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IMPACT OF TRAINING AND DEVELOPMENT ON JOB SATISFACTION AMONG UNIVERSITY STAFF PAKISTAN

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ABSTRACT

The aim of this research is to find out the effects of few variables (training environment, course design, and quality of trainers, learning experience) on evaluating the satisfaction of faculty and staff at the university. In this study, a questionnaire survey of 30 items, conducted and distributed to (400) male and female staff in various universities. The questionnaire items are distributed among three main department's instructors, who were selected through simple random sampling. The data was tested for reliability, analyzed using SPSS and results based on the study objectives. A confirmatory framework was established to examine the causal relationship between the research variables. The results show that there is a positive relationship between training and development practices and job satisfaction among the faculty and staff of educational institutions. The research not only provides empirical proof of the importance of training and development practices, but also has implications for management education institutions, that is, educational institutions should conduct appropriate training needs analysis to ensure that appropriate training and development practices are adopted. Innovate the learning environment in the organization, and ultimately promote employee job satisfaction through appropriate skill development to promote the growth of individuals and organizations. As far as the author knows, this is the first ever study in Pakistan that explored the impact of training and development on three different departments i.e. technical, management and medical science among faculty. This project is the first to undergo detailed analysis to provide evidence of the causal impact of training on direct productivity measures

INTRODUCTION

According to academicians that training and development program has a significant impact on the goals of staff and organizations (Khawaja & Nadeem, 2013). In any organization, while there are changes that need to be made to enhance worker and organizational performance, the need for training will increase. In this regard, few studies present empirical support that new, inventive and modern training practices are required (Naranjo-Valencia et al., 2018). In the research gap, the author also identified the requirement to study particular practices of people such as Naranjo-Valencia. (2018), he treats training evaluation as consistency, planning, resources, and estimation because many previous types of research realize training as an ordinary practice.

Previously, McDonald's suggests that a lower level of training increases the highest turnover and that the provision of better training has a significant result on staff retention (Eaglen et al., 2000). (Truitt, 2011) discussed that Cheng and Ho (2001) stated in their research, training is an essential function for work satisfaction. Although worker job performance is the main factor maintained by senior executives, workers are also anxious about their performance and stay more aware of the rapid aging of experience and job skills. The work environment is unstable. As research shows, through effective instruction and development of workers, they will be further coordinated with further development. Professional potential can develop their stimulus. To clarify the position of Cheng and Ho (2001), (Ekaterini Galanou, 2009) argues that: Learning and development are important parts of successful divergence management. One can imagine how the failure of the organization to give learning and training can create conflict between the company and the worker.

So inconsistencies can lead to a number of complex situations, including but not limited to regular complaints by a worker that ultimately become genuine lawsuits toward the company, any of which can cost the company time, energy, and cost when academics and companies refuse. Giving instruction and growth opportunities, fail to articulate knowledge of how business conflict is defined. (Ekaterini Galanou, 2009).

Recent studies have shown that the most well-known source of human resource investment in human capital theory is training (Wuttaphan, 2020). When the Department of Education values employee credentials for long-term investments, job training naturally becomes a major issue in the business. (Rozhan, 2012) Training is a must for teaching staff. Training can improve employees' KSA and potential creativeness. Training can also improve business competition skills (Joyce, 2015). In (Khawaja & Nadeem, 2013) therefore, a range of exercises initiated by an institution leads to knowledge acquisition or development skills. According to Kulkarni (2013), practice is an essential part of every organization. Researchers such as Humphrey (2013) have The current development of the world economy, technology, and rapid change require companies to constantly train their workers. Motivation and honor make them feel satisfied with their work.

Education aims in human resources development are to think about the progress of human capital that is the key component of the education system. The development of human capital in every department most in the educational field can make a bigger difference in performing their part efficiently. Education is a service industry & scholars stay living in it. To provide the most excellent assistance, work achievement. Professors are very important (Paposa & Kumar, 2019). Training and development is necessary for the job satisfaction of employees at all levels because the skills will wear out and become obsolete over some time and must be updated (Mohammad & Anto, 2020). Education is essential to the growth and development of a country. A scholar pointed out that teachers lay the moral foundation for good citizenship. Therefore, the teacher's work is beyond the scope of teaching. It extends to shaping and mentoring youth, monitoring students, and strengthening public personality training. (Osakwe, 2014). The study finds the answer of subsequent research questions:

How does staff assess the adequacy of a training program?

What are the key contributing variables to accomplishing a worker's job satisfaction?

Is there any connection between the role of training and development and job satisfaction?

