading the organization in the future should consider training.

Modern management relies on a variety of procedures and technologies. Many statistical, mathematical, administrative, and technical themes are included. This necessitates personnel receiving enhanced training in all work-related ideas. As a result, training is essential for these personnel to complete the responsibilities that have been allocated to them at all levels of the organization (Kanapathipillai & Azam 2020).

The continuous and gradual training can help the companies' administration in many aspects. Specifically, the training can help them identifying the elements with talents and special skills that qualify employees to support the development process. That can be done by the suggestions the skilled employees provide for improvement and development in their business environment. The human resources management plays a vital role in supporting the productive capacities of companies through the optimal selection of individuals and the appropriate training for them.

In general, each individual possesses mental abilities and performance skills that distinguish him/her from other individuals. However, these abilities and skills need continuous refinement and development. That can lead the individuals to participate in their effort, their thought and suggestions in solving problems. In addition, to participate in advancing the development of their companies. This idea has become more important especially that the industrial field is witnessing rapid and successive development in this era (Halvorsen & Yulikova, 2020).

Based on all of these facts, most companies' administration policies are based on continuous training of employees. They train their employees in their field of specialization, whether the training is inside or outside the work site.

Within these policies, the basic level of abilities and skills that the worker possesses is determined. Based on the nature of the work assigned to workers, the elements and level of the training program required for those workers are determined.

The level of performance and development in the capabilities of the employees is measured. It is measured by studying the extent of progress they have made in their field of work. This appears clear through performance measurement standards such as the reduction of work problems and the improvement of results. In the event that there are no satisfactory results, the employees can be retrained. In the event of continued lack of improvement, the workers can be directed to another appropriate work (Feng & Graetz 2020).

2.2 The Objectives of Training

In general, training attempts to improve the human component in all areas and at all levels. Its tasks can be performed more efficiently if it is well prepared (Bercu, 2017). The training objectives, as indicated in figure (2.1), vary depending on the training program, however there are certain common ones, such as:

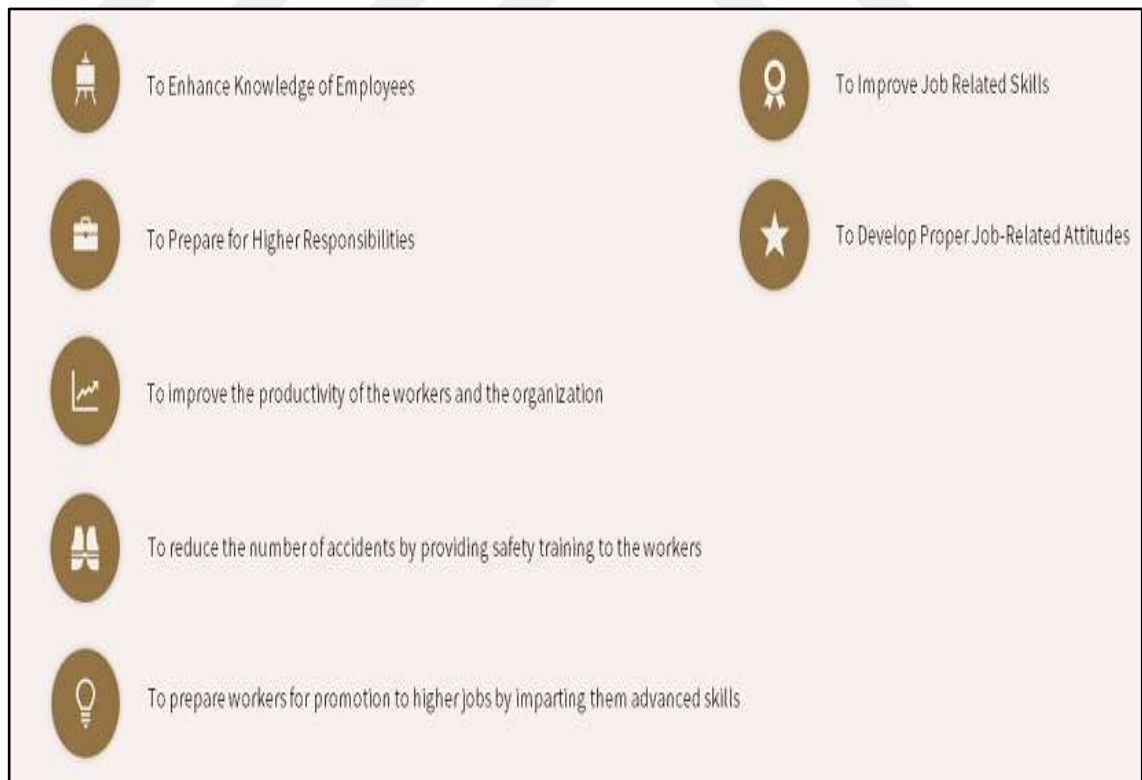


Figure 2.1: Training Objectives.

Source: (www.slidebazaar.com)

1. Develop thinking and research skills while working.
2. Finding a qualified second class that can be relied upon in delegating authority and decentralizing performance.
3. Contributing to restoring the qualitative and numerical balance of the employment structure. If there is a surplus of labor in a particular specialty or sector, through transfer training. They can be rehabilitated to a specialty or other specializations where the deficit is filled by them.
4. Increase trainees' awareness of educational trends and their understanding of the foundations upon which they are built.
5. Using human resources' experiences, knowledge, and abilities to help workers in the educational profession expand their knowledge and skills.
6. Educating trainees on their various responsibilities and equipping them with the information and skills necessary to carry out those responsibilities successfully and efficiently.
7. Providing trainees with opportunities to learn about the tight connection between theory and practice in education.

2.3 Training Motives

The training process is considered as one of the targeted processes that the individual seeks. Specifically, when the employees in a particular job feel that they belonging and have professional loyalty to these jobs. Every employee at work has many reasons and motives for entry into training, and the motives of training are represented by the following (Isiaka, 2011):

A rise in professional production is the first motive for training. This motive is represented in the increase in quantity and improvement in its quality. Training employees on how to accomplish their required professional tasks means the degree of their mastery of work. Then, increasing their professional productivity.

Economy of financial expenditures is the second motive for training. This motive is one the reasons that leads professional companies to provide training for employees. The training provided is based on limiting the effort and time spent in the employee's carrying out the same professional tasks with unacceptable results.

The training is based on maintaining all existing professional devices and equipment for the good use of the employee well trained (Chaubey et al., 2017).

The decrease in the professional turnover process is another motive for providing training. This motive is represented by the desire of many employees for professional stability and constancy in one work and one company. The training provided is based on the transfer of knowledge and professional information to the employee. It is consistent with their professional desire. It increases their ability to accomplish their professional tasks. Many companies place conditions on the employees to work in them for a long period. That makes the employees more stable, and accepting their work.

Reducing supervisors at work can be another motive for training. The properly trained employees do not need the professional achievement of those who monitor and direct them. That is because they will master the professional performance that they do greatly (Maphosa et al., 2014).

The benefits of the desire for training are also motives for getting training. Many other motives can encourage the companies to provide training. Examples of these motives are (Boomaars et al., 2018):

1. The importance of onboarding new employees and familiarizing them with the type and levels of work, as well as the abilities required to accomplish it effectively.
2. Preparing the individual to perform new duties and equipping him with the necessary intellectual, technical, and behavioral abilities to meet the job's basic needs. Individuals rarely continue to do the same job throughout their lives, but rather progress from one level to the next. As a result, each position has its own set of prerequisites for carrying out its obligations and duties.
3. Technological advancements in work techniques, as businesses may require specialized qualitative expertise. This is accomplished through education. Individuals' existing skills can be developed through training so that they can deal with modern technical ways.
4. Boosting individual productivity, as training focuses on improving individual efficiency and learning new abilities. This is demonstrated in their level of

performance and their effective utilization of financial resources. As a result, the performance quality has improved.

5. Reducing supervision because qualified personnel can self-supervise and do not require it. The more untrained the human element, the greater the requirement for external supervision.
6. Reducing workplace accidents and injuries

In general, the training consists in making the employees as integrated persons in terms of their own professional work. The benefits of the desire for training appear through the employees' knowledge and conviction. That is in a sense of safety and stability, and that it is an important element in the professional companies. Employees must be responsible and able to achieve this responsibility. The employees' desire for training is to benefit them in terms of development and change for the better direction. This increases their creativity and positive predictions towards success in the professional future (Lee, 2011).

2.4 The Importance of Training

Employees are a company's most valuable asset, so it's critical to invest in their ability and talents. Investing in staff professional development is critical to a company's success. Training can give further benefits to businesses, as demonstrated in Figure 2.2. (Towler et al., 2014). The following are some of the reasons why employee development and training are critical:

A. Keeping the employees

Employers may find it difficult to recruit and retain employees. However, by advancing in your job, you can avoid this. Training programs have grown so ingrained in corporations that they are frequently utilized as a recruiting advantage and to boost staff morale (Millard & Richardson, 2015).

B. Preparing future leaders

Employees might be targeted to assist prepare the company's future managers and leaders. Employee leadership development, which is one of the human resources department's responsibilities, can begin from the early stages of recruitment.

Existing employees can be chosen as management candidates by HR specialists (Rodriguez & Walters, 2017).

The presence of training programs to prepare future leaders demonstrates the readiness of the companies and its preparation of future organizational goals. That can be done by preparing talents capable of being promoted.



Figure 2.2: Benefits of training

Source: (www.employmentlawhandbook.com)

C. Improving skills and knowledge

Employee training programs help employees develop their knowledge and abilities in order to stay up with changes in the workplace. These enhancements have a favorable impact on employee productivity. The profits and efficiency of the companies may then improve. That's because training may teach employees about work ethics, human relations, and safety, among other things.

D. Showing employees that they are appreciated.

Employees will feel more valued if the organization invests in them through workplace training programs. Employees become better employees as new skills and

capacities are continually taught to them. Furthermore, it makes them feel like productive employees (Ferdous & Razzak, 2012).

This will boost their morale as well as their productivity at work.

E. Increase participation in the workplace

Boredom at work can lead to emotions of dissatisfaction and poor work habits. Regular development activities, on the other hand, may serve to motivate staff and prevent workplace sloth. Employees and skills will be re-evaluated on a regular basis as a result of the frequent training programs. By emphasizing planning, training and development will have an impact on the company's culture.

F. Increasing productivity and performance

Employees' abilities and understanding of the job grow as a result of training. It also boosts their self-confidence, which improves their performance and allows them to work more efficiently and successfully (Bottiroli et al., 2013).

G. Improving the organizational structure

Employees learn in a consistent and systematic manner when a company has a structured training system in place. Employees are also prevented from learning through trial and error. This can also help to improve the organization's structure.

I. Improve customer evaluation:

Employees' job abilities increase as a result of ongoing training, and they perform more professionally and productively. Customers will notice the positive impact of this excellent service, and their perception of the organization will increase.

J. Familiarize employees with technological changes:

Training staff on new and advanced technologies will assist enhance efficiency and production at work, especially since technology continues to change in all industries. As a result, higher goal achievement is possible (Palka, 2017). In other words, investing in a company's existing personnel is an investment in the company's future. Training is to improve the company's overall atmosphere and increase employee loyalty.

This has a favorable impact on staff productivity as well as their capacity to complete assignments. Employers must select proper training programs for their personnel.

The programs must provide a diverse range of training opportunities aimed at enhancing employees' abilities and performance.

2.5 Training Divisions and Methods

2.5.1 Training based on career stage

This form of training is focused on a person's career level and includes new employee orientation. Its goal is to provide new employees with the fundamental abilities they'll need to get started at the company. It also includes training with the goal of advancement. This type of training seeks to provide some employees with the additional abilities they'll need to perform the duties of a new, higher-level role (Munshey et al., 2021).

2.5.2 Training based on the type of job

This form of training is determined by the job. It includes vocational training, which is the education and training received by those who work in manual labor occupations such as mechanics, carpentry, and electricity. This type seeks to equip students with all of the necessary skills for these trades. Specialized training is another form. It is company-provided training for certain specializations such as engineers, surgeons, and accountants. The administrative training is the other type. It is the training that organizations provide to all of their employees in order to provide them with the necessary administrative abilities for their job grades (O'Leary et al., 2004).

2.5.3 Training methods

Training is one of the most effective and widely used strategies for improving employee abilities and performance. This is owing to the fact that training has numerous benefits, including a low cost. Furthermore, implementing training does not necessitate extensive organizational changes. Employee training can be done in a variety of ways, as indicated in figure (2.3) (Vuori et al., 2005).

