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EFFECTS OF TRAINING ON EMPLOYEE JOB SATISFACTION AND ACHIEVEMENT: 'TRAIN TO GAIN' EVIDENCE FROM MANUFACTURING BUSINESSES IN TURKEY

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ABSTRACT

This study analyzes how the formal training services that companies offer affect their employees' job satisfaction and achievement levels that consequently increase organizations' productivity-based gains. Training is distinguished between organizational support for training, employee enthusiasm in training and employee satisfaction with training while achievement motivation and perceived job satisfaction respectively refer to direct and indirect contributions of training. Survey-based data sets were collected from a semi-randomized sample covering 307 employees from various departments of 34 private businesses operating in Turkey' manufacturing sectors. Findings from regression analysis, strongly support the validity of 'train to gain' strategy that as businesses invest in employee training activities, their trained employees' job satisfaction and achievement motivation levels increase. The study underscores that, as a human resource management practice, employee training is an efficient way for businesses to accomplish their purposes.

Keywords: Employee Training, Job Satisfaction, Achievement, Train to Gain Strategy, Turkey

JEL Codes: C80, J24, M53

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MESLEKİ EĞİTİMİN ÇALIŞANLARIN İŞ TATMİNİNE VE BAŞARISINA ETKİSİ: TÜRKİYE'DEKİ İMALAT İŞLETMELERİ ÜZERİNE 'KAZANMAK İÇİN EĞİT' BULGULARI

ÖZ

Bu çalışma, işletmelerin sunmuş olduğu mesleki eğitim hizmetlerinin, sonuçta işletmelerin verimlilik temelli kazançlarını artıran çalışan iş tatmini ve başarı seviyelerini nasıl etkilediğini analiz etmektedir. Mesleki eğitim; mesleki eğitime örgütsel destek, çalışanların mesleki eğitim isteği ve çalışanların mesleki eğitim tatmini ile temsil edilirken, başarı motivasyonu ve iş tatmini algısı, sırasıyla, mesleki eğitimin doğrudan ve dolaylı örgütsel katkılarını ifade etmektedir. Ankete dayalı veri setleri, Türkiye'nin imalat sektörlerinde faaliyet gösteren ve kısmi-tesadüfi olarak seçilmiş 34 özel işletmenin farklı birimlerindeki 307 çalışmanı kapsayan bir örnekten elde edilmiştir. Regresyon analizi sonuçları, 'kazanmak için eğit' stratejisini güçlü bir biçimde desteklemektedir. Buna göre, işletmeler çalışanlarına yönelik mesleki eğitim faaliyetlerine yatırım yaptıkça, mesleki-eğitimli çalışanların iş memnuniyeti ve başarı motivasyonu seviyeleri de artmaktadır. Çalışma, bir insan kaynakları yönetimi faaliyeti olan mesleki eğitimin, işletmelerin amaçlarını gerçekleştirmek için etkin bir araç olduğunu ortaya koymaktadır.

Anahtar Kelimeler: *Çalışanların Mesleki Eğitimi, İş Tatmini, Başarı, Kazanmak İçin Eğit Stratejisi, Türkiye*
JEL Kodları : C80, J24, M53

1. INTRODUCTION

In the micro approach, human capital is recognized as one of the intangible assets of business organizations where the skills, talents, and knowledge that employees possess are strongly linked to the organizations' strategies and performances (Kaplan and Norton, 2004). Consistently, there is a well-proven evidence suggesting that, as one of the many complex human resource practices, employee training, can significantly influence the success of an organization through different channels like learning, innovation, employee motivation, skill upgrading, *etc.* (Delaney and Huselid, 1996; Sung and Choi, 2014).

Reviewing the relevant literature, training can be defined as a planned organizational learning activity which is systematically planned to bring about permanent changes in an individual's knowledge, attitudes, competence, or skills (Hanaysha, 2015; He *et al.*, 2017). Gains of businesses from training can be directly by increasing the employee achievement or indirectly by making employees more satisfied with their jobs that together increase the overall productivity (for further discussion in different perspectives, see Acemoglu and Pischke, 1998; Arnold and Davey, 1999; Tamkin, 2005; Page and Hillage, 2006; IES, 2010, He *et al.*, 2017). These suggestions shed light on further directions and burden new functions to the human resource management departments in organizations. It is now well-understood that human resource managements do not only capture the practices selecting, hiring, evaluating, rewarding, promoting, and firing employees but also they need to train them. Training updates and upgrades employees' skills and knowledge that help them master their duties and responsibilities in their current and future roles (Delaney and Huselid, 1996; SHRM, 2016).