Based on the research questions, the study determines the relationship between training & development and its antecedents, (i.e TE, TQ, CD, and LE) with job satisfaction to increase employee productive effort at the workplace for the university success. The attraction of researching on the training & development and employee performance on staff job satisfaction was due to the issues of educational organization been worried about how to retain their employees (Mehrad et al., 2015). There are a few studies that focus on the effect of T&D on the work satisfaction of faculty in educational institutions. It is, therefore, the aim of this study is to examine the impact of training and development on the job satisfaction of faculty members in educational institutions. For this purpose, we include three faculties including management sciences, medical and technical education. For collecting data universities of Karachi have been taken into consideration, where so far very little study has been received in the area. Scope of This study is extensive because adopting appropriate training & development methods in institutes can solve the difficulty of failure, which rises to work satisfaction, staff, and confidence. The main reason for this study is to explore the relationship and impact of work satisfaction of the instructor appointed into an institute that provides management sciences, medical and technical education. This research project helps to improve the effectiveness of the potential benefit arising from training for both employees and employers. The results of the current study conclude that there is a positive correlation between training & development and employee work satisfaction. This research work will be beneficial to business organizations, and institutions of praise are strictly followed.

LITERATURE REVIEW

According to (Chaudhary & Bhaskar, 2016) An organization that offers training and development programs to its employees achieves high employee satisfaction and less turnover. Employees benefit greatly from worker training and development plans. Most workers realize the value of training programs & want to raise their pays. Staff training is still a broad driver of the job. (Schmidt, 2007) found that there is an important connection between employers' consoles among job training and the overall job fulfillment of consumer contact representatives. The key elements of employment training involve training time, training methods, & content, which are essential for work fulfillment. (Shelton, 2001) examined the impact of employee development plans on work achievement and employee recognition, intending to achieve organizational success. Found that training and development can increase employee satisfaction. It can also help employees make the right decision to stay in the company. It further concluded that if the organizational culture does not support the employee development process, the impact of training will be reduced. Shahinides et al. (2007) studied the relationship among employee training effects, job satisfaction, motivation, and sense of commitment in five Greek companies, and found that there is a significant relationship between employee training effects, commitment, job satisfaction, and motivation.

Education is the hallmark of a country's development index. In building a knowledgeable workforce higher education regulations play a vital role in building knowledgeable personnel, bringing broad advantages to the country,

& enhancing the special achievements of our communities. Learning has an impact on a person's life, which helps him/her to live in the organization and the country, maximize opportunities, earn, live and make a positive contribution. Technical and health care education determines a country's development and socio-economic conditions; Pakistan increasingly needs high-quality education to train skilled labor. By high-quality technical education and training can high-quality engineers and technicians be formed? Besides, quality and excellence in educational institutions depend on these standards. In order to maintain college standards, the institute must ensure job satisfaction (Sarika, 2014). In addition, Pakistan's technical corporations have also faced the challenge of increasing competition. In this competitive environment, employee retention is a significant factor (Nanjundeswaraswamy & Swamy, 2013).

The Training Needs in an Organization

According to (Hassan & Baker, 2018) The major reason organizations include training on the place of work is to offer employees the skills needed to improve the organization's business in an overall positive way. Trained workers can provide benefits in obtaining good outcomes & assistance in a short time. Here adding, an excellent trained employee will give a good consumer service experience & attract new customers in a long period. Therefore, we can understand that training practice will promote the aims and objectives of some organizations, and ultimately make the organization more professional in terms of productivity, management, and services.

Training and Development and Employee performance

(Maimuna & Dr.Rashad, 2013) discussed that Training is of great value for improving the productivity of the organization. It doesn't just enhance the employees they enjoy the resource, but it also provides them with an opportunity to learn their work and effectively improve their abilities. (Rohan & Madhumita, 2012) also supports the decision to invest in employee training, Teamwork, problem-solving and interpersonal relationships have a beneficial effect on the level of growth of the organization, because and the effect on worker performance. Training is a way to improve employee engagement and boost employee potential. Training is an essential tool that affects the achievement of organizational goals. But the best goal of all the organization is achieving high income and maximum profit, and this is an important tool for achieving this goal Therefore, only by providing appropriate training and development can a workforce be effective and efficient this leads to increased productivity.

Antecedents Of Training And Development

Training Environment

Appropriate training surroundings should be developed in the industry. Staff should be confident to recognize the area in which everyone requires to be trained. Training & development programs presented by the institution must in

line with the outlook of the staff & must be linked to the individual development wants of an institution. This'll develop positive perceptions among the faculty (Paposa & Kumar, 2019).