Direct training is the most prevalent way. The trainee works under the supervision of a certain employee who serves as his trainer in this manner. The trainer determines the tasks to be implemented, and evaluates the trainee's performance. Then, the trainer writes the report at the end of the training period.

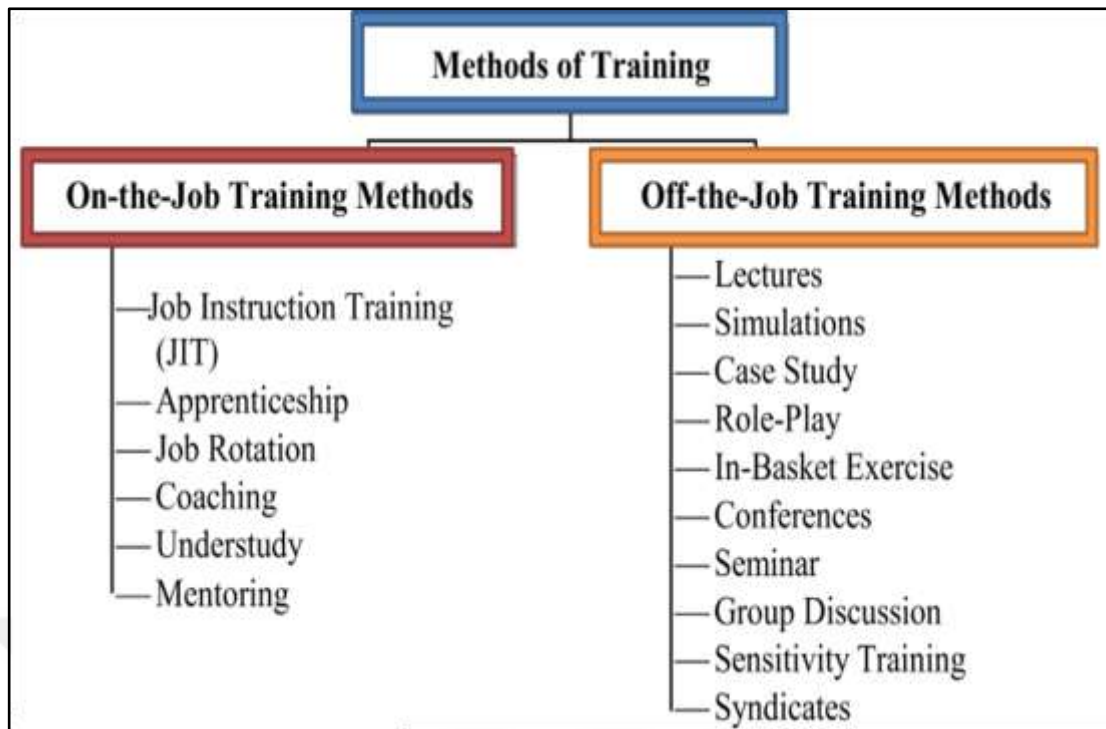


Figure 2.3: Training Methods.

Source: (www.electricalworkbook.com)

The job succession is another method of providing training. According to this method, the trainee moves from one job to another within the company. This method aims to acquire all the experiences and skills related to more than one job within the company. This method is considered as one of the best training methods. That is because it helps the trainee to know the nature of work in all departments of the company and the skills necessary for it (Rothwell & Kazanas, 2004).

The internship is also one of the common training methods. This type of training is used mostly with new graduates. In this method, a general picture of the theoretical and practical aspects related to the work of the company is explained. Then, the trainees are assigned to some experimental tasks in order to assess the extent to which they benefit from the training.

Job instructions can be used as a training method. In this method, the trainees carry out a specific task with an explanation on how to implement it. After completing its implementation, the trainer evaluates the trainees' performance on this task. The committee is another training method.

This type of training aims to provide trainees with teamwork skills. The group of trainees is selected and a problems related to the work of the company is raised. They

are asked to discuss the problems and cooperate together to reach the best solution to these problems (Leonova et al., 2013).

2.6 Training Evaluation

One of the most generally used ways for measuring the performance of corporate training programs is the Kirkpatrick rating. The framework lays out a four-part technique for assessing the efficacy of any training course or program. (Mollahoseini & Farjad, 2012) These stages are as follows:

1. Measuring Participant Response to Training:

This stage assesses how participants react to the training they have received. This stage decides whether or not the right conditions for learning exist. Participants are asked to fill out a short survey or feedback form to measure their reactions to the training.

2. Learning:

The goal of the second stage is to figure out what the participants have taken away from the training. Practical examinations or quizzes are commonly used to check this before and after training.

3. Behavior:

After a period of training, you will reach this stage. During this stage, the trainer tries to determine whether the trainees have used what they've learnt in their jobs. This can be accomplished by having participants complete self-assessments or by having their supervisor give them an official rating.

4. Results:

The final stage of training evaluation is the training result. At this step, the trainer must determine whether the training meets the expectations of the stakeholders by calculating the return on investment.

2.7 Types of Training

There are many different types of training, as described below (Valgeirsdottir & Onarheim, 2017):

1. Onboarding instruction
2. Orientation on the job
3. Safety training
4. Apprenticeship training
5. Internship training
6. Retraining
7. Promotional training
8. Remedial training



3. JOB SATISFACTION

3.1 An Overview

A person's job is a major component of their life, and it takes up a significant amount of personal and professional time when compared to other activities. The pleasure experienced once a need is met is known as satisfaction. Individuals should be satisfied when their expectations, wishes, and requirements are met, right? Job satisfaction refers to how happy, comfortable, or content people are with their jobs.

It's a favorable emotional condition brought on by the evaluation of work experiences. Job satisfaction is a critical topic of discussion in today's enterprises, and it is taken into account by higher authorities, policymakers, and top executives. This is owing to its ties to a slew of other important organizational concerns. Employees are the most valuable assets and a critical component of any firm, as they are the conduits through which all means of production are managed (Amin 2021).

Employees might be content or unsatisfied with the task they are allocated by nature. It is the primary goal of companies to develop and execute policies to make employees happy with the duties. Many studies have shown how crucial work happiness is for any firm. It is a critical topic nowadays, as firms are dealing with a wide range of employee-related issues and concerns. Organizational performance, organizational commitment, staff turnover, and employee productivity are examples of these problems. Considering the relevance and importance of work satisfaction in businesses, scholars have attempted to enlarge on its construct, measures, theories, and significance (Phuong & Vinh 2020).

Job satisfaction represents a positive emotional state because of assessing job enjoyment in a given process. It demonstrates the gap between what workers expect from activities and what they actually receive from them.

These expectations are generally of a private character since they differ from one worker to the other, who is owing a variety of psychological factors (Da Cruz et al. 2020). The study of job satisfaction began at the turn of the twentieth century. As

many scholars have pointed out, the first three decades of the twentieth century marked the start of the century. It is difficult to define because it varies depending on how people feel in different situations. As long as someone works, he or she is either content or dissatisfied with their work.

Job satisfaction is described as the result of a number of job-related elements. These criteria are evaluated depending on the individual's contentment with that task, or self-satisfaction. Thus, productivity is the outcome of an emotional state that allows an individual to work without boredom or suffering. Job satisfaction is also described as an individual's sense of happiness and fulfillment while at work. This is accomplished through compatibility between what folks expect from labor and the quantity of what they really acquire from this effort. Job happiness is one of the factors that motivates people to work and produce (Jameel & Ahmad 2020).

Job satisfaction is described as employees' thoughts about their employment because of their awareness of what the job gives them and what they should obtain out of their occupations. It is also the total of the many job-related attitudes expressed by the management policy in arranging work. Furthermore, it is the benefits of working in the firm, workplace safety, workplace duties, accomplishment, acknowledgment, and gratitude.

Many psychologists have expressed interest in the issue of job happiness. This is because most people spend a significant portion of their life at work. As a result, it is critical to evaluate work satisfaction and its impact on their personal and professional life. According to certain research, job happiness may enhance production and benefit both businesses and people. By the end, this might boost the significance of learning this issue. As a result, there has been a significant amount of research and study in the field of management psychology on the issue of work satisfaction (Storey et al. 2019).

According to certain research, those who are content with their jobs live longer lives than those who are unsatisfied with their jobs. They are also less prone to psychological worry, have higher self-esteem, and are more socially adaptable.

Life contentment and job satisfaction are inextricably linked. In other words, those who are happy with their employment are happy with their lives, and vice versa. It is

also crucial to note that work satisfaction is comprised of several satisfaction elements, as seen in figure (3.1).

These are the job satisfaction and job enrichment opportunities obtained for the job. Satisfaction with the pay and benefits. Workplace relationship satisfaction (satisfaction with co-workers, superiors, and subordinates). Satisfaction with supervision, advice, and leadership approaches. The physical work environment's pleasure. Individuals' contentment with their policies. Satisfaction with the performance evaluation and promotion system, in particular. Satisfaction with motivational tactics, as well as their foundations and criteria. Finally, working people's contentment with the services supplied (Ali 2021).



Figure 3.1: Elements of job satisfaction

Source: (<https://www.mbaskool.com>)

3.2 Determinants of Job Satisfaction

The degree of job satisfaction is determined by a number of elements, as illustrated in figure (3.2). To achieve employee satisfaction, management must focus on them (Shah et al. 2018). The following are the most essential of these factors:

1. **Work conditions:** Individual acceptability of the work environment is influenced by physical working circumstances such as ventilation, lighting, humidity, heat, and noise. As a result, favorable environmental conditions contribute to employee happiness with their workplace.
2. **Individuals' capabilities:** The employees' talent and knowledge determine their performance. As a result, assigning employees to work and projects that are appropriate for their abilities and expertise improves their performance. Their happiness at work reflects this (Yuen et al. 2018).
3. **Management system:** The management style and employee happiness are linked. Working people generate favorable attitudes about their jobs and organizations due to democratic leadership. They have the impression that they are the focus of management's attention. The central leadership style of management, on the other hand, causes feelings of anger and dissatisfaction to crystallize.
4. **Nature of work and tasks:** Individuals value the type of the work, the responsibility, the authority, and the degree of task diversity. When people are given authority to fulfill their tasks, they feel important. As a result, increasing job happiness is congruent with Herzberg's theory of motivating factors and its job enrichment applications. Highly qualified employees desire freedom as well as further career enrichment opportunities. This is accomplished by assigning them duties that are both varied and tough. Therefore, addressing this desire through job redesign may increase their levels of happiness (Sánchez et al. 2018).
5. **Payments:** Pay is a crucial tool for meeting employees' requirements for goods, services, and social interaction. According to numerous research, there is a direct link between income and job satisfaction. Individuals with higher income levels have higher job satisfaction, and vice versa. According to several studies, wages are one of the bare necessities that do not contribute to satisfaction but merely prevent dissatisfaction (Lillo et al. 2018).

This viewpoint contains individual preferences for needs fluctuate to varying degrees. That is, individual wants are also influenced by society. Wages, for example, are more important in the capitalist system than they are in

underdeveloped countries. This is because economic considerations are so important in people's lives in the capitalist system. The other viewpoint indicated that wages are one way to meet a variety of non-economic goals, such as the desire for excellence and achievement.



Figure 3.2: Factors affecting the job satisfaction.

Source: (Eedara & Korrapati, 2017)

6. Development and promotion opportunities: Most companies provide employees the chance to advance based on their contributions to job satisfaction.

Individuals with high qualifications value the fulfillment of greater needs development and growth (Ezzat & Ehab 2018).

7. Personality of the employee: Job happiness is influenced by one's personality. People who have good self-evaluations are more content with their jobs. In

addition, People who believe in their inner values and core competencies are also content with their jobs more than those who have negative self-evaluations, according to studies.

8. The justice: Employees relate their rate of return and income to their inputs such as skill, capabilities, experience, and degree of education, according to the notion of justice. These inputs are compared to the rate of return of people who work with them in relation to their inputs. The disparity between what individuals receive and what others receive makes them feel unjustified, resulting in anger and unhappiness (Wang & Jing 2018).

3.3 Types of Job Satisfaction

Job satisfaction has many types; however, there are two main types. The first main types of job satisfaction is the general Satisfaction. It is the general attitude of employees toward their work, whether they are happy or unhappy. Furthermore, it is also the satisfaction of employees with their job as a standard factor, which reflects a total of sub-factors. It depicts the connections between employee happiness and many aspects that define them (Chung & Ahn 2019).