There are three primary suggestions that motivated this study: First, productivity is one of the crucial goals of business organizations. Second, employee training has a direct contribution to productivity and third, training increases job satisfaction and achievement motivation levels of employees. The extant literature has developed with the studies examining the effects of training on organizations and employees. One earlier strand of a great number of studies testing the validity of these linkages with a comprehensive approach, has been interested in the effects of training investments on the organizations like overall organizational performance, capacity utilization, sales, profit, *etc.*, while some others have been investigating the effects of training on employees' conditions like the compensations, skill premiums, promotions, careers, performance appraisal, *etc.* (Bartel, 1995; Black and Lynch, 1996; Acemoglu and Pischke, 1998; Savery and, 2004; Alhejji *et al.*, 2016). The studies on both organization and employee sides, in general, support the evidence that organizations offering formal training programs gain more than those with no formal training. Furthermore, the organizations training their employees gain more than they invest. These conclusions indicate that no one losses from formal training and, hereby, supports 'train to gain' phenomenon (Black and Lynch, 1996; Tamkin, 2005; HCCPA, 2010; Stone, 2012).

This study, purposing to explore direct and indirect effects of training on employees specifically and on organizations in general for Turkey, is organized as follows: After this introduction, section 2 briefly outlines the theory on the training and its organizational effects. Section 3 provides some salient evidence of previous studies with different samples from Turkey. Sections 4 and 5 are about analyses and results. The study concludes with a short discussion and several suggestions for both researchers and practitioners in the final section.

2. THEORY: TRAINING AND ITS ORGANIZATIONAL OUTCOMES

Today's increasingly globalizing working environments requires business organizations to acquire well-educated and trained employees who are capable to adapt themselves rapidly to their ever-changing workplaces where new necessities for businesses have arisen. Consistently, empirically well-supported theoretical framework explains that organizations investing in training programs are able to gain a competitive advantage compared to their counterparts with no training services (Black and Lynch, 1996; Cheng and Ho, 2001; Tamkin, 2005).

As a growing recognition of the importance of learning organizations, training is the permanent endeavor to teach employees how to do a particular task (Hazucha *et al.*, 1993; Kapp, 1999). Making an exact definition and classification of the training is very hard and the terms training, teaching, development, education, coaching and mentoring may often be used

interchangeably because of the close relationships between them. Employee training is associated with on-the-job skills needed for a particular role. Training can be distinguished between general and organizational training (Becker, 1993; Black and Lynch, 1996; Brum, 2007; Konings and Vanormelingen, 2010). General training (*e.g.* first-aid training or training on printing a document) embodies explicit knowledge and skills that can be easily learned and obtained by reading or observing with no intended help of others. Organizational training, on the other hand, is about tacit knowledge and skills acquired through intra-organization intended efforts. Organizational training has specific on-the-job training activities (*e.g.* training on fast assembling the computer components or creating a new software which is to be used for a new product development) that increases the employee productivity and output only at the company providing it (Becker, 1993). Thus, the term training is widely recognized and labeled as vocational, on-the-job, or professional training.

The crucial necessity of training comes from today's increasing competitiveness of business environment in which technologic progress, productivity measurements, product differentiations, customer expectations, intra- and inter-industry relations, employee motivations, *etc.* have been changing dramatically. Under this murky working climate, the only certainty is that there are more change pressures than ever before and they affect all of the organizations. In this process, more efficient business organizations are those adapting their employees to these changes. The main instrument for this is training the employees to keep them updated with and ready to the changes (Black and Lynch, 1996; Cheng and Ho, 2001) that can be attributed to the diversity training which facilitate positive inter-group interactions and enhance the skills, knowledge and motivation of employees (Alhejji, 2016).

In order to increase the functionality of workforce, organizations offer training programs in different ways such as technical (job skill) training, business skill training, and personal development training. The methods can be grouped as, instructor-led classroom, one-on-one training, online or computer-based learning, job-shadowing or observation and self-study according to departmental positions and organizational objectives (Schmidt, 2004; Brum, 2007). Considering employees' daily lives that affect their work performances as well, some employers offer their employees access to financial or investment training designed to make them conscious of personal finance.

This training could include helping employees manage their assets, understand basic financial concepts, save for children's or employees' own educational expenses, and manage debt (SHRM, 2014). Training activities, regardless the differences in methods, goals, and aspects, have some direct and indirect impacts on employees and organizational outcomes.

2.1. Direct Contributions of Training on Personal and Organizational Success

The direct gains of business organizations from training might be summarized as job proficiency, job performance and personal motivation based on time, energy, and money-saving benefits (Cheng and Ho, 2001). Therefore, training is usually found stimulating productivity in organizations (e.g. Black and Lynch, 1996; Konings and Vanormelingen, 2010; Hanaysha, 2015). An organization's productivity is closely related to its technology use. According to Aberdeen Group's study (2012), one of the greatest direct contributions of training is technology adoption: Organizations with a formal training program are more satisfied with their technology use compared to those without any formal training program. This indicates that general technology investment needs to be accompanied by training programs on user adoption. The other direct impacts of training are some business management processes and specific business outcomes like accuracy, capacity utilization, and diversity management that are again critical to cost-saving, organizational efficiency, and workforce functionality. All these benefits help organizations reach their goals and enhance their performances and potentials.