A large number of studies have confirmed that usual education practice can't create the senior thinker/employees necessary by the employment market. Those changes have prompted universities around the world to expand a program designed to provide possessions & Training to improve the efficiency of the training process. The training environment plays a vital role in employee satisfaction, leading to employee job satisfaction. Few theories are as follows related to training environment /design.

Identical elements theory

The study of the identical element was submitted by (Woodworth, 1901). (Singley & Anderson, 2004) In Thorn study, training can be shifted from 1 exercise to different (e.g., performance training) if these 2 exercises are identical and experience several simple elements. The level of conversion is additionally defined by a level of similarity within the actual context of training & objective context of the play.

Principles Theory

If the theory of principles is applied in training, it can be considered that training must concentrate on learning the common principle required for a task so that learner can apply them to resolve troubles in the transportation surroundings (Alipour et al., 2009). That theory shows the training environment can be designed without worrying about the similarity with the transition status that the trainee will encounter when applying for tasks, as long as the basic principles can be used and the training content can be summarized. e.g, common principle regarding troubleshooting can be applied to resolve conflict management in an organization. In consideration the importance of this construct the study developed the hypotheses.

Hypothesis 1(H1):

training environment has positive effect on the job satisfaction of faculties.

Trainers Quality

The personnel in charge of training need practical experience and must have the capability to meet the needs & Expectations of workers (Batool & Batool, 2019). There is a statistically positive correlation between trainer quality, learning transfer, and employee happiness. trainer perform a very important role in providing an efficient learning situation for workers who needs to fully ready to promote the achievement of training programs (Latif & shaheen, 2013).

Training a main continuous deal in public assets to help workers learn skills & acquire awareness to accomplish managerial goals. Obtain the maximum

training effect, the 3 main behavior of needs estimation, plan design & deliverance, & Training valuation should be done so that the trainees are satisfied with the guidance. As stated by (Schmidt, 2007). Satisfaction with job training is defined as people's perception of job training received in the place of work. Studies have exposed that well-designed & well-prepared training behavior in the training plan will lead to employment training happiness (JTS), which in turn affects employees' work attitude, such as JS. This further affects their intention to leave and work performance. Based on the above discussion author develop the hypothesis.

Hypothesis 2 (H2):

Trainer's quality has positive effect on faculty's job satisfaction.

Course Design

The training plan structured by the university must be related to the common problems faced by the learner community. Teaching policy should be designed in ways that contribute significantly to the development of learners' various skills such as perception, personality, and sense of responsibility (Al-Hattami, 2013).

When designing training, there are four main areas to consider. Which content will reach the learners, need, which phases should be incorporated in the development of training procedures, which resources are on hand because it is necessary to consider resources, especially financial resources, and what content? Some potential challenges of this training program. When designing a training program, some challenges will be encountered, so measures must be taken to provide elucidation to these challenges. The most important phase of the training strategy is to reach the needs of learners. Supervisors and managers should identify weaknesses to improve them. Then, employees are sent to receive training so that they can improve their weaknesses without hurting them (Kapur, 2018). To concludes the discussion author developed a hypothesis.

Hypothesis 3 (H3):

Course design has positive effect on faculty's job satisfaction.

Learning Experiences

(Imran & Tanveer, 2015) discussed that Training courses help employees to fulfill their responsibilities in an efficient mode. Training program's success based on the perception of the staff. When they discover the learning programs are very enjoyable and assist them to do their job proficiently, they can make efforts to obtain the utmost benefits from the program. Moreover, they will try to execute the KSA, gained by the training program that will assist them in obtaining promotion and reimbursement. The training creates a significant impression between the workforce of the institute and improves the working life.

Psychologists have presented a many theories spread light on individuals learning behaviors. (Noe, 2010) presented a training perspective to single learning theories as follows:

Types	Learning behavior & focus
Reinforcement	The focus is on reinforcing the desired actions or reduces the unwanted actions through specific triggers or motivation.
Social Learning	The focus is on learning from the performance and practices of some familiar people whom they consider mentors in the work-life.
Goal Setting	It is based on the postulation that learning is influenced by individual life goals.
Goal Orientation	It is suggested that people with the determination to learn will benefit from learning more than those who are focused on specific tasks that are developed.
Expectancy	Expectancy theory states that employee motivation is a result of how much reward a person wants (Valence), Assessment of whether the effort will increase expected performance (Expectancy), And belief that performance will reward (Instrumentality).
Need	Theory of Needs Assumes, that every single person's needs are different from another one. When the least sort of needs is met, then the people try to meet the upper-level needs.
Adult Learning	The theory shows that adults generally know the purpose of research. They get experience and learn to solve problems.
Information Processing	It proposes that A person learns by Information Processing Channels (IPC) to the brain. This systematic process is crucial for learning from the observation and retention of information build up in memory.