It is the connection between the overall enjoyment aspect and the satisfaction sub-factors. These connections are expressed as pleasure. This pleasure has contentment with pay, and thrill with work content. It also has delight with promotion opportunities, and delight with supervision style. Furthermore, it has delight with painting group, delight with working hours, and delight with working conditions.

The second main type of job satisfaction is the employees' happiness with a certain component of work is referred to as qualitative satisfaction. Employees, for example, are pleased with their pay, work quality, and health insurance. Job satisfaction is also classified into two sorts; there is a link between general and qualitative satisfaction. In particular, contentment with one component of work is connected to satisfaction with all parts of work.

3.4 The Significance of Job Satisfaction

The significance of job satisfaction, which is shown in figure (3.30), can be very significance to employees, companies, and society as a whole. Job satisfaction is

critical for employees since it boosts their self-confidence and ambition to work inside the firm. It fulfills the employees' desires by achieving the degree of their goal. It has the potential to alleviate employee stress. It can assist in improving the morale of the operating personnel, resulting in a decrease in absenteeism equipment (Kumar & Singh 2011).

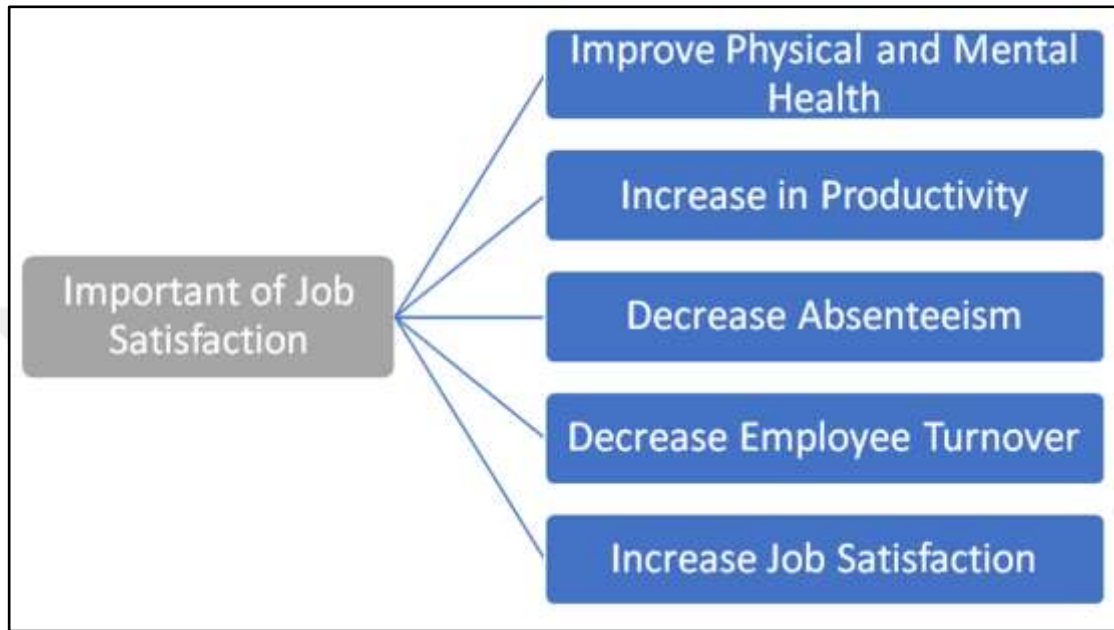


Figure 3.3: The importance of job satisfaction.

Source: (<https://analysisproject.blogspot.com>)

As a result, the vast range of personnel level of disputes is reduced. It improves self-awareness and the ability to adapt to the environment, resulting in great creativity and inventiveness. Job satisfaction is very important for companies because it can lead to the high level of loyalty to the organization.

That is because the employees feel that the work satisfied their material and ethical wishes into their organizations. In can help enhancing the organizations' potential to gain its goals and overcome any demanding situations and competitions that they face (Shaju & Subhashini 2017).

It invests in all of the employees' energy and talents so that they can give their all to achieve their objectives. Improving and increasing the organization's merchandise commercialisation. This could help the charity gain more exposure and funds. It improves employees' perceptions of their company in times of crisis and, among other things, reduces absenteeism, issues, and complaints.

Job happiness is important for society since it can lead to better service and financial success. It reduces joblessness, resulting in family stability as well as communal brotherly affection and growth. It has the ability to reduce the high costs of society advancement and development (Kunda et al. 2019).

3.5 Job Satisfaction and Productivity

There are several ways to explain the link between job happiness and job performance. Job satisfaction, for example, can improve job performance. Employees that are happy in their occupations are more likely to work efficiently. Job happiness improves a company's civic conduct. One of the most important factors of an employee's organizational behavior appears to be job pleasure (Platis et al. 2015).

Employee satisfaction increases the customer satisfaction. Studies showed that happy employees lead to increased customer satisfaction and loyalty. It is understandable because the unhappy employee cannot be satisfied with others. Job satisfaction can reduce absenteeism and labor turnover. Job satisfaction, absenteeism, and labor turnover all have an inverse relationship. That is, the lower the absence rate and labor turnover, the greater the job satisfaction, and vice versa. Job satisfaction reduces workplace sabotage or deviation. If employees are dissatisfied with their workplace, they will react in some way. They believe that predicting how disruptive employees would be is not always easy (Masihabadi et al. 2015).

In summary, various procedures and regulations are required of managers and businesses in order to promote employee job satisfaction. Individuals' job happiness may improve because of these procedures and policies. Increasing pay and benefits to match foreign labor markets, for example. Teamwork and assignments enrich the job and make it more interesting for the employee.

Additionally, employees must be trained in order to gain new skills and competencies. Improving the working atmosphere and conditions. All employees are treated equally in terms of policies and standards. Providing possibilities for staff to advance through promotions. Finally, good communication between management and employees in the workplace. Through all of this, employee happiness is the most important aspect in every company's success. Employees are more loyal to their

organization if they are satisfied with their work, and vice versa (Badrianto & Ekhsan 2020).

3.6 Managing Job Satisfaction

3.6.1 Identifying the degree of job satisfaction

Employee job satisfaction has recently become more important to most organizations and their CEOs. After learning about the aspects that lead to job satisfaction, some supervisors may ask critical questions. They frequently inquire as to what will happen to the business if employees are dissatisfied. In order to respond to these questions, it is vital to understand the reactions of employees who are dissatisfied with their jobs or organizations. Employees can express their dissatisfaction with their occupations in a number of ways, according to (Gok et al. 2015):

- Resignation or looking for a new job is examples of behaviors geared towards leaving the organization. In this circumstance, the organization loses the costs of the appointment and training. There are also the expenditures of hiring and training new employees.
- Voice: The employee may try to influence things in a proactive and constructive way, such as by suggesting improvements and talking to superiors about problems.
- Loyalty: Patiently but joyfully waiting for things to get better, even speaking out against outside criticism of the group. Having faith in the company and its leadership to do the right thing is also important.
- Neglect: Ignoring work and allowing issues to arise, such as frequent absenteeism or tardiness, reduced effort, and a higher error rate.

3.6.2 Strategies for getting job satisfaction

Employees' sentiments of contentment and stability at work are referred to as job satisfaction, and it leads to improved performance and enhanced organizational output. Furthermore, job satisfaction is linked to lower turnover rates in businesses. Employees who are comfortable at work are less likely to leave. Finally, these are the goals that organizations strive for (Skaalvik & Skaalvik 2015).

This benefits the organizations since it allows them to save time and money. These expenses include labor costs and new hires, as well as recruitment and appointment campaigns and training program planning. Furthermore, there is no need to waste time looking for these new personnel. It is also worth noting that a company with a high turnover rate may not be able to attract outstanding employees.

As a result, businesses must implement some effective techniques to assist employees in achieving job satisfaction. In general, every plan aimed at increasing job satisfaction must be linked to the elements that influence it, as indicated in figure (3.4). The most frequent methods for achieving job happiness can be as the following:

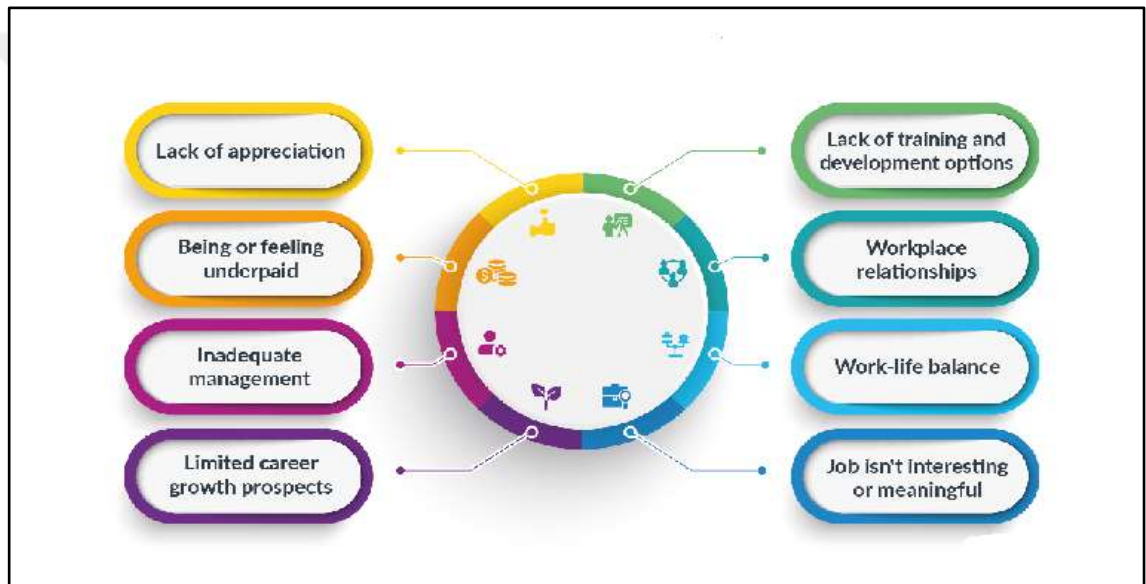


Figure 3.4: Causes of job dissatisfaction.

Source: (<https://www.aihr.com>)

A. Provide good working conditions:

Providing decent working conditions for employees is a key technique for increasing job satisfaction. In terms of occupations and tasks, this is represented in the formation of an efficient and integrated work team. Each employee has a unique role to complete, and each one complements and benefits from the others. This well-organized workplace makes employees feel contented and professional. As a result, it encourages individuals to work diligently and creatively in their areas of expertise (Bakotic & Babic 2013).

Employees feel more at ease in the workplace because of their specialism. This is a powerful and effective way to pique their interest in knowing more. Employees might use this method to contact others who are more experienced and skilled in their profession. Poor performance will result if the allocation of work is chaotic, and they are assigned jobs that they do not master rather than those that are central to their specialization. Furthermore, it causes a loss of passion, which may lead to some employees quitting their jobs and looking for work elsewhere (Díaz et al. 2020).

Working for a legal amount of hours, with rest and meal breaks, is one of the most crucial aspects of decent working conditions. In addition, a good wage should be paid, as well as incentives and awards. This boosts staff morale and motivates them to give it their all in order to achieve satisfying results. It also comprises a pleasant working environment, which includes appropriate chairs, high-quality offices, and superior technical skills, among other things.

B. Providing jobs' security

Employees' feelings of confidence and reassurance regarding their future careers are referred to as job security. It begins with a competitive wage and benefits, and continues with providing their job security. Furthermore, ensuring that employees have access to other benefits like as insurance, holidays, compensation, and others (Akpan 2013).

Employees with job security are more confidence in their work, which pushes them to complete duties without feeling rushed. It keeps employees from becoming uneasy, considering transferring jobs, or looking for another safe haven.

This is good for business since the most dedicated and productive personnel are those who are happy with their employment, feel comfortable in them, and have reasons to be stable.

C. Building good relationship:

One of the most significant components in establishing job happiness is a positive relationship between employees and management. Positive and effective communication between managers and employees, particularly with their direct managers, reflects this relationship. This can create a culture of mutual respect among them, driving staff to deliver the best results possible (Raziq & Maulabakhsh 2015).

Some abilities can be used to build positive relationships with employees. For example, the social intelligence can be the ability to communicate effectively with others. It entails empathizing with their concerns, finding solutions, and assisting them with various issues. It is feasible to understand the needs of employees and direct them to perform better using social intelligence.