2.2. Indirect Contributions of Training: Job Satisfaction

Kapp (1999) underlines the belief that "the only sustainable advantage an organization will have in the future is its ability to learn faster than its competitors. This competitive advantage can be achieved by transforming the organization into a learning organization". For this reason, today it is seen imperative that organizations need to update and upgrade their employees' talents and skills by teaching and training the workforce for long-term sustainable competitiveness (Aberdeen Group, 2012). This will successively make employees satisfied with their jobs and satisfied employees consequently increase the overall productivity of businesses which is one of the main strategies of them (Benkhoff, 1997; Arnold and Davey, 1999; Owens, 2006; Brum, 2007; SHRM, 2012).

The indirect contribution of training activities stems from job satisfaction that enhances job involvement and organizational commitment of trained employees (Schmidt, 2004; Aberdeen Group, 2012). Despite it does not have a general definition, the term job satisfaction refers to the positive attitudes and feelings employees have about their work. In this definition,

negative and unfavorable attitudes towards the job refer to the job dissatisfaction. Numerous factors affecting the job satisfaction level can be internal (*e.g.* the nature of work, security and working conditions, work-life balance, compensation and benefits, attitudes toward supervisors, relations with colleagues, opportunities for promotion, autonomy and independence, training services, *etc.*) or external (social status and prestige, location, social responsibility, ethics, work-life balance, popularity, relationships with social institutions, *etc.*) (Armstrong, 2006; Christen *et al.*, 2006; SHRM, 2012; SHRM, 2015). Training services are one of the most important internal factors affecting job satisfaction. This intuitive expectation with specific and local evidence is also supported by global studies (*e.g.* SHRM, 2012; SHRM, 2015; SHRM, 2016). Research on the organizational outcomes of training generally seems to be supporting the presence of both direct and indirect contributions of training. In the following section some recent findings of various studies with different samples from Turkey are presented.

3. RECENT EVIDENCE FROM TURKEY

In fact, training, teaching, coaching, mentoring, or consulting are all about education that helps someone learn something new. Consistently, regardless the differences among them, studies in the multidisciplinary literature sometimes tend to use these terms interchangeable (McCarthy and Milner, 2013). Especially several studies (*e.g.* Berg and Karlsen, 2012) indicate that coaching is a helpful training process. This mixed use makes it difficult to outline the literature. Yet, we present an overview of several studies on Turkey in an order of scope and size, that is, from the broader samples to the specific cases.

According to the pools of Employee Job Satisfaction and Engagement Surveys conducted in various time periods by the Society for Human Resource Management (SHRM) in a cross-country context, including Turkey, job-specific or general training programs are among important factors making employees more motivated to work and more satisfied with their jobs and organizations. However, the degree that employees attach importance to training is higher than that of they are satisfied with training (SHRM, 2015; SHRM 2016; SHRM, 2017). This finding implies that businesses do not pay attention to training activities enough, or at least, they cannot make employees satisfied with training.

Using the administrative data set of European Working Conditions and Continuing Vocational Training Surveys that cover more than 20 000 employees in total and around 1000 employees in sectoral disaggregation from 27 members of European Union (EU) and plus Norway, Switzerland, and Turkey; European Centre for the Development of Vocational

Training (CEDEFOP, 2012) confirmed the importance of training for EU industrial policy. The study revealed that sectors, where training is firmly integrated with human resource practices, had both direct gains thanks to higher productivity based on employee skill development and indirect benefits through higher job satisfaction and increased individual commitment to the organization.

Studies reveal that ‘do not train’ tendency seems to be persistently predominant over ‘train to gain’ strategy in Turkey. For example, conducting a survey on training and skills development in small and medium-sized enterprises (SMEs) in Ostim, one of Turkey’s largest industrial zones in the capital city, Ankara, Elci’s study (2011) indicated that the majority of SMEs do not attach importance to training activities. Elci’s study (2011) also revealed that most part of businesses does not have a human resources department and even there is not any person responsible for training. Moreover, most SMEs cannot provide an assessment of the outcomes of training which, hereby, explain why the interest in training activities is low. Elci’s study (2011) also noticed that the majority of the SMEs consists of family-owned enterprises, those, in general, are not institutionalized and their decisions on training investments depend on the vision and/or willingness of the owners. SME owners tend to think that investment in training is unwise, ignoring the cost-saving and productivity gains reaped of trained employees.