Source: Author

These theories and learning practices expressed in this organization aid to create effective educational programs. This insight helps define the components of a training program. The above theories suggest the learning behaviors, so the author developed a hypothesis to draw a conclusion.

Hypothesis 4 (H4):

Learning experience has positive effect on faculty's job satisfaction.

Job satisfaction

Job satisfaction is a critical aspect for professionals and minimal satisfaction can increase less output and job turnover. One of the best tools to increase productivity is by improving job satisfaction and reduce turnaround intentions.

According to Taylor 2010, more satisfied employees are more productive and less interested in changing their job (Hassan & Baker, 2018). He also discussed different theories which are described as follows:

Needs of Fulfillment Theory

The theory assumes that work fulfillment is considered by the degree of remuneration or fulfillment of necessities got by the workforce Employees get fulfilled when they need something and they acquire. After all the conversation it has been reasoned that there is a critical, and higher relationship between work fulfillment and genuine fulfillment with anticipated requirements.

Discrepancy theory

The purpose of this theory is to encourage the calculation of the difference between the satisfaction of an individual's work and the expectation of the job and the perceived reality (Malek, 2012) Job Job satisfaction is based on the difference between expectations. With the needs or values they believe in or their feedback was obtained through work or they have been fulfilled. Employees' attitudes toward their work depend on awareness of inconsistencies.

Motives theory

Motives theory states that, two aspects that measure employee fulfillment and disappointment, which are maintenance and motivating factors. Maintenance or disappointment factor is a maintenance factor related to human nature in need of tranquility and satisfaction. (Attiyah, H.S, 2011).

This theory covers various aspects such as evaluation of the organization, for example, pay, nature of management, authoritative approach, nature of connections and relational connections between colleagues, superiors, and subordinates, job security situation, and working conditions. Clarifications behind motivation or satisfaction join the psychological necessities of laborers. This factor applies to the prizes of individual agents who are clearly related to work, for instance, achievement, affirmation, and real work.

Impact of Training and Development on Job Satisfaction

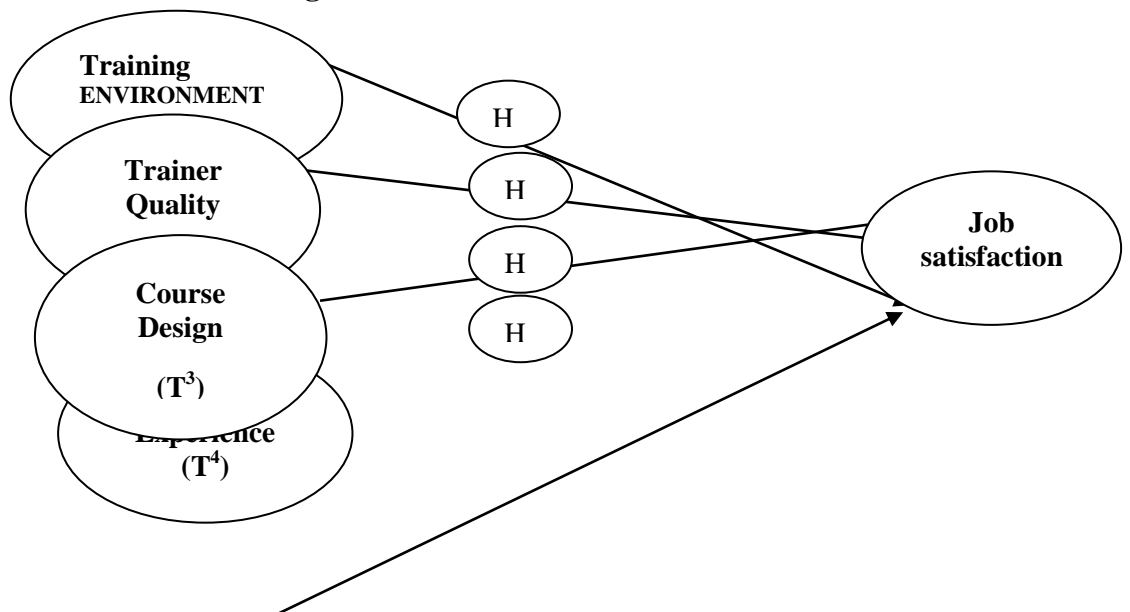
According to (Hassan & Baker, 2018) comprehend the connection between corporate attestation learning and the consideration of work performance shows that firm training can fundamentally affect workforce fulfillment. He further expressed that the most regular factor to quantify staff fulfillment is training. Similarly, a study by (Hansson, 2007) on support for employee retention and job satisfaction training programs. This study used data collected from the American Society for Training and Development. According to Tzafirir (2016), The key is to increase the level of learning and development programs in order to achieve excellence. By this employee can be in touch with modern market trends and new satisfactory technical improvement. A