The effective leadership is another ability to connect with employees. Effective leadership relies on effective employee management and the proper delivery of orders. This improves their understanding of what is expected of them at work. As well as the capacity to deal with a variety of emotions, comprehend their motivations, and then redirect employees as needed (Agbozo et al. 2017).

Offering constructive criticism can also be an ability to make good relationship with employees. This might involve directing observations and alerting staff to professional errors. Particularly for the beginners among them, patience in teaching and integrating them into the professional work team is required. Furthermore, not emphasizing blame and admonition, disregarding their minor errors, and attempting to correct and steer them gently.

D. Enhancing trust:

The trust between employees and their companies' management is one of the factors that contribute to job happiness. This trust is built through including them in decision-making and making the duties they are given clear (Asencio 2016).

Furthermore, providing opportunities for people to enquire about specifics and participate in meetings. It also entails allowing them to express their views. It allows you to open the floor for conversation in front of them and explain the company's aims and aspirations. All of this occurs within the context of the organizations' public and private policies. Confidence also entails consulting employees on specific tasks based on their skills, expertise, and level. This boosts their morale and creates a level playing field for highlighting abilities and demonstrating skills. Furthermore, it increases their sense of responsibility for the organization, which has a good impact on the company's overall success.

E. Encouraging initiatives:

One of the most significant tactics for increasing job happiness is to encourage motivational efforts. It influences employees' hearts to carry out motivational

initiatives for individuals who stand out among them. For instance, recognizing the employee of the month or awarding the employee of the year. A monetary value can be assigned to employees to motivate them and recognize their efforts. This encourages everyone to put forth more effort in order to receive these benefits (Md Isa et al. 2011).

In short, implementing these job satisfaction measures can have a significant impact on employee confidence. It can assist individuals in increasing the pace of their performance at work, resulting in psychological balance and job stability. It can also help them feel more connected to the firm, which helps it maintain its effectiveness.

F. Strengthening the teamwork:

Another technique for increasing job happiness is to create a positive work environment among coworkers. It entails putting forth every effort to promote harmony among its constituents. Solving group challenges, involving everyone in thinking, suggestion, and progress, demonstrates the strength of the teamwork connection. Furthermore, the issue should not be limited to a single party that interferes in all cases. Giving junior staff opportunity and integrating them in responsibilities, as well as assisting them in adapting and harmonizing (Hanaysha & Tahir 2016).

The construction of entertainment programs outside the realm of formalities is one approach of cementing interactions amongst the work team. For example, competitions and challenges in sports and cultural programs. Some activities that aid in the removal of barriers between team members and the development of relationships. This enhances their enthusiasm for work and their job happiness.

G. Providing training and development opportunities:

Conducting research and statistical operations for employee performance is one of the motivations for obtaining job happiness. The goal is to evaluate the team's overall success as well as each employee's individual performance. It also tries to address flaws through ongoing training and methodical change in order to correct the problem. It is beneficial to understand the company's performance over a period of days or months in order to make necessary modifications and fixes (Tabvuma et al. 2015).

It comprises not just trainings to correct performance issues, but also opportunities for employees to further their careers inside the company. This can be accomplished by allowing them to try new things and take on tasks that are different from the ones they are used to. This can assist employees in achieving higher levels of performance. According to studies, employees who are faced with new problems are more inclined to stay with their companies.



4. EMPLOYEES PERFORMANCE

4.1 Introduction

Employees are the engine that propels a firm forward. As a result, it should come as no surprise that employees' daily performance has a considerable impact on a company's success or failure. Companies must devise ways to retain and encourage their staff in order to remain competitive in today's environment. This aids in attracting, retaining, and developing the best people. It also enables businesses to develop a pipeline of future leaders. They accomplish this through aiding employees in advancing in their roles and responsibilities. All of this helps to ensure long-term success (Alefari et al. 2020).

It's a never-ending process to improve staff performance. Assessment, evaluation, and planning are all part of this process. It's also a vital step toward achieving company goals. Employee performance relates to how well employees do their jobs, complete necessary tasks, and act in the workplace. Work quantity, quality, and efficiency are all performance measures.

Executives can obtain a sense of how the company is doing by analyzing staff performance. This not only highlights what businesses can do right now to improve their operations, but it also feeds into future growth goals. Focusing on employee performance, on the other hand, benefits more than just the organization. It allows people to reach their full potential while also improving their overall performance. This could have a positive effect on employee morale and productivity. Customers may be dissatisfied if employees underperform. As a result, the entire firm may struggle to reach expectations and perform poorly (Top et al. 2020).

Employee performance is one of the topics that has received a lot of research and attention in administrative and human resource studies. The relevance of the notion at both the individual and organizational levels explains this. In addition, there are a number of overlapping and different factors that influence performance.

As a result, it's necessary to define the terminology utilized to demonstrate the concept of administrative performance (AlShehhi et al. 2020).

The outputs and objectives that an organization seeks to achieve through its employees are referred to as employee performance. It's a concept that includes both the goals and the strategies for reaching them. That is, it is a concept that relates the components of activity and the goals that organizations strive to achieve through their employees' activities and duties (Sadick & Kamardeen 2020).

Employee performance is described as a person's approach of learning how to carry out his or her tasks. In addition, he possesses the skills and qualities necessary to do the work successfully. It can also refer to the concrete results of an organization's actions, accomplishments, or individual effort. It is defined as the duties, responsibilities, activities, and tasks that make up an individual's work and must be accomplished appropriately. It's predicated on how quickly a skilled and efficient worker can complete tasks (Peng et al. 2020).

Some experts define employee performance as an interaction with the employee's behavior. That conduct is determined by the interaction of an employee's effort and capabilities in the organization. It is also management's capacity to convert the organization's inputs into a variety of goods at the lowest cost achievable. It can be defined as the output that employees generate while employed by the company. It can be defined as an employee's ability to achieve the company's goals for the job they hold (Alfiyah & Riyanto 2019).

Employee performance is determined by how well they carry out the tasks and obligations that the organization has assigned to them, according to many studies. It refers to the outcomes achieved by the company's employees. That refers to the particular outcomes of employees' efforts, therefore positive performance is the specific desired outcome of employees' actions. Negative performance, on the other hand, is the result of an employee's behavior that is particularly unpleasant. The phrases "effectiveness" and "efficiency" are used to characterize employee performance (Wassem et al. 2019).

Administrative performance refers to the responsibilities and activities that an employee or management does in regard to a given job.

Even if they all have something in common, it varies from job to job. Job performance is described as an activity that assists individuals in completing the work or goal that has been assigned to them. It is subject to the standard resource use constraints. Employee performance is the result of the interaction between behavior and attainment linked to results. It's the sum of all of that behavior, success, and production. These are the main dimensions and topics of organizational development and transformation.

It is not appropriate, according to various research, to equate behavior with achievement and performance. This is related to the fact that workplace conduct refers to what employees do. Achievement, on the other hand, is the effect or result that persists after people stop working. That is, it is a result or an output, whereas performance is the sum of one's actions and accomplishments. As a result, it refers to the sum of one's activities and results (Abdulkhaliq et al. 2019).

4.2 Measuring the Employee Performance

Measuring employee performance is an essential step for any business. This process comprises many personnel management decisions, especially when the organization is a service organization. Workers' eligibility to stay at work or their entitlements to promotion will be straightforward to determine through the review procedure. Furthermore, to download or raise their grades and wages, or even to lay them off (Huang et al. 2015).

This is because the worker is a component of production as well as a way of achieving the organization's objectives. While a result, the organization must track these human factors as it completes the responsibilities committed to it. When it comes to performance measuring methods, the objective performance measurement are typically used. These techniques are classified into three categories:

The first one is the quantity of performance output. If the output of the performance can be determined, an objective measure of the quantity of the performance output can be obtained. It is also possible to ascertain the measurement unit. The number of units finished in a given period is an example of this type. The number of rooms sold for the hotel's salesperson, or the number of invoices that can be calculated and audited for the hotel's accountant (Mensah 2015).

The second one is the quality of performance output. The quality of the service given by the business is one of the most essential characteristics of the service sector. In some circumstances, regardless of the worker's pace of performance, understanding of the quality of the service offered is required. It should be highlighted that the output quality criterion must be used in conjunction with a specific definition of quality (Wanyama & Kimutai 2015).

The third one is the quantity and quality of output together. It is employed when a scale that incorporates both quantity and quality can be calculated. This scale is thought to be superior since it has scales that reflect quantity and quality separately. After recruiting personnel, it is vital to determine the extent to which they accomplish the required work using these approaches. This can be accomplished through the process of reviewing their performance, which can lead to improved results.

4.3 The Employees' Performance Appraisal

4.3.1 Backgrounds

Employee performance measurement appears to have been employed by early civilizations, according to historical evidence. It was utilized in Chinese, Roman, and Mesopotamian cultures up until the contemporary age, for example. The scientific management movement is discovered to be among individuals who care deeply about this process. The strategy was used to redesign jobs in such a way that the use of scientific methods in performance was improved. This technique piqued the interest of the school of human relations. When judging performance, Urging argued that objective and behavioral criteria should be combined (Nitika & Arora 2020).

This historical development was paralleled by changes in the terminology used to describe the process. "Performance assessments, performance evaluation, and appraisal" were among the terminology employed. Looking at these terms reveals that the procedure is divided into three stages. The first is to assess the level of achievement. The second step is to assess the degree of completed work, which is referred to as evaluation or report. The third step is evaluation, which involves enhancing strengths or correcting performance flaws.

4.3.2 The process of performance appraisal

The process of evaluating employees' performance, also known as performance appraisal, is one of the most important processes employed by firms, as depicted in figure (4.1). It is recognized as one of the most important procedures at all levels of the organization.

It starts with the top management and concludes with the production department workers. Its goal is to stay on top of that process in order to react to the changing conditions brought on by changes in work content and performance approaches. Furthermore, the knowledge and skill qualities of the personnel have altered. Natural forces that are evident in the nature of the organizations' activities are changing (Al-Jedaia & Mehrez 2020).

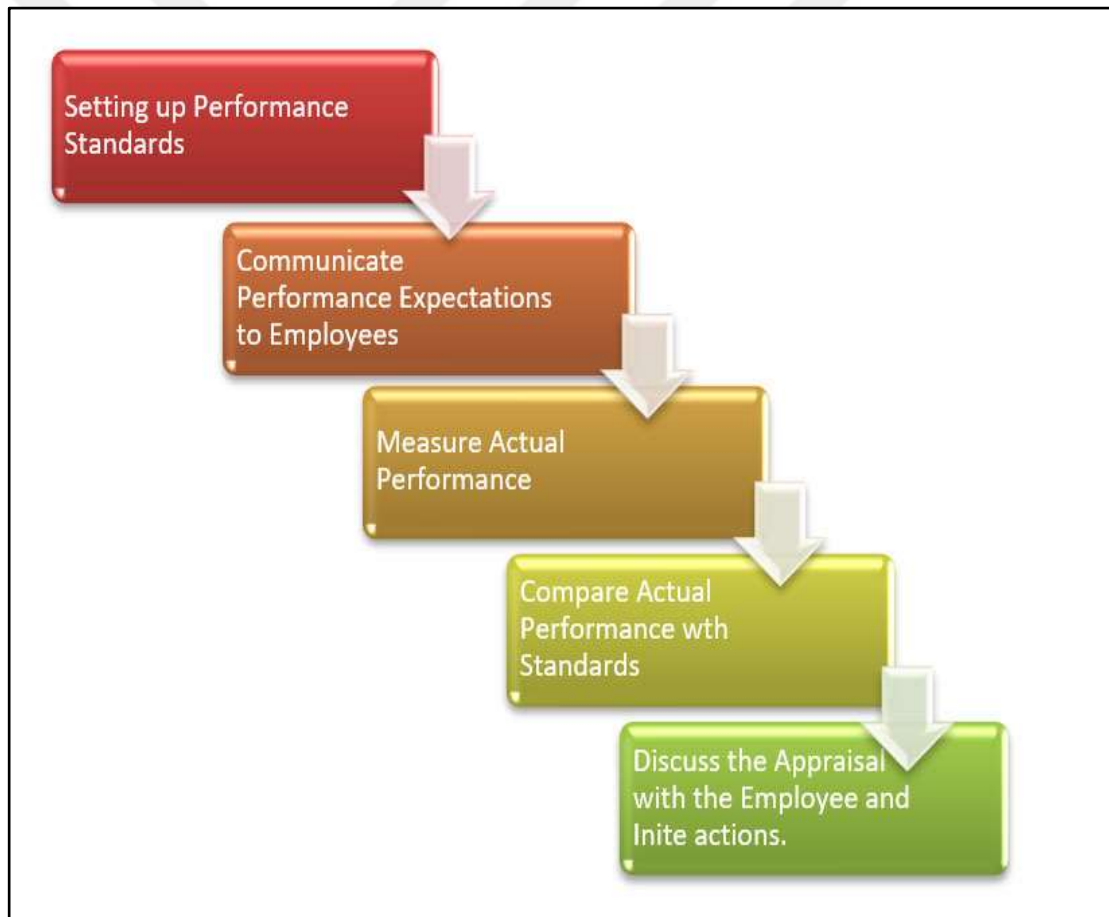


Figure 4.1: The process performance appraisal
Source: (<https://101hrm.com/performance-appraisal-process>)

4.3.3 The performance appraisal meaning

This procedure is referred to a number of different terms. That is because it is a competency assessment system, a competency reporting system, or a system for

tracking employee performance. The contrast of different concepts of this process reflects this. Some experts regard it as a periodic management procedure that aims to assess the strengths and shortcomings of people's efforts. Furthermore, to assess the behaviors that they employ in a certain setting in order to attain a specific organizational goal (Baird et al. 2020).