As previously stated, training is, in fact, about education which has influences on job satisfaction. For example, Gürbüz’s Study (2007) concluded with a positive relationship between job satisfaction and education level in a case of 600 employees working in 30 four- and five-star hotels located in several major cities in Turkey. Similarly, Bulut and Culha (2010) used a survey data of 298 participants of four- and five-star hotels operating in Izmir-Turkey and found that all dimensions of training, namely motivation for training, access to training, benefits from training, and support for training had been leading to increases in employee commitment which is closely linked to high job satisfaction.

Based on a sample consisting of 220 employees within the Istanbul Branch of a Social Security Institution in Turkey, Turkyilmaz *et al.* (2011) found that training and personal development were constituting the most affecting factor of employee satisfaction which is expected to enhance employee productivity. Again, utilizing 229 surveys conducted among employees employed in insurance sectors of Turkey, Kalkavan and Katrinli (2014)’s study found that managerial coaching behavior had positive effects on job satisfaction and organizational commitment.

One of the location- and sector-restricted studies on Turkey is that of Koc *et al.* (2014). Analyzing a survey data collected from 200 private sector employees from Osmaniye and Hatay cities of Turkey, they found that, like the other HRM practices (recruitment and selection, compensation and benefits, performance appraisals), training and development increase job satisfaction and organizational commitment. Another specific study is Sormaz and Şanlıer's (2017). They found positive impacts of compulsory hygiene training given to employees working in the food and beverages services on their hygiene-related habits, behaviors, and knowledge. Güllü *et al.* (2017) utilized a dataset of 243 questionnaires conducted among employees working at different levels in 21 bank branches located in Kayseri, Turkey, and found that employee participation in training and development programs is important in enhancing employee motivation.

As seen from relevant literature on Turkey, strong evidence on the contribution of training to employee performances and organizational outcomes do not seem to be motivating practitioners enough to invest in training. Furthermore, vocational training programs supported by governmental institutions like the Turkish Employment Agency (İŞKUR) are seen to be mostly restricted to unemployed people only (WB, 2013). In this study, we investigate the relationship for manufacturing businesses where training is expected to be more important since the sector has more competitive and ever-changing business environment where training is clearly a necessity. Furthermore, besides different demographics like skill/technology intensity of businesses and job status of employees, we distinguish training between organizational support for training, employee enthusiasm in training, and employee satisfaction with training. Therefore, the study aims to contribute to the relevant literature by providing new evidence from a different sample and approach with new aspects on Turkey.

4. EMPIRICAL APPROACH

4.1. Hypotheses and Models

Because the study aims to seek for the validity of 'train to gain' strategy both directly and indirectly, two hypotheses are constructed as follows:

Hypothesis 1: Organizational support for training, employee enthusiasm in training, and employee satisfaction with training increase employees' achievement and productivity levels.

Hypothesis 2: Organizational support for training, employee enthusiasm in training, and employee satisfaction with training increase employees' job satisfaction levels.

The first hypothesis is designed to capture the direct contribution (achievement and productivity increases) and the second one is to measure the indirect benefit (job satisfaction) of training dimensions.

In line with the hypotheses, the regression models to be estimated are as follows:

$$AaP = a_0 + a_1OSfT + a_2EEiT + a_3ESwT + e_1 \quad (1)$$

$$JS = b_0 + b_1OSfT + b_2EEiT + b_3ESwT + e_2 \quad (2)$$

Where, *AaP* refers to achievement and productivity and *JS* represents job satisfaction while *OSfT*, *EEiT*, and *ESwT* are training dimensions that respectively refer to organizational support for training, employee enthusiasm in training, and employee satisfaction with training. The parameters a_0 and b_0 are constants while e_1 and e_2 are the error terms of regressions. Finally, a_1, a_2, a_3, b_1, b_2 and b_3 are the coefficients (*betas*) to be estimated.

4.2. Sample and Data Collection

The study analyzes the survey data collected from a semi-randomized representative sample covering 101 managers and 206 non-manager employees from various departments of 34 private manufacturing businesses operating in miscellaneous sub-sectors and regions of Turkey. Most part of businesses is medium- and large-sized and from low-tech basic manufacturing sectors such as food/beverages and textiles. Reflecting the regional business distribution, most businesses are those of operating in Marmara region (*see Appendix 1 for detailed information of companies surveyed*). Both online and printed surveys, administrated during the period of December 2016-June 2017, asked respondents to rank the degree to which they agree or disagree with the statements given using a seven-point Likert scale ranging from (1) ‘disagree strongly’ to (7) ‘agree strongly’. The survey language was Turkish that had been professionally translated and sometimes, for better understanding, re-interpreted from English studies in the relevant foreign literature.