modern market which helps the firm maintain its contentment with those who are skilled in their work (Hansson, 2007). A study by (Persaud, 2010) confirmed that coaching plays a key role in employee satisfaction and significantly reduces the goal of turnover. (Joyce, 2015) suggests that, learning is one of the key factors in ensuring satisfaction in the workplace. This is because learning helps to reduce workloads, improve skills, and increase staff interest. In general, employees who enjoy their work environment or who enjoy the organization are able to do more and get better results especially in the workplace.

Summary

Competitive employees and businesses have been created to demonstrate economic competitiveness in creating and retaining talent. Organizations are constantly looking for new solutions to monitor employee growth. Training is called nerve and it is enough for the job to run smoothly, which helps increase employee satisfaction. In summary, we can say that there has been ample documentation on academic and developmental issues and the satisfaction of private work, but few studies have attempted to try to bridge these differences. The thing that matters was found after a survey of the relationship and the impact of learning and advancement on work fulfillment in Pakistan. A considerable lot of the discoveries here spotlight T&D in institutional arranging. Furthermore, the current study identified with preparing and improvement in corporate gatherings, particularly banks. No exploration has been found to advise the effect regarding T&D on work fulfillment in colleges that offer specialized technical and management science and medical education in Pakistan. Subsequently, the current examination is intended to address this gap in the writing.

Fig 1 : CONCEPTUAL FRAMEWORK



METHODOLOGY

Research Design

This research follows a cross-sectional quantitative approach with probability sampling (Saunders et al., 2019) where each issue is prioritized over the population and is generally the same in all cases. For that purpose, stratified random sampling technique is used to divide the population, which is more likely to represent the public-private employees belongs to different public, private universities of Pakistan.

Target Population & Sampling Techniques

The study was conducted at public-private sector universities which were located in a different region of Pakistan and the target population for this study comprised of 380 employees from different public and private service universities, and the sample size of the study is around 400 N that represents a total population of the university as per “Krejci and Morgan” table of sample size determination (Penyelidikan, 2006). The researcher persuaded 400 respondents to belong to a different level to allow their invitation and take part in a study. The study used a pen-paper survey and online Google forms for the collection of data from respondents which includes 80 Assistant professors, 180 Lecturers, 120 professors across four Public and private sector universities department mainly medical, technical, and management sciences, that were filled the questionnaire and submitted.

Table:1. Public & Private Institutions

Universities	Percentage. %
Dow University of Health and Sciences	32%
Hamdard University	34%
Khadim Ali Shah Bukhari Institute of Technology (KASBIT)	16%
Federal Urdu University	18%

Source: Author

Table: 2 Departments Of Institutions

Departments	No of questionnaire received	Percentage.
Medical sciences	120	32/%
Engineering	80	21%
Management sciences	180	47%

Source: Author

Table: 3: Response Rates

Organization	Questionnaire distributed	Received questionnaire	Blanks Questionnaire	Rejected Questionnaire	Response Rate
Universities	400	380	20	-	95%

Source: Author

Out of these 400 respondents, 380 responses were received from the following personnel's that belongs to the different management level i.e. 21% Assistant professors, 47% Lecturers, 32% professors. . 4 different age levels were used to collect the data among them 25 respondents were from 21 – 30 years old, 180 respondents were from 31 – 40 years old, 170 respondents were from 41 – 50 years old, 5 respondents were from 50 and Above, Regarding the respondents ' gender, 260 respondents were male and 120 respondents were female and finally in terms of respondents ' level of education, 0 respondents has got high school degree, 0 respondents has got bachelor degree, 210 respondents obtained a master degree and 170 respondents obtained Ph.D. degree. Following the 1:10 rule (Jr.etal 2013), 380 data points were adequate that used a questionnaire with a total of 30 scale items spread across the four antecedences of job satisfaction.