It is a systematic technique for measuring and analyzing the impact of an individual's performance and behavioral qualities, according to some experts. In addition, determining whether the same performance and behavior can be repeated in the future to benefit the individual, the business, and society. Others viewed it as an attempt to examine an individual's performance, including all psychological and physical factors (Kivipõld et al. 2020).

Furthermore, with its technical, cognitive, or behavioral abilities. The goal is to identify the organization's strengths and weaknesses, then work to enhance the former while confronting the latter in order to improve the organization's effectiveness. It should be noticed that each description highlights points from the evaluation process's goals.

4.4 Importance of Performance Appraisal

The performance appraisal tries to achieve many objectives. It is important at the organizational level, the manager level, and the executive worker level. The significance at the organizational level can be through several aspects. For example, establishing an atmosphere of trust and ethical behavior that eliminates the potential of several employees filing complaints against the company (Koshy & Suguna 2014).

It is important since it improves employees' performance and investing in their abilities to help them progress and develop. It helps in the assessment of human resource management policies and strategies. Its outcomes can be used as indicators to assess the policies' correctness. It helps assisting the company in establishing precise standard performance rates.

The significance of performance appraisal at the managerial level can be through several points. It helps encouraging managers and supervisors to expand their knowledge and talents. Enhance their creative ability to arrive at a sound and

objective judgment of their subordinates' performance. Encouraging managers to cultivate positive relationships with their employees and to approach them to discover problems and challenges (Memon et al. 2019).

The importance of performance appraisal at the employee level is seen in different outcomes. Specifically, it increases the workers' sense of fairness by making them feel more responsible. It necessitates the company taking into account all of the employees' efforts. Encouraging workers to labor diligently, sincerely, and consistently in order to ensure victory. This includes both moral and monetary respect and gratitude for superiors. It assists employees in determining their strengths and limitations. This may motivate them to improve their performance (Moon 2019).

4.5 The Standards of Performance Appraisal

The components that serve as pillars for evaluation are known as performance evaluation criteria. These criteria are divided into four categories (Arnăutu & Panc 2015):

1. Performance outcomes standards:

These standards focus on determining the amount and quality of performance. For example, handling client complaints, conducting meetings, preparing reports, persevering in work, cooperating with coworkers, and other standards of performance behavior.

2. Standards of personality traits:

They are initiative, attention, high motivation, emotional balance, and others. The use of these criteria is not random, but there are basic principles of using them (Taormina & Gao 2009). The following are examples of these criteria, which are shown in figure (4.2).

- Due to the variety of actions performed by subordinates, a great number of standards should be used. The goal is to address all elements of performance.
- It must be objective, in the sense that it reflects the essential elements required by the job. Outputs are more objective than others are when it comes to performance standards.

- The criterion's validity, which means that all of the components in the criterion must accurately reflect the performance qualities. This is accomplished through studying and analyzing the work.
- Scale or standard stability, where the outcome of the performance should be determined by set measures that fluctuate according to the degrees and levels of performance.

The RPMS Rating Scale		
Scale	Adjectival	Description
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time , technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeded expectation. All goals, objectives, and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

Figure 4.2: The basic standards of performance evaluation.

Source: (<https://helpjuice.com>)

- Discrimination, which refers to the criterion's sensitivity to show disparities in performance levels, no matter how minor. It distinguishes between an individual's performance and that of a group of persons.
- Ease of application of the standard, i.e., clarity in application by the person in charge of the evaluation.
- Measurability, which refers to the ability to quantify this or that criterion or attribute in an individual.

4.6 The Performance Appraisal System (PAS) is a system for evaluating employees

As shown in figure (4.3), (Shaout & Trivedi 2013), the performance appraisal system is made up of elements that describe and explain it:

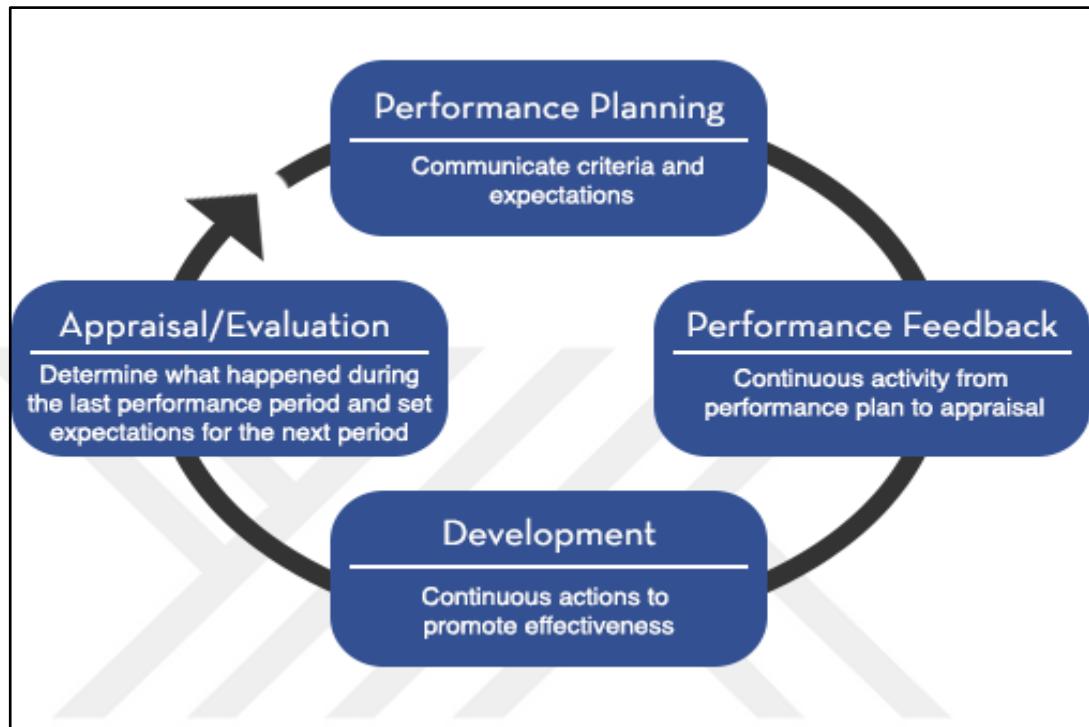


Figure 4.3: The components of performance appraisal system.
Source: (Performance, 2022).

The goal of using this system is to help the administration managing the operation and collecting information and data. It can employ for several purposes, including the following:

- Giving staff feedback on the quality and efficiency of their work. This can assist students in learning knowledge and improving their performance.
- Establishing the level of salary, competencies, and bonuses that an individual can receive in exchange for their efforts.
- Determining the right current job and future employment to which the worker can be transferred, or removing the worker from the workforce.
- Determine the work and duties that have been allotted to employees.
- Identifying the individual's deficiencies in performance and the need for development through training activities.

- Forcing managers to link their subordinates' actions to the work's outputs and final value.

The general design of the performance appraisal system is determined by focusing on one of these goals. For example, the institution or administration may be focused on giving performance information to staff. This emphasizes the necessity of notifying employees about the evaluation outcomes. Furthermore, the importance of the performance assessment form, which ensures that the evaluation information and standards are expressed in a way that is simple to understand and communicate to employees (Shaout & Yousif 2014).

It is important to indicate that important issues should be identified when doing performance appraisal. The issue is identifying the evaluation start time, and the time to be completed. This practice is frequently carried out at the end of the year by organizations. Because of the shortage of time devoted to this process, it poses a threat to the evaluation process. Throughout the interval, the superiors work on the evaluation procedure. This necessitates maintaining track of the progress of subordinates' tasks (Ojokuku 2013).

4.7 The Operators of Performance Appraisal

The following parties can carry out the performance appraisal:

A. Chairperson, directors, evaluation committee, and coworkers:

The most typical technique of appraisal is by the boss. By evaluating the superior over the direct manager and approving the evaluation, this approach can be reinforced. The latter is in charge of coordinating and balancing the estimates of the direct superiors. Furthermore, ensuring that they adhere to the procedures and directions. The appraisal of the immediate superior is the primary obligation (Daoanis 2012).

B. The evaluation of superiors by subordinates:

It pertains to organizations with high sensitivity and urgent situations. One of the most serious issues with this strategy is that it goes against managerial principles. It differs from the first way, which is consistent with management principles, particularly in terms of matter unity.

C. The associates:

It is infrequently employed, and its issues are reflected at the lowest levels of the organization.

This is due to the difficulties it causes in the workplace's social relationships. It can also be utilized at the administrative level to assess leadership ability. In addition, to determine future leaders and managers' administrative preparations (Chen & Chen 2010).

D. A committee of superiors:

They're working on a combined evaluation for each subordinate individually. This strategy assumes that supervisors know each subordinate well and have enough knowledge to carry out the process.

This is not always possible, making the organization susceptible to individual judgment by each head. Then integrate these reports to create a sense of collective intelligence.

4.8 The Techniques of Performance Appraisal

The following are the most common techniques of performance appraisal (Dagar 2014):

1. List of evaluation criteria:

A table categorizes numerous factors and analyzes whether these criteria are present in an individual's performance.

2. Simple ranking method:

Each direct superior rates subordinates in order of performance, from best to worst. That is, according to overall performance and not according to so-called standards, which is the method's major flaw, despite its simplicity.

3. Pairwise comparison between two workers:

The worker in the department is compared to the rest of the workers in pairs, rather than all at once. The comparisons are then gathered, and the department members are arranged in descending order. This system is

criticized for being difficult to use, and this is due to the enormous number of personnel in the department (Bhosale & Kulkarni 2013).

4. Compulsory distribution method:

Where leaders are required to divide their employees according to the organization's grade system.

The intermediate grade is where the bulk of workers are classified, and it takes the percentage of workers in the other classes that is smaller than the intermediate degree ratio.

5. The method of management by objectives:

Apart from their behavior and personal attributes, it depends on the results that individuals can achieve. It follows the steps outlined below (Yee & Chen 2009):

- Identifying the objectives to be met as a performance indicator.
- During the implementation period, the superior must ensure that the objectives are met and that the help is evaluated. This can assist in determining whether or not there is a delay beyond the subordinate's control.
- During the performance appraisal stage, the superior compares actual results to those expected.

6. Checklists:

Behavioral observation is another name for this practice. The collaboration between the Human Resources Department and supervisory managers is included. The behavioral and subjective aspects of these lists take precedence over the objective. The impact of each attribute or behavior on job performance is determined by the administration. The administration upholds these criteria and gives the lists to the head without pedigree, who fills them up himself (Black et al. 2019).

When the lists are returned to the administration, a procedure of matching them to the ratios takes place. Finally, they complete the final assessment. Then notifying subordinates of the performance's outcomes. However, in

some circumstances, the evaluation results are kept hidden and only shared with management. The reason for this is that some businesses are concerned about upsetting the work environment. Furthermore, they do not want to produce the results and believe that doing so will benefit them.