Besides main demographic indicators such as age, gender, education, experience and job status, some close-ended demographic questions (adapted from Schmidt, 2004) also addressed whether they had been provided any training opportunity, followed by contents, method, and duration of training services they had involved in, if any (*see Appendix 2 and Appendix 3 for detailed demographic statistics of respondents*). Even though 109 of 307 respondents stated that they had never involved in any training program, they were also included in the sample as well, to be able to capture the effect of training efficiently distinguishing the respondents between training provided and non-provided employees.

Initially, some redundant items with low and unclear factors loading ratios and high cross-loading determined through (confirmatory) factor analysis were removed. In the finalized five-dimension survey, training dimension consists of 12 items representing 3 factors (*organizational support for training-OSfT*; *employee enthusiasm in training -EEiT*; *employee satisfaction with training-ESwT*) with 4 items each. Some items are adapted from Schmidt (2004) and some others are developed by the author for the study. *Job satisfaction-JS* dimension measures the satisfaction levels of the employees on the jobs they had been doing. This scale has 7 items derived from Cook *et al.*, 1981 and Hind and Baruch, 1997. *Achievement and productivity-AaP* aspect measures effort levels of employees for achievement which consequently leads to productivity growth. This factor intends to capture the differences in incentives between trained and untrained employees. The 7 items representing achievement and productivity level were interpreted from those of Hind and Baruch (1997). For hindering possible desultory and inattentive responses some items are coded inversely (*see Appendix 4 for entire survey design*).

5. ANALYSIS AND RESULTS

In the survey delivered, many items had been scaled from various studies. After surveys had returned, each item was checked for factor loading and best relevancy under three main criteria: i) minimum loading of .50, ii) no or low cross-loading under the other factors, iii) consistency of items loaded under the same factor. Following this procedure, dimensions were totally changed and some items were found redundant. Moreover, in order to hinder psychometric inconsistency, the surveys with desultory and inattentive responses checked by adverse-coded items were excluded. After removals and re-adjustment, five scales and 26 items were finalized as seen in Table 1, followed by Table 2 which represents descriptive and reliability (Cronbach's alpha) statistics together with the correlations among variables.

Table 1: Summary for Factor Loading for Five-Factor Solution

Items	Factor Loading			Items	Factor Loading	
	(i) <i>OSfT</i>	(ii) <i>EEiT</i>	(iii) <i>ESwT</i>		(iv) <i>JS</i>	(v) <i>AaP</i>
1	.710			13	.783	
2	.697			14	.711	
3	.604			15*	.733	
4*	.700			16	.826	
5		.625		17	.801	
6		.596		18	.748	
7*		.489		19	.781	
8		.508		20		.549
9			.779	21		.603
10			.821	22		.652
11			.803	23*		.629
12*			.752	24		.550
				25		.623
				26		.605

Notes: Items with an asterisk (*) are adverse-coded. *OSfT*: Organizational support for training, *EEiT*: Employee enthusiasm in training, *ESwT*: Employee satisfaction with training, *JS*: Job satisfaction, *AaP*: Achievement and productivity. Items with factor loadings below .50 and with high cross-loading above .50 were removed.

In Table 2, the descriptive statistics reveal that scores range from the minimum (1) to the maximum (7) that lets us capture the whole perceptions spreading between two antithetical perceptions of employees on the variables. Cronbach’s alphas affirm that clustered scale data are reliable to be analyzed. It is observed that job satisfaction and achievement/productivity are highly and positively correlated with organizational support for training and employee satisfaction with training. Positive high correlation (.704) between job satisfaction and achievement/productivity embodies new motivation for future studies.

Table 2: Descriptive Statistics, Reliability, and Correlations

Variables	Number of items	Min.	Max.	Mean	St. deviation	Cronbach’s alpha
<i>OSfT</i>	4	1	7	3.920	.703	.72
<i>EEiT</i>	4	1	7	4.115	.697	.69
<i>ESwT</i>	4	1	7	3.827	.722	.75
<i>JS</i>	7	1	7	3.969	.905	.85
<i>AaP</i>	7	1	7	4.124	.766	.66
Variables	<i>OSfT</i>	<i>EEiT</i>	<i>ESwT</i>	<i>JS</i>	<i>AaP</i>	<i>MT</i>
<i>OSfT</i>	1					
<i>EEiT</i>	.622***	1				
<i>ESwT</i>	.481**	.603***	1			
<i>JS</i>	.675***	.316*	.717***	1		
<i>AaP</i>	.539**	.251	.619***	.704***	1	

Notes: *: p<.10; **: p<.05; ***: p<.01.