Research Measures

The research used closed ended questionnaire with 5 point Likert Scale from “Strongly Agree” = 1 to “Strongly Disagree” = 5 for exploring the job satisfaction antecedents from different universities as, Table 4 shows the detail of scale items to measure the construct used in the study.

Table 4 Constructs And Its Scale Items

Construct	Scale items to measure the construct	Source
JOB SATISFACTION		
JS1	I am satisfied with Pay.	JDI by Smith, Kendall & Hulin (1969)
JS2	am satisfied with my promotion policy.	
JS3	I feel I am being paid a fair amount for the work I do.	
JS4	My supervisor encourages and supports my professional growth and development	
JS5	I enjoy my coworkers.	
TRAINING ENVIRONMENT		

TE1	Were participation and interaction encouraged?	Choo and Bowley (2007)
TE2	Training and development helps in daily work	
TE3	Training and development programs are aligned with employee's expectation	
TE4	Training and development programs are aligned with personal development	
TE5	Feedback—sessions after training	
TRAINERS QUALITIES		
TQ1	Was the trainer Well prepared?	
TQ2	Was the trainer Helpful?	
TQ3	Was the trainer Supportive?	
TQ4	Trainers Motivates the learners	
TQ5	Encourages asking questions	
TQ6	Was the trainer able to answer your all questions and concern?	
TQ7	Did the training meet your expectations?	
TQ8	Inquired about learner's interest regarding training style before delivering	
COURSE DESIGN		
CD1	Job relevant training programs	
CD2	Informed about the requirements for the program	
CD3	Relevant to the specific problems being faced by the group of learners	
CD4	Trainings are designed	

	to be conducted inside the organization	
CD5	Trainings are also conducted beyond the boundaries of organization	
LEARNING EXPERIENCE		
LE1	Satisfied with the key learning	
LE2	Improvement in quality of work	
LE3	Feeling valued after training	
LE4	Training led to skill enhancement	
LE5	Able to apply what has been learned on a regular basis	
LE6	Builds positive perception about the organization	
LE7	Improvement in work-life	

Source: Author

Statistical Tools and Techniques Used

The Research data was analyzed and summarized through SPSS software version 25. Descriptive statistics, inferential statistics, reliability, and factor analysis were used to explore the impact of an independent variable on the dependent variable.

Descriptive Statistical Analysis: Central tendency measurement was used to produce the descriptive data and shows the result on the demographic description of respondents, frequency distribution, and mean (Gottman et al., 1998).

Inferential statistical analysis: ANOVA, correlation and multiple regressions models were estimated by using the statistical SPSS software 25 (Gottman et al., 1998).

ANOVA; used to perceive the difference between independent variables.
Correlation; (r) is used to explain the degree of relationship among the variables. Because variables are calculated as an interval level, as per the Pearson correlation model the output lies between -1.0 and +1.0 with an alpha value of 0.05.

Multiple Regression model: is a major statistical tool, used to predict the unknown value of a variable from the known value and the relationship between the variables.

Reliability: Refers to the consistent findings of data collection technique or analysis procedures and the most widely use reliability method for estimation of internal consistency and sum or an average of questionnaire/scale items, is Cronbach's alpha. Ideally, the Cronbach's alpha coefficient of a scale should be above 0.7 (Gottman et al., 1998) and the reliability of 30 scale items shows that all the variables of the study are enough reliable.

Factor analysis: Used to identify a small number of aspects that underlie a large number of observed variables. Larger sample size is required for factor analysis. Factor analysis is based on a correlation matrix of related variables. Correlation usually requires a large sample size to become stable. According to Comrey&Lee (1992) the test size of respondents (50-100 are very poor), (200 fair, 300 good), (500-1000 are very good). Principal Components Analysis (PCA) was conducted on the data set, to understand the relationships amongst a set of underlying dimensions (Yanamandram, 2005), and the KMO Bartlett's Test of Sphericity measured the sampling adequacy (0.760) and Bartlett's test value ($p < .000$) which determined the suitability of sample scores with 87.673% total variance explained in the scale items.

RESULTS AND FINDINGS

This chapter discussed the data collected from public and private sector universities located in Karachi, Pakistan, using a survey questionnaire. This section tests the developed hypotheses and interpretation of results using SPSS version 25. A factor analysis was used to identify the most important aspects of employees' performance in the data set and established the independence of measures, which restricted the overlapping and redundant variables and also indicate which variables are strongly loaded on single factors.