For a variety of reasons, other organizations prefer the second option. They feel the subordinate wants to know how well he's doing and what his direct superior thinks. They try to foster an atmosphere of understanding, cooperation, and clarity at work, regardless of the outcome.

Most case studies prefer to make their findings public through formal interviews, which provides some impetus.

4.9 Challenges of Applying Performance Appraisal

The challenges facing performance appraisal can be classified into subjective and objective problems, which can be discussed as following:

- A. The subjective problems are related to the person responsible for the evaluation process. Specifically, they are related to the following (Liu & Dong 2012):
1. The evaluator's characteristics and qualities: These characteristics are related to the evaluator's level of ability and experience in the profession. The evaluator must have extensive experience and social skills.
 2. Tolerance and gentleness: some evaluators in this process are gentle with subordinates. This conceals the process's true outcomes and is far from the goal.
 3. The halo effect: The angle at which the subordinate looks at the subordinate is defined as the halo effect. If that point of view is positive, the evaluation outcomes will be positive, and vice versa. This devalues evaluation standards and gives the impression of impartiality.
 4. Central tendency: The evaluator has a tendency to make medium and broad assessments on individual performance. The absence of variation in the results has an impact on final judgments of the process.
 5. Priority and novelty: These factors are evaluated over time. The initial assessment of an individual's performance is made without taking into

account the results of the initial assessment. It can be expressed as the evaluator ignoring the individual's previous performance in order to present a picture of the most recent level of performance. This would break the process's continuity, which is focused on gathering data from the past, current, and predicted future changes.

6. Personal prejudice: The assessor's bias in favor of the responder whose performance is to be evaluated due to kinship, friendship, gender, or domicile.

B. Objective problems are related to the process itself, which are as follows (Arthur 2015):

1. The absence of clarity in the process's goals creates a sense of randomness.
2. Standard inaccuracy and incapacity to express performance.
3. Insufficient and incorrect instructions in the evaluation procedure.
4. Measurement degrees are inaccurate in discriminating between workers.

5. TRAINING, JOB SATISFACTION, AND EMPLOYEE PERFORMANCE

This chapter analyzes and discusses the impact of training on the job satisfaction and employees' performance in Iraqi banks. The study analysis has several steps, which will be discussed one by one. The first step is describing the study sample, which is in this represented by some of Iraqi banks. The second step is determining the sample size. The third step is identifying the conceptual model of the study. Then, describing the method of collecting data.

The next step is descriptive statistics of the dimensions (Mean, Standard Deviation, Skew and Kurtosis assessment. Factor analysis and reliability assessment will be important steps of the analysis. The Correlation analysis regression analysis will be the final steps to test the study hypotheses.

5.1 Describing the Study Sample

This study was applied on a sample of Iraqi banks, which are important banks in Iraq. They have big market shares and huge types of banking activities. Their headquarters are located in the capital of Iraq (Baghdad), and the also have branches in every locating in Iraq. These banks are concerned with satisfying their customers' needs, and provide the best services to them (Ismail et al. 2021).

They started different training programs for developing the capabilities of their members such as participating in conferences, seminars and specialized training courses. Furthermore, they try keeping pace with the progress of scientific research, and dealing with challenges to raise the level of knowledge. The banks has more than 250000 employees with different positions and locations. Table (5.1) shows the characteristics of the study sample.

As shown in table (5.1) the sample has five main banks, which have about 75% of the market shares of banking industry in Iraq. Most Iraqi people have bank accounts with these banks (Makttoofa et al. 2020).

Therefore, it is expected that these banks work under high competition market. That can impose them to improve their employees' skills for achieving their goals.

Table 5.1: The characteristics of the study sample

Bank Name	Number of Employees	The Market Share
Al Rafidain Bank	8500	25%
Al Rasheed Bank	7000	18%
Al Tife Bank	2500	12%
Baghdad Bank	3000	9%
Trade Bank of Iraq	4000	14%

Source: Central Bank of Iraq

5.2 The Sample Population and Sample Size

The Slovin's formula is used in this study to calculate the sample size (Isip 2015). The population of the study was 600 employees. They were the banks' top managers, and employees who are working in different positions. A random sample methods was used to draw a sample. The sample size is calculated as following:

$$n = N / (1 + Ne^2) \dots \dots \dots \text{Slovin's formula} \quad (5.1)$$

Where,

n: the sample size

N: the sample population = 400

e: the confident level which is 95% (the error is 5%)

$$n = 600 / (1 + (600 * 0.0025))$$

$$n = 600 / 2.5 = 240$$

5.3 The Conceptual Model

The conceptual model of this study is as shown in figure (5.1). The figure shows that applying training programs affect both the job satisfaction and employees' performance of the banks' employees. It is important to note that this model is a formed based on the literature. Many studies indicated that training could have positive and significant effect on job satisfaction and employees' performance (Abogsesa & Kaushik 2017). Therefore, the model states that the training programs could positively affect the job satisfaction and employees' performance of employees in the sample banks.

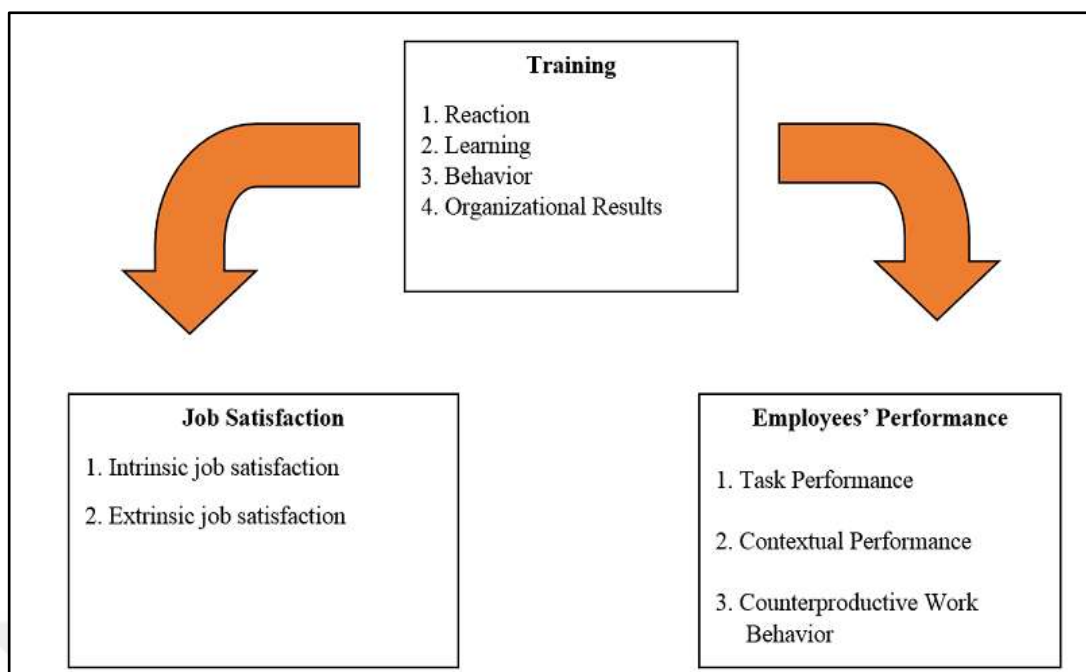


Figure 5.1: The conceptual model

Source: (Student made)

The model shows that training dimension has four scales. They are reaction, learning, behavior, and organizational results. The job satisfaction dimension has two scales, which are intrinsic and extrinsic job satisfaction. The employees' performance dimension has three scales. They are task performance, contextual performance, and counterproductive work behavior. The dimensions and sources of all scales are shown in table (5.2).

Table 5.2: The study dimensions

Dimensions	Number of items	The sources
Training	13	(Grohmann & Kauffeld, 2013)
Job Satisfaction	7	(Abdallah et al. 2016)
Employees' Performance	17	(Widyastuti & Hidayat, 2018)

Source: Student's Work

5.4 Collecting the Study Data

The questionnaire method was used in this study to collect data. The questionnaire was used because it provides cheap, quick and large amounts of information. It also allows using large sample (Krosnick 2018). The questionnaire was formed based on the literature. A sample of the questionnaire is shown in appendix A.

The questionnaire was used to get information about training, job satisfaction, and employees' performance of the sample banks. In addition, it was used to get demographic information about the respondents. The items in the questionnaire were designed to have five Likert scales. Specifically, each item of all three dimensions has five options to answer. These options are weighted as (1. Strongly Disagree, 2. Disagree, 3. Normal, 4. Agree, 5. Strongly Agree).

The items were coded in the data as TRi for training, JSi for job satisfaction, and EPI for employees' performance. The questionnaire sheets were sent to 300 employees in the sample banks. There were only 280 sheet returned. The sample size calculation indicated that the minimum sample size should be 240. The uncompleted sheets were 19, and they are neglected. Therefore, 261 sheets were used.

5.5 The Analysis Results

5.5.1. Demographic information

The demographic information are shown in the following tables:

1. The gender information:

The gender information of the respondents is shown in table (5.3). The table shows that males in the sample represent around 50% and female as well. The distribution of participants is very balanced for gender categories. The number of female participants is slightly (2.27%; 6) higher than the number of female participants.

Table 5.3: Gender information of the respondents

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Male	129	48,9	48,9	48,9
Female	135	51,1	51,1	100,0
Total	273	100,0	100,0	

Source: Student's Work

2. The age information:

The age information of the respondents is shown in table (5.4). Although five age categories were defined in the survey questions, in order to categorize the data in a statistically significant way, the categories 40-45, 46-55 and more than 55 years old, which had a small number of participants, were combined as more than 35

and the number of categories was reduced to three. Thus, the distribution of categories has been made balanced. As a result of the merging process, the difference between the 26-35 age category with the highest number of participants (43.9%; 116) and the less than 26 category with the lowest number of participants (27.7%; 73) is relatively small and acceptable (16.3%; 43).

Table 5.4: Age information of the respondents

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 26	73	27,7	27,7	27,7
26-35	116	43,9	43,9	71,6
More than 35	75	28,4	28,4	100,0
Total	264	100,0	100,0	

Source: Student's Work

3. The education information:

The age information of the respondents is shown in table (5.5). The distribution of participants is relatively balanced for education level categories. The highest number of participants with university degree is a bit higher (20.5%; 54) higher than the number of participants with postgraduate degree. Since the frequency of one categorical data (participants of graduate degree) set is more than half of the other (university degree; 56%) combination was required at this point.

Table 5.5: Education information of the respondents

Item	Frequency	Percent	Valid Percent	Cumulative Percent
High School	72	27,3	27,3	27,3
University Degree	123	46,6	46,6	73,9
Graduate Degree	69	26,1	26,1	100,0
Total	264	100,0	100,0	

Source: Student's Work

4. The work position information:

The age information of the respondents is shown in table (5.6). The distribution of the participants according to their positions is almost balanced. The number of employee participants is a little bit higher (12.9%; 34) than the number of department manager participants.

Table 5.6: Work position information of the respondents

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Employee	149	56,4	56,4	56,4
Manager	115	53,6	53,6	100,0
Total	264	100,0	100,0	

Source: Student's Work

5. The work experiences information:

The age information of the respondents is shown in table (5.7). Although five total work experience categories were defined in the survey questions, in order to categorize the data in a statistically significant way, the categories 11-15, 16-20 and more than 20 years, which had a small number of participants, were combined as more than 10 and the number of categories was reduced to three. Thus, the distribution of categories has been made balanced. As a result of the merging process, the difference between 0-5 years total work experience category with the highest number of participants (40.9%; 108) and more than 10 years total work experience category with the lowest number of participants (28.4%; 75) is relatively small (12.5%; 33).

Table 5.7: Work experiences information of the respondents

Item	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 years	108	40,9	40,9	40,9
6-10 years	81	30,7	30,7	71,6
More than 10 years	75	28,4	28,4	100,0
Total	264	100,0	100,0	

Source: Student's Work

5.5.2 Characteristic values

In this part of the research, the characteristic values of the scales and the sub-dimensions of the scales will be included. Characteristic values are divided into three as measures of central tendency, measures of variability and measures of distribution. Measures of central tendency to be used in this study are arithmetic mean (\bar{X}), median (Me), and mode (Mo).

The most important purpose of calculating measures of central tendency, that is, means, is to specify a single value that represents the series. Mode to the most repeated value of the data set; The value that divides the data set into two equal parts is called the median (Turanlı and Gürış, 2015, p. 49 – 82). The measures of variability, on the other hand, are the measure of the scattering of the series values.