5.1. Findings From Demographics

There are some noteworthy inferences that independent-group *t*-test statistics and variance analyses (ANOVA) on demographics reveal: In general, as the business size expands companies more tend to invest in training. Businesses those operate in more skill- and technology-intensive sectors offer more training programs to their employees. However, there is no location and gender effects of training intensity. Furthermore, there is no systematic direction in significances over age and experience groups implying that younger and new employees are trained more or *vice versa* is not a valid premise in our case. Majority of respondents are those who hold school and bachelor degrees. There is no significant difference between these education groups. However, 23 of 30 respondents holding Master's and Ph.D. degrees stated that they had been somehow offered a training activity in their career paths. Again, there is no significant differences between groups over current position, working duration at their organizations, and managerial position in terms of involving in training programs. It is statistically significant that companies tend to offer training services to permanent employees more than those who are temporarily employed with contracts.

Answers of respondents to the close-ended demographic questions give some overview of training activities in Turkey. In general, in line with the findings of previous studies, no matter how big they are, any kind of training activities are not common in Turkey's manufacturing companies. Moreover, most employees who have taken a training opportunity think that their organizations do not support training activities strongly. Training is more commonly offered as job skill (technical) training. Job-shadowing or observation-based and online learning-based training methods are more common. Employees mostly satisfied with applicability-to-job of training. Existing employees seem to be enjoying training opportunities more than those who are newly employed in their organizations.

5.2. Regression Analysis Results: Testing the 'Train to Gain' Strategy

In order to capture both direct (achievement-based productivity) and indirect effects (job satisfaction) of training in organizations, multivariate linear regression analyses based on the hypotheses and relevant equations were employed in two stages: First, all sample were considered and then only those who have had a training opportunity were included in the sample. Regression results are reported in Table 3.

Table 3: Results of Multiple Regression Analyses

All Sample (N: 307)								
Dependent variables	Constant	OSfT	EEiT	ESwT	Adj. R ²	F	D-W statistics	VIF
AaP	2.601*** (4.355)	.113* (1.651)	.089** (2.151)	.227* (1.710)	.536	6.148	1.913	.350
JS	3.016*** (5.077)	.226** (2.011)	.139* (1.963)	.211*** (4.217)	.673	6.591	1.922	.226
Only Respondents Training Services Delivered (N:198)								
AaP	1.979*** (3.710)	.193*** (2.918)	.110* (1.793)	.373*** (3.255)	.493	4.639	1.988	.027
JS	0.807** (2.330)	.241*** (4.661)	.167** (2.101)	.279*** (4.923)	.579	6.216	2.081	.193

Notes: *t*-statistics are in the parentheses. *: $p < .10$; **: $p < .05$; ***: $p < .01$. AaP: Achievement and productivity, JS: Job satisfaction, OSfT: Organizational support for training, EEiT: Employee enthusiasm in training, ESwT: Employee satisfaction with training. VIF: Variance inflation factor. D-W: Durbin-Watson.

Statistics of variance inflation factor (VIF) and Durbin-Watson (D-W) respectively point out that there are no serious multicollinearity and autocorrelation problems concerning the estimations. Both direct (hypothesis 1) and indirect (hypothesis 2) contributions of training are strongly supported that achievement and productivity (AaP) and job satisfaction (JS) measurements are positively associated with all training indicators, namely organizational support for training (OSfT), employee enthusiasm in training (EEiT) and employee satisfaction with training (ESwT). Even this evidence is true for both samples, the magnitudes are higher in the sample covering only trained employees (N:198) than those of all sample (N:307) that covers also 109 untrained employees. Moreover, employees' perceived satisfaction with training is found most benefiting employees and organizations both directly and indirectly. Nevertheless, high constants indicate that both achievement and productivity and job satisfaction of employees are also affected by the other factors excluded from the study's model.

6. DISCUSSION AND CONCLUSION

Education and training, in general, may have considerable influences on a person's values, capabilities, attitudes, norms, motivation, expectations, and behaviors. In a micro-level approach, these characteristics that people attain also influence human resources of organizations when they employ these people. Human resource management departments in organizations endeavor to hire employees qualified by what the jobs offered to them require. Since business organizations aim to have sustained competitiveness in an ever-changing business environment they need to update and upgrade their employees' talents that can be

accomplished by investing in vocational training programs within organizations. Therefore, training is acknowledged as one of the most important functions of human resources management departments in organizations. Besides direct success and productivity contributions of training, another interest in the literature is about whether training investments in employees increase their job satisfaction which indirectly enhances organizational performance and potential.

Given the strong evidence on the existence of both direct and indirect contributions of training to organizations, businesses in Turkey are seen reluctant to invest in intra-organization training. This tendency seems to need more evidence on the contribution of training. To this end, the purpose of this study was to determine whether the formal training services offered by business organizations affect their employees' job satisfaction and achievement effort levels in case of Turkey where businesses seem to be neglecting training. Training is distinguished between organizational support for training, employee enthusiasm in training, and employee satisfaction with training in order to capture both employees' and employers' perceptions about training. The survey-based data sets were collected from 101 managers and 206 non-managers from various departments of 34 private manufacturing businesses that are expected to be investing training since fast changes and new requirements have been occurring in the manufacturing sectors. In the whole sample, 198 participants stated that they had somewhat received a training service while the other 109 employees declared that they had never taken any kind of training opportunity in their organizations.