Demographics Characteristics Of Respondent

The questionnaire consists of two parts i.e. demographic details of the respondents and the study constructs with items. Demographic data includes the personal information of respondents, such as age, gender, and the study construct shows the questions that were asked from the respondent. The following table's figures depict the demographic characteristic of the respondents.

Table: 5 Age Of Candidate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	19	5.0	5.0
	31-40	39	10.3	15.3
	41-50	13	3.4	18.7
	50andAbove	309	81.3	100.0
	Total	380	100.0	100.0

Source: Author

Table:6. Gender Of Candidate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	253	66.6	66.6	66.6
	Female	127	33.4	33.4	100.0
	Total	380	100.0	100.0	

Source: Author

Descriptive Statistics

The researcher used different statistical data analysis tools such as mean, minimum, maximum and standard deviation to analyze the collected data. Table 10 shows the summary of descriptive statistics of all variables that were evaluated on 5-point Likert scale (from “1” “strongly disagree” to “5” “strongly agree”).

Table: 7: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TENV	380	2.00	5.00	4.2605	.65923
TQ	380	3.60	5.00	4.1242	.30535
CD	380	2.60	5.00	4.2237	.54841
LEXP	380	2.80	5.00	4.2847	.43474
Valid N (list wise)	380				

Source: Author

The descriptive statistics in Table 7 shows that job satisfaction (JS), perceived by (learning experience LE), achieved a much higher score (i.e. $M = 4.2847$, $SD = .43474$). Are the most prominent exhibit. (Training Environment TE), (i.e. = 4.2605 , $SD = .65923$) and (Course Design CD), (i.e. = 4.2237 , $SD = .54841$) which were rated as moderate practices of their organizations. Trainer Quality (TQ), (i.e. = 4.1242 , $SD = .30535$) was considered the lowest overall aspect of training and development with the lowest average score. Standard deviations were high enough to represent widespread distribution. This means that the effects of training and development on job satisfaction are closer to normal distribution. It also indicates that the respondents were in favor of training and development.

Correlations

Correlation coefficient (r): Strength of the correlation from 0.01 up to 0.09 (Negligible association), from 0.10 up to 0.29 (Low association), from 0.30 up to 0.49 (Moderate association), from 0.50 up to 0.69 (Substantial association) (Kotrlík, Joe, Heather Williams, 2011).

Pearson Correlation Coefficient is used to find out the relationship between dependent and independent variables. Table 8. Shows the correlations between the job satisfaction and Training & development with its four components. And also confirmed the absence of multicollinearity in data.

Table 8: Correlations Between Dependent And Independent Variables.

		JS	TENV	TQ	CD	LEXP
JS	Pearson Correlation	1	.808**	.267**	.960**	.697**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	380	380	380	380	380
TENV	Pearson Correlation	.808**	1	.092	.814**	.692**
	Sig. (2-tailed)	.000		.072	.000	.000
	N	380	380	380	380	380
TQ	Pearson Correlation	.267**	.092	1	.208**	.128*
	Sig. (2-tailed)	.000	.072		.000	.013
	N	380	380	380	380	380
CD	Pearson Correlation	.960**	.814**	.208**	1	.651**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	380	380	380	380	380
LEXP	Pearson Correlation	.697**	.692**	.128*	.651**	1
	Sig. (2-tailed)	.000	.000	.013	.000	
	N	380	380	380	380	380

o
r

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

Correlation between Training Environment and job satisfaction with ($r=0.808$ Sig=0.000), course design and Job satisfaction with ($r=0.960$, Sig=0.000), learning experience and Job satisfaction with ($r=0.697$, Sig=0.000) is showing high correlation. And the correlation between Trainers quality and Job

satisfaction with ($r=0.267$, $Sig=0.000$) is hardly related, it has a low association with each other.

We can draw the conclusion from the above correlation results that any consequent changes in the independent variables such as training environment, course design, and learning experience have a high correlation to the dependent variable (JS).

First-order CFA was performed; however, few items with very low factor loadings added to helpless model wellness and must be eliminated (McCloy et al., 1994). The new model comprised 22 items, indicated better fit indices and factor loadings, and the equivalent was utilized for additional investigations.

After deleted unmatched factors from the factor loading i.e. (TE5, TQ1, TQ2, TQ3, TQ6, LE2, LE3, and LE7) until the most parsimonious solution was achieved. Squared loading 87.673 and KMO& Bartlett’s test of sphericity was 0.760 that used to determine the correlation matrix difference from the identity matrix (Hair et al., 2014). A Kaiser-Meyer-Olkin measures the sampling adequacy and shows the factorability of both Conceptual and task performance scales and meets the required value ≥ 0.5 . Communalities were calculated to measure the variation in one variable by the variation in all other variables included in the analysis and study results explained that all the communalities are above the 0.50 values (Yanamandram, 2005). After deleting the redundant item model was fit.