These measures indicate how intensely the series values are dispersed around the mean (Turanlı and Güriş, 2015, p. 100). The measure of variability to be used in this study will be the standard deviation (σ).

Distribution measures show the skewness and kurtosis of the data set. Skewness is the degree to which the distribution of a data set departs from symmetry. Negative skewness indicates that the series is skewed to the left, and positive skewness indicates that the distribution of the data set is skewed to the right. Kurtosis, on the other hand, is the sharpness of the distribution of the data set, and this degree of sharpness is compared with the sharpness of the normal distribution in studies. If the kurtosis of the distribution is more than the normal distribution, it is called flat (platykurtic) and if it is less, it is called pointed (leptokurtic) (Yolsal, 2020, p. 136).

The variables of the study are training, job satisfaction, and employee performance. Training is the independent variable that consists of one dimension with 13 items: TR1, TR2, TR3, TR4, TR5, TR6, TR7, TR8, TR9, TR10, TR11, TR12 and TR13. Job satisfaction is a dependent variable consists of one dimension with 7 items: JS1, JS2, JS3, JS4, JS5, JS6 and JS7. Employee Performance is a dependent variable consists of one dimension with 17 items: EP1, EP2, EP3, EP4, EP5, EP6, EP7, EP8, EP9, EP10, EP11, EP12, EP13, EP14, EP15, EP16 and EP 17. The characteristic values of the scales and the sub- dimensions are shown in table (5.8)

Table 5.8: The characteristic values of the dimensions

Item	N	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Training	264	3.94	4,23	4.54	0,76	-,784	-,633
Job Satisfaction	264	3.97	4.14	4.43	0,77	-,730	-,524
Employee Performance	264	3.95	4.20	4.59	0,76	-,735	-,719

Source: Student's Work

When the mean values of the variables are looked at, the highest mean value is job satisfaction independent variable (3.97). On the other hand, the lowest mean is the training independent variable (3.94). It is noteworthy that the averages are very close to each other.

The skewness and kurtosis values marked in dark pink show us whether the distribution of the data is in accordance with the normal distribution. If most of these values are within the range of +1,500 to -1,500, the distribution is considered normal.

When we look at the table, it is observed that all skewness and kurtosis values are within this range.

In addition to this test, the Kolmogorov – Smirnov / Shapiro – Wilk Test at %95 confidence interval was used to ensure the normal distribution. In cases where the sample size is less than 50, Shapiro-Wilk results are checked ($N < 50$). Since our sample size is 264; $N = 264 > 50$, we look at the results of the Kolmogorov-Smirnov test. For the distribution to be normal, the significance (Sig.) of the variables must be less than 0.05. As seen in table (5.9), all p values are less than 0.05. With this test, we have confirmed that the distribution is normal.

Table 5.9: The tests of normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Item Statistic	df	Sig.	Statistic	df	Sig.
Employee performance	0.148	264	0.000	0.893	264	0.000
Training	0.163	264	0.000	0.887	264	0.000
Job satisfaction	0.155	264	0.000	0.911	264	0.000

Source: Student's Work

5.5.3 Factor and Reliability Analysis

5.5.3.1 General information

Before running the factor analysis, it is important to understand the preliminary explanations to interpret the results. Specifically, it is important to understand the following:

A. KMO Fit Value:

The suitability of the scales for factor analysis depends on the fulfillment of two basic conditions. The first of these is the Kaiser-Meyer-Olkin (KMO) test, which tests whether the sample size is sufficient for factor analysis. A KMO value below 0.50 indicates that data are not suitable for factor analysis. Although it is sufficient for the KMO value to be above 0.50, it is preferred to be 0.70 and above. KMO value between 0.60 and 0.70 is acceptable but considered as mediocre.

B. Bartlett Test of Sphericity:

The second condition is that there is a relationship between the scales. The existence of this relationship is tested with the Bartlett Test of Sphericity. This test is based on the rejection of the null hypothesis (H_0) ($p < 0.05$), which claims that there is no relationship between the scales (Cohen et al., 2007, p. 570).

C. Cronbach's Alpha (α) Coefficient for Reliability Test:

Cronbach's Alpha coefficient (α), which shows the internal consistency of the items that make up the scales and their sub-dimensions, varies between 0 and 1. As ratio approaches to 1, the internal consistency of the scales increases and thus the reliability of the scales and sub-dimensions increases, otherwise it decreases (Yolsal, 2020, p. 137). The fact that the Cronbach Alpha internal consistency coefficient is low indicates that the scale measures more than one feature at the same time, and the items are not homogeneous among themselves (Tavşancıl, 2014). The interpretation of Cronbach's alpha values is as shown in table (5.10).

D. Mean Inter-Item Correlation Values:

Another way to test the internal consistency of the scales and their sub-dimensions is to examine the mean correlation values between the items of the scales and sub-dimensions (Yolsal, 2020, p. 138).

According to the researchers, a value below 0.10 indicates that the items are insufficient to measure the scale, and a value above 0.50 indicates that some items that make up the scale are unnecessary because they measure the same thing (Piedmont & Hyland, 1993, p. 370). In this context, it is stipulated that this value should be between 0.10 and 0.50.

Table 5.10: The ranges of Cronbach's alpha values

Value Range	COMMENT
> 0,900	Perfect
> 0,800	Quite Well / Pretty Good
> 0,700	Good & Acceptable
> 0,600	Acceptable Upon Inquiry
≥ 0,500	Insufficient Acceptable Under Specific Circumstances
< 0,500	Unacceptable

Source: Gliem & Gliem, (2003).

E. Total Variance Explained:

Another factor to be considered while analyzing the results of factor analysis is the ratio of the variance explained by each scale to the total variance amount. In today's studies, it is seen that a rate of 40% or more is accepted (Aksu et al., 2017, p. 59).

5.5.3.2 The results of factor analysis

The results of factor analysis for training are shown in table (5.11). All items were gathered under a single factor as expected and factor loadings are high. KMO – Fit value & Cronbach – Alpha reliability are perfect. Furthermore, total variance explained is quite well and acceptable too.

The results of factor analysis for job satisfaction are shown in table (5.12). All items were gathered under a single factor as expected and factor loadings are high. KMO – Fit value is very well; just below the perfection line (0,900). Furthermore, Cronbach – Alpha reliability is perfect and total explained variance is almost quite well and acceptable too.

Table 5.11: Factor and reliability analyses for training

Items	Factor Loading
TR1	0.745
TR2	0.762
TR3	0.818
TR4	0.814
TR5	0.726
TR6	0.698
TR7	0.803
TR8	0.793
TR9	0.749
TR10	0.819
TR11	0.834
TR12	0.730
TR13	0.769
KMO Fit Value	0.958
Bartlett Test of Sphericity (p<0,05)	0.000
Cronbach's Alpha Reliability (α)	0.944
Total Variance Explained (%)	60.05

Source: Student's Work

Table 5.12: Factor & reliability analyses for job satisfaction

Items	Factor Loading
JS1	0.778
JS2	0.785
JS3	0.796
JS4	0.819
JS5	0.804
JS6	0.818
JS7	0.781
KMO Fit Value	0.896
Bartlett Test of Sphericity (p<0,05)	0.000
Cronbach's Alpha Reliability (α)	0.905
Total Variance Explained (%)	63.62

Source: Student's Work

The results of factor analysis for employees' performance are shown in table (5.13). All items were gathered under a single factor as expected and factor loadings are high. KMO – Fit value & Cronbach – Alpha reliability are perfect. Furthermore, total variance explained is quite well and acceptable too.

Table 5.13: Factor & reliability analyses for employees' performance

Items	Factor Loading
EP1	0.782
EP2	0.805
EP3	0.714
EP4	0.825
EP5	0.811
EP6	0.782
EP7	0.773
EP8	0.780
EP9	0.774
EP10	0.806
EP11	0.719
EP12	0.767
EP13	0.828
EP14	0.783
EP15	0.702
EP16	0.694
EP17	0.764
KMO Fit Value	0.961
Bartlett Test of Sphericity (p<0,05)	0.000
Cronbach's Alpha Reliability (α)	0.957
Total Variance Explained (%)	59.63

Source: Student's Work

5.5.4 The regression analysis

This section tests the study hypotheses. Specifically, it tests the impact of training on job satisfaction and employees' performance.

5.5.4.1 Testing the impact of training on employees' performance.

The ANOVA analysis is shown in table (5.14). The results of regression are shown in table (5.15).

Table 5.14: ANOVA (Analysis of Variance)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142,487	2	71.243	1897.22	0.000 ^b
	Residual	9.798	261	0.038		
	Total	152.284	263			

a. Dependent Variable: employee performance

b. Predictors: (Constant), training

H0 (Absence) Hypothesis: If Sig (p) < 0.05, the null hypothesis is rejected, that means at least one or more of the independent variables is statistically significant in explaining the dependent variable. In this context, it is seen that at least one or all of the two independent variables explain the dependent variable of employee's performance.

H1: Training has a significant positive impact on employee's overall performance.

Table 5.15: The regressions' results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.049	0.065		0.755	0.451
	Training	0.802	0.036	0.796	6.567	0.000

a. Dependent Variable: employee performance

b. Predictors: (Constant), training, job satisfaction

At this point, the significance (sig =p) value of each independent variable that is expected to explain the dependent variable is checked. Sig. (p) variables with a value of less than 0.05 explain the dependent variable significantly; It is determined that variables with this value greater than 0.05 do not have a statistically significant effect on the dependent variable. Looking at the results, all variables sig. (p) values were found to be smaller than 0.05:

1: $p_{\text{training}} = 0.000 < 0.050$  (Acceptance of H_1)

In this context, hypothesis H1 is accepted, since training has a statistically significant effect on the employee's (job) performance.

Power Analysis (R2 Interpretation): R2 is a statistic that will give some information about the goodness of fit of a model. In regression, the R2 coefficient of determination is a statistical measure of how well the regression predictions approximate the real data points. An R2 of 1 indicates that the regression predictions perfectly fit the data. Table (5.16) show information regarding the interpretation of the R2 value obtained as a result of the regression analysis.

When the comments of two studies that have a place in the literature on the interpretation of R2 are combined, R2 can be interpreted as shown in table (5.17). The model summary is shown in table (5.18).

Table 5.16: Information regarding the interpretation of the R2 value

Comment	R ² Value (Chin) (1998)	R ² Value (Hair et al.) (2011)
Very Weak	$R^2 < 0,19$	$R^2 < 0,25$
Weak	$0,19 \leq R^2 < 0,33$	$0,25 \leq R^2 < 0,50$
Moderate	$0,33 \leq R^2 < 0,67$	$0,50 \leq R^2 < 0,75$
Substantial (Strong)	$R^2 > 0,67$	$R^2 > 0,75$

Source: Student's Work

Table 5.17: The comments of two studies on the interpretation of R²

Combined Comment (Chin, 1998 & Hair et al., 2011)	R ² Value
Very Weak	$R^2 < 0,19$
Quite Weak	$0,19 \leq R^2 < 0,25$
Weak	$0,25 \leq R^2 < 0,33$
Weak – Moderate	$0,33 \leq R^2 < 0,50$
Moderate	$0,50 \leq R^2 < 0,67$
Moderate – Substantial (Strong)	$0,67 \leq R^2 < 0,75$
Absolute Substantial (Strong)	$R^2 > 0,75$

Source: Student's Work

Table 5.18: The model summary.

Model	R	R ²	Adjusted (R ²)	Std. Error
1	0.967 ^a	0.936	0.935	0.19375

a. Predictors: (Constant), training, job satisfaction

b. Dependent Variable: employee performance

When the model summary is looked at, the R² value, which expresses the explanatory power of the independent variables for the dependent variable, is 0.936. This value shows that the explanatory power of the model is absolute (very) strong: (Corporate) training explains the dependent variable of employee's individual job performance very strongly.

Standardized Beta Coefficients numbers in the Coefficients table enlighten us on the model contributions of the independent variables. Looking at these coefficients, it is seen that the training has a very obvious & apparent impact on employee's performance ($\beta_{\text{training}} = 0.796$).

5.5.4.2 Testing the impact of training on job satisfaction

The ANOVA analysis is shown in table (5.19). The results of regression are shown in table (5.20).

Table 5.19: ANOVA (Analysis of Variance)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144,433	2	80.243	1987.42	0.000 ^b
	Residual	8.798	261	0.038		
	Total	152.284	263			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), training

H₀ (Absence) Hypothesis: If Sig (p) < 0.05, the null hypothesis is rejected.