Demographic statistics reveal that in general, any kind of training activities are not common among Turkey's manufacturing companies. Yet, in general, large companies more tend to invest in training compared to the others. Most employees who have enjoyed a training opportunity think that their organizations do not strongly support training activities. Training is extensively offered as technical training which is more commonly delivered in job-shadowing or observation based training methods. Employees mostly satisfied with the applicability of training to their jobs. Existing employees seem to be taking training opportunities more than new employees. As expected, businesses operating in relatively high skill and technology-intensive sectors offer more training programs to their employees. Finally, companies tend to offer training services to permanent employees more than those who work with a contract.

Results from regression estimations support both hypotheses strongly that achievement and productivity and job satisfaction measurements are positively and significantly associated with all training indicators, namely organizational support for training, employee enthusiasm

in training and employee satisfaction with training. Even this evidence is true for both samples, the magnitudes are higher in the sample covering only trained employees ($N:198$). Moreover, employees' perceived satisfaction with training is the one that most contributes to direct (achievement and productivity) and indirect effects (job satisfaction). This evidence highlights the importance of delivering training coherently with employees' capabilities and needs. This will make employees more satisfied with training they received.

Overall results underscore the importance of training for the businesses operating in the manufacturing sectors of Turkey. Because it is an efficient way to motivate organizations to invest in training, human resource management departments require transparent business metrics to measure net gains of training activities which also helps hinder injustice perceptions caused by possible conflicts between trained and untrained employees arisen from training expenses and skill premiums of trained employees.

Covering only private manufacturing sectors with a sample restricted to 34 companies and 307 employees is the main technical limitation of the study. The aggregation biases caused by heterogeneous training types, and the lack of adequate variables to serve as proxies for direct (achievement/productivity) and indirect (job satisfaction) influences are main conceptual limitations of the study. The antecedent that individual achievement is about individual productivity and leads to organizational success is not that clear. Moreover, it is observed that, in some cases, employees are unable to determine whether they are offered any training program and/or what kind of training services they participate in. Therefore, the study did not report results strictly on demographic and specific aspects. Considering these limitations, further studies are advised to define training more specifically making a more certain classification and choose a more homogenous sample. Also, studies are recommended to pay more attention that demographics, especially gender, can matter for training impacts. The last limitation is about the scales. High cross-loading ratios and low relevancy of items across the factors reveal that the scales adapted from different cultures have poor psychometric properties. This is more important when the items are factorized by translating them from a different language as in our case. Besides careful translation, we tried to overcome these biases by removing cross-loaded items and replacing them with more localized and interpreted items with higher factor loading. Future studies are advised to adopt scales from similar cultures, and if possible, with the same language. Taking all these into consideration helps in providing clearer policy implications for both business practitioners and researchers.

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APPENDICES

Appendix 1: Characteristics of 34 Businesses Survey Covered (N:307)

<i>i) Business sector*</i>	<i>No. of businesses</i>	<i>No. of respondents</i>
Food and beverages	7	69
Textile and garments	6	67
Miscellaneous manufactured articles	6	64
Crude materials and mineral fuels	5	39
Chemicals and related products	5	37
Machinery and transport equipment	5	31
<i>ii) Location</i>	<i>No. of businesses</i>	<i>No. of respondents</i>
Marmara	17	162
Central Anatolia	5	45
Aegean	4	39
Mediterranean	3	23
Eastern and South-eastern Anatolia	3	21
Black sea	2	17
<i>iii) Business size (no. of total employees)</i>	<i>No. of businesses</i>	<i>No. of respondents</i>
Small: 5-19	3	18
Medium: 20-99	14	96
Large: 100+	17	193
<i>iv) Skill and technology intensity of sectors**</i>	<i>No. of businesses</i>	<i>No. of respondents</i>
Low	14	133
Medium	9	89
High	11	85

* Sectors are classified according to the Standard International Trade Classification-SITC, Rev.3 aggregating to 1-digit. See at <http://unstats.un.org/unsd/cr/registry/regcst.asp?Cl=14> (accessed June 18, 2017).

** Skill and technology intensities are based on the UNCTAD's classification. See at http://unctadstat.unctad.org/EN/Classifications/DimSiticRev3Products_Tdr_Hierarchy.pdf (accessed June 18, 2017).