H₂: Training has a significant positive impact on job satisfaction.

Table 5.20: The regressions' results.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.149	0.075		0.887	0.635
	Training	0.511	0.044	0.512	7.554	0.000

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), training.

1: $p_{\text{training}} = 0.000 < 0.050$  (Acceptance of H₂)

In this context, hypotheses H₂ are accepted, since training has a statistically significant effect on the job satisfaction. The model summary is shown in table (5.21).

Table 5.21: The model summary.

Model	R	R ²	Adjusted (R ²)	Std. Error
1	0.953 ^a	0.927	0.922	0.16654

a. Predictors: (Constant), training, job satisfaction

b. Dependent Variable: employee performance

When the model summary is looked at, the R² value, which expresses the explanatory power of the independent variables for the dependent variable, is 0.927. This value shows that the explanatory power of the model is absolute (very) strong.

That is, training explains the dependent variable of job satisfaction very strongly. It is seen that the training has a very obvious and apparent impact on job satisfaction ($\beta_{\text{training}} = 0.796$).

Comparing the two models, training has much more stronger impact on overall performance of employee's than on job satisfaction. The fact that training has a more positive effect on employee performance than job satisfaction, can be explained in two ways.

First, it can be said that corporate training creates a feeling in employees that the organization values them. In this context, the employees may feel obliged to reciprocate and try to perform at their best. Secondly, the fact that corporate training is general, concrete and objective, and job satisfaction is abstract and subjective (it varies from person to person) can help explain this finding. Figure (5.2) shows the final model after multiple regression analysis.

5.6 The Results Discussion

The results showed, in general, that this study has good sample since it has high percentages of participants with high level of education and work experiences. The sample has almost balanced percentage of male and female, which indicates no sex bias. The participants in the sample have a variety of work positions, which can enhance the quality of information gathered from them. The data of this study provided information on the study dimensions. The study dimensions are training (TR), job satisfaction (JS), and employees' performance (EP). The data was collected from a sample of banks in Iraq. The results showed that the data was reliable and good to use for testing the study hypotheses.

The results showed that all variables are normally distributed, which is required for doing the analysis. The results indicated that employees' performance has only one

component extracted from factor analysis. The factor analysis used in this study is based on principles component analysis. The one factor of employees' performance is the dependent variable.

The results indicated that job satisfaction has only one component extracted from factor analysis. The one factor of job satisfaction is the other dependent variable. The results indicated that training has only one component extracted from factor analysis. The one factor of training is the independent variable. The factor loading for all extracted factors of the three dimensions are relatively high. The total variance explaining and other indicators showed that the factor analysis was in good fit.

The results showed that there are significant correlations between the study variables. That means, the null hypothesis (H_0) is rejected, and the study hypotheses (H_1 , H_2) are accepted. Specifically, the hypothesis H_1 is accepted, since training has a statistically significant effect on the employee's performance. That is, when training is applied, the employees' performance increases by (0.796 unit of measure). The hypotheses H_2 is also accepted, since training has a statistically significant effect on the job satisfaction. That is, when training is applied, the job satisfaction increases by (0.512 unit of measure).

The results showed that the R^2 values of the two models, which expresses the explanatory power of the independent variables for the dependent variable, were very high (around 0.9). These values of R^2 show that the explanatory power of the models are very strong. In other words, training explains the dependent variable of employee's performance and job satisfaction very strongly.

Based on the literature, applying training programs is expected to positively affect the employees' performance. For example, Muhammad et al., (2015) tested the importance of training on the employees' performance. Muhammad et al. (2015) found that training has a huge impact on employees' performance. The results of this study also found that training has positive and significant effect on employees' performance. Therefore, this result is in line with the literature. One most common explanation to this result is the effectiveness of the training programs. The training programs that applied in the sample banks look good in terms of design, timing, target employees, and methods of applying. All of these issues can lead to enhance the role of training in improving the employees' performance.

Theoretically, applying training programs is also expected to positively affect the job satisfaction. For example, Paposa & Kumar, (2019) found that training has positive and significant impact on job satisfaction. The results of this study also found that training has positive and significant effect on job satisfaction. Therefore, this result is in line with the literature. The explanation to this result is that the employees who received training are more likely to be satisfied with their jobs.

In short, the results of this study are in line with the theory. Specifically, training has positive and significant effects on both employees' performance and job satisfaction as the theories stated.



6. CONCLUSION

Under the high competition markets, most banks' administrative systems strongly focus on the employees' satisfaction and performance. Studies showed that employees' performance could lead to increase the efficiency and effectiveness of the banks. In addition, it can lead to achieve their goals, and success. The fast changes in the work environment has put the banks under great pressure. That has led most banks to start new strategies to develop their employees' performance. Enhancing the employees' performance become one of the goals that the banks seek to achieve. Developing the employees' performance is important for both the employees and banks. It is important for employees since it helps them building good career path. It is important for the organization since it can lead to improve the banks' performance. One of the most common ways to develop the employees' performance is the human resource development. Providing training programs for employees is an important way that helps the employees develop their personal and organizational skills. In addition, it develops their knowledge and capabilities, which enhance their job satisfaction. Developing employees' skills can also motivates them to improve their work performance.

Iraq started new economic reform after 2003, and the Iraqi banks were part of that new reform. They started connecting with international banks, and transferring the experiences of the top world banks. Specifically, they started using different training programs to improve their employees' performance. However, some problems facing the Iraqi banks when applying the training programs. The most important problem is the lack of evaluating to these programs. They may think that it was done correctly, but they do not have any evidences to prove that.

The purpose of the study is to evaluate the effectiveness of training programs in a sample of Iraqi banks. More specifically, it test the effect of training programs and job satisfaction on the employees' performance in in a sample of Iraqi banks. The importance of this study is to provide evidences about the effectiveness of the training programs in these banks. That can help better understand the results of their

training programs. In addition, it can help them improve these programs or apply new ones.

The other importance of this study can be a guide for other Iraqi banks to evaluate their training programs.

The contribution of this study is that it provides statistical analysis to test the effects of training programs on employees' performance. The study hypothesis is that the training programs have positive and significant impact on employees' performance.

This study was applied on a sample of Iraqi banks, which are important banks in Iraq. They have big market shares and huge types of banking activities. Their headquarters are located in the capital of Iraq (Baghdad), and they also have branches in every location in Iraq. They started different training programs for developing the capabilities of their members such as participating in conferences, seminars and specialized training courses. The banks have more than 250,000 employees with different positions and locations. They have about 75% of the market shares of the banking industry in Iraq. Therefore, it is expected that these banks work under high competition market. That can impose them to improve their employees' skills for achieving their goals.

The population of the study was 600 employees. They were the banks' top managers, and employees who are working in different positions. A random sample method was used to draw a sample. The questionnaire method was used to collect data. The questionnaire sheets were sent to 300 employees in the sample. There were only 280 sheets returned. The sample size calculation indicated that the minimum sample size should be 240. The uncompleted sheets were 19, and they are neglected. Therefore, 261 sheets were used.

Using SPSS 17.0 software, all the necessary statistical tests and analyses including factor analysis and regression analysis were done. The results of this study showed that the training programs have positive and significant effects on employees' performance and job satisfaction. The training programs applied in the sample banks could enhance their employees' performance. These results support the study hypotheses. The results of this study are in line with the theory. Specifically, training has positive and significant effects on both employees' performance and job satisfaction as the theories stated.

7. THE STUDY RECOMMENDATIONS

1. The study suggests that the banks in Iraq should keep applying training programs and may add other methods to improve its employees' performance.
2. The study suggests that the banks in Iraq should be in connecting with the modern technologies regarding training its employees.



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APPENDICES

Appendix A: Questionnaire form

Table A.1: A copy of the study questionnaire

PART 1: Demographic Information	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Age	<input type="checkbox"/> 18 – 30 <input type="checkbox"/> 31 – 40 <input type="checkbox"/> 41 – 50 <input type="checkbox"/> More than 51
Highest academic level	<input type="checkbox"/> High school <input type="checkbox"/> Diploma <input type="checkbox"/> BA (4 years collage) <input type="checkbox"/> Master Degree <input type="checkbox"/> PhD Degree
Designation in the organization	<input type="checkbox"/> Manager <input type="checkbox"/> Employee
Working Experience with this organization	<input type="checkbox"/> 1-3 year <input type="checkbox"/> 4-10 year <input type="checkbox"/> 11-15 year <input type="checkbox"/> More than 15 year

Employees' performance					
A. Task Performance					
1. I managed to plan my work so that I finished it on time	(1)	(2)	(3)	(4)	(5)
2. I kept in mind the work result I needed to achieve	(1)	(2)	(3)	(4)	(5)
3. I was able to set priorities	(1)	(2)	(3)	(4)	(5)
4. I managed my time well	(1)	(2)	(3)	(4)	(5)
B. Contextual Performance					
5. On my own initiative, I started new task when my old tasks were completed	(1)	(2)	(3)	(4)	(5)
6. I took on challenging tasks when they were available	(1)	(2)	(3)	(4)	(5)
7. I worked on keeping my job-related knowledge up-to-date	(1)	(2)	(3)	(4)	(5)
8. I worked on keeping my work skills up-to-date	(1)	(2)	(3)	(4)	(5)
9. I came up with creative solutions for new problems	(1)	(2)	(3)	(4)	(5)
10. I took on extra responsibilities	(1)	(2)	(3)	(4)	(5)
11. I continually sought new challenges in my work	(1)	(2)	(3)	(4)	(5)
C. Counterproductive Work Behavior					
12. I complained about minor work-related issues at work	(1)	(2)	(3)	(4)	(5)
13. I made problems at work bigger than they were	(1)	(2)	(3)	(4)	(5)
14. I focused on the negative aspects of situation at work instead of the positive aspects	(1)	(2)	(3)	(4)	(5)
15. I actively participated in meetings and/or consultations	(1)	(2)	(3)	(4)	(5)
16. I talked to colleagues about the negative aspects of my work	(1)	(2)	(3)	(4)	(5)
17. I talked to people outside the organization about the negative aspects of my work	(1)	(2)	(3)	(4)	(5)

Training					
Reaction					
1. I will keep the training in good memory	(1)	(2)	(3)	(4)	(5)
2. I enjoyed the training very much.	(1)	(2)	(3)	(4)	(5)
3. The training brings me a lot for my work	(1)	(2)	(3)	(4)	(5)
4. The training is very beneficial to my work	(1)	(2)	(3)	(4)	(5)
5. Participation in the training is extremely useful for my work	(1)	(2)	(3)	(4)	(5)
Learning					
6. After the training, I know substantially more about the training contents than before.	(1)	(2)	(3)	(4)	(5)
7. I learned a lot of new things in the training	(1)	(2)	(3)	(4)	(5)
Behavior					
8. In my everyday work, I often use the knowledge I gained in the training	(1)	(2)	(3)	(4)	(5)
9. I successfully manage to apply the training contents in my everyday work.	(1)	(2)	(3)	(4)	(5)
Organizational Results					
10. Since the training, I have been more content with my work.	(1)	(2)	(3)	(4)	(5)
11. My job performance has improved through the application of the training contents.	(1)	(2)	(3)	(4)	(5)
12. Overall, it seems to me that the application of the training contents has facilitated the workflow in my company.	(1)	(2)	(3)	(4)	(5)
13. Overall, it seems to me that the organizational climate has improved due to the training	(1)	(2)	(3)	(4)	(5)

Job Satisfaction					
A. Intrinsic job satisfaction					
1. There is a chance to be “somebody” in the community.	(1)	(2)	(3)	(4)	(5)
2. There is a chance to tell people what to do.	(1)	(2)	(3)	(4)	(5)
3. There is chance to do something that makes use of my abilities.	(1)	(2)	(3)	(4)	(5)
4. I am free to use my own judgment.	(1)	(2)	(3)	(4)	(5)
B. Extrinsic job satisfaction					
5. There are chances for advancement in this job.	(1)	(2)	(3)	(4)	(5)
6. The praise I get is for doing a good job.	(1)	(2)	(3)	(4)	(5)
7. The working conditions are good.	(1)	(2)	(3)	(4)	(5)

RESUME

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EDUCATION:

- BA in Business Administration from Al Qadisia University, 2017-2018.

WORK EXPERIENCE:

- Accountant in private company for 3 years.