Appendix 2: Demographic Statistics of Respondents (N: 307)

Age Category	Frequency	Time in current position	Frequency
<i>Under 20</i>	4	<i>1-year or less</i>	21
<i>20-25</i>	19	<i>1-3 years</i>	36
<i>26-30</i>	44	<i>4-6 years</i>	50
<i>31-35</i>	56	<i>7 and more years</i>	200
<i>36-40</i>	59	<i>Time at Company</i>	
<i>41-45</i>	37	<i>1-year or less</i>	22
<i>46-50</i>	37	<i>1-3 years</i>	34
<i>51-55</i>	25	<i>4-6 years</i>	90
<i>56-60</i>	12	<i>7-9 years</i>	86
<i>61-65</i>	11	<i>10 and more years</i>	75
<i>Over 65</i>	3		
Gender	Frequency	Job Status	Frequency
<i>Male</i>	196	<i>Permanent</i>	259
<i>Female</i>	111	<i>Contract</i>	48
Formal Education Level	Frequency	Managerial position	Frequency
<i>Elementary school degree</i>	24	<i>Manager</i>	101
<i>High School degree</i>	136	<i>Non-manager</i>	206
<i>Bachelor's degree</i>	117		
<i>Master's degree</i>	25		
<i>Doctoral (Ph.D.) degree</i>	5		

Appendix 3: Close-Ended Demographic Questions (N: 307)

<i>Has your organization offered any training activity to you?</i>	Frequency
<i>Yes</i>	198
<i>No</i>	109
<i>If your answer is 'Yes', please continue answering</i>	
1. What types of training have you been offered?	Frequency
<i>Technical (job skill) training</i>	93
<i>Business and managerial skill training</i>	66
<i>Personal development</i>	39
2. In which methods has the training been presented or delivered?	Frequency
<i>Instructor-led classroom</i>	8
<i>One-on-one training</i>	29
<i>Online or computer-based learning</i>	59
<i>Job-shadowing or observation</i>	82
<i>Self-study</i>	20
3. How many hours in a month have (had) you spent in training?	Frequency
<i>1-10</i>	62
<i>11-20</i>	81
<i>21-30</i>	40
<i>30+</i>	15
4. In which one are you satisfied with training you have received?	Frequency
<i>Thoroughness of training.</i>	48
<i>Completeness of training.</i>	46
<i>Applicability of training to the job.</i>	104
5. How do you feel that your organization supports training?	Frequency
<i>Does not support at all</i>	49
<i>Supports moderately</i>	107
<i>Supports very much</i>	42

Appendix 4: Survey Design and Items

Please denote the extent to which you agree or disagree with the statements below by writing in a score from 1 to 7 according to the following scale:

(1) disagree strongly, (2) disagree moderately, (3) disagree slightly, (4) neither agree nor disagree (neutral), (5) agree slightly, (6) agree moderately, (7) agree strongly.

I. Organizational Support for Training-OSfT

- 1). *My organization provides learning/training opportunities to keep employees ready to changes.*
- 2). *Learning is planned and purposeful rather than accidental in my organization.*
- 3). *People are interested in both personal and professional development in my organization.*
- 4). *Training and development are NOT encouraged and rewarded in my organization (adverse coded).*

II. Employee Enthusiasm in Training -EEiT

- 5). *I view my education on-the-job as a continuous, lifelong endeavor.*
- 6). *I am proactive in seeking ways to improve what I do.*
- 7). *I do NOT deliberately seek out learning opportunities, rather, I wait to be sent to training (adverse coded).*
- 8). *I have learning goals designed to enhance my current work assignment and prepare me for future positions.*

III. Employee Satisfaction with Training-ESwT

- 9). *Generally, I am satisfied with the method of training I receive.*
- 10). *Generally, the training I receive meets my needs.*
- 11). *Generally, I am satisfied with the amount of training I receive.*
- 12). *Generally, I am NOT able to use what I learn in training (adverse coded).*

IV. Job Satisfaction-JS

- 13). *I usually talk to my friends and family about my job.*
- 14). *I am proud to tell others I am doing this job.*
- 15). *Doing this job is NOT a good reputation for me (adverse coded).*
- 16). *Generally, I am very satisfied with what I am doing in my job.*
- 17). *I never think of quitting this job.*
- 18). *Generally, I am very satisfied with works that my job requires.*
- 19). *This job, I have been doing, is matched best with my capabilities.*

V. Achievement and Productivity-AaP

- 20). *I am eager to endeavor more than normally expected to help my organization to be successful.*
- 21). *I do my best work even when my job assignments are difficult.*
- 22). *I try very hard to make better my past performance at work.*
- 23). *I do NOT take any risks to be successful at work (adverse coded).*
- 24). *I try my best for any added responsibilities on my job.*
- 25). *I try to perform better than my colleagues do.*
- 26). *When needed, I am ready to work overtime even without overtime premium.*