Table: 9: Kmo And Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			0.760
Bartlett's Test of Sphericity	Approx. Chi-Square		1729.513
	df		10
	Sig.		.000

Source: Author

Table: 10 FIT INDICES

Model	CMIN	df	Sum of Squared Loadings	Barlett’s test	CMIN/df	Sig
CFA first order (Before)	1943.123	10	88.358	0.759	194.3123	0.000
CFA first order (After)	1729.513	10	87.673	0.760	172.9513	0.000

Source: Author

Table: 11 Rotated Component Matrix Components

	1	2	3	4
JS2: I am satisfied with my promotion policy	0.932			
CD2:Informed about the requirements for the program.	0.932			
CD1:Job relevant training programs.	0.930			
JS1:I am satisfied with my Pay	0.930			
CD3: Relevant to the learners	0.920			
JS3:I Fair amount paid	0.920			
TE3:Training and development programs are aligned with employee's expectation	0.821			
TE3:Training and development helps in daily work	0.812			
TE1:Were participation and interaction encouraged	0.792			
CD5:Trainings are also conducted beyond the boundaries of organization		0.995		
TQ5:Encourages asking questions		0.995		
JS5:I enjoy my coworkers		0.995		
SQ8:Inquired about learner's interest regarding training style before delivering		0.995		
CD4:Training is designed to be conducted inside the organization.		0.995		
TE4:Training and development programs are aligned with personal development		0.548		
TQ7: Did the training meet your expectations?			0.996	
LE1:Satisfied with the key learning			0.996	
TQ4:Trainers Motivates the learners			0.996	
JS4:My supervisor encourages and supports my professional growth and development			0.996	
LE4:Training led to skill enhancement	0.529			0.758
LE5:Able to apply what has been learned on a regular basis	0.509			0.747
LE6;Builds positive perception about the organization	0.555			0.710

4.4 Reliability

Table: 12 Reliability Test Of Instrument

Variables	Items Considered after Validity Test	Cranach's Alpha
Job satisfaction (J)	J1,J2,J3, J4, J5	0.745
Training environment (T1)	T1.1,T1.2,T1.3,T1.4	0.786
Trainers quality (T2)	T2.4,T2.5,T2.7,T2.8	0.702
Course design (T3)	T3.1,T3.2,T3.3,T3.4,T3.5	0.743
Learning experience (T4)	T4.1,T4.4,T4.5,T4.6	0.794

Source: Author

As seen in table (12). After factor analysis the reliability for TE, TQ, CD, LE as independent variables and JS as dependent variable. According to the reliability test all the value of CR is greater than the threshold value. Hence, the scales used in the study are found reliable and internally consistent through Cronbach's alpha ,Was found within the desired satisfactory limits (0.7 – 0.99) (Hair et al., 2014).

REGRESSION ANALYSIS

Multiple Linear Regression Analysis

Regression analysis is mainly used to study the effect of one or more predictor variables on a dependent variable, and it allows us to state how independent variables will predict the value of a dependent variable.

Table: 13: MODEL SUMMARY

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.967 ^a	.936	.935		.11940	2.149

Source: Author

Predictors: (Constant), *LEXP*, *TQ*, *CD*, *TENV*

In Table 13 adjusted R Square shows that dependent variable (job satisfaction) depends 93.5% on the independent variables and 6.5% remaining is determined by other unexplained factors in the model. The results indicated good fit to the data with Durbin-Watson value 2.149, $R^2 = 0.936$. These results showed that respondents were able to understand & distinguish essential variables & provide accurate data based on actual practice in their respective organizations.. To ensure the generalization of results in Pakistan public, private sector organizations, analysis of variance "ANOVA" was used to check the significant differences in terms of JS and TE, TQ, CD, LE across the organizations, and it was found significant ($p = .000$).

Table:14 ANOVA (F-test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	78.065	4	19.516	1368.954	.000 ^b
Residual	5.346	375	.014		
Total	83.411	379			

Source: Author

Dependent Variable: JSSS

Predictors: (Constant), LEXP, TQ, CD, TENV

The overall model is explained by “ANOVA” (F-test) which is a part of regression analysis. The significance level in the above table expressed that the regression model is highly significant to fit the data and collectively, the set of independent factors has a significant impact on the employee’s job satisfaction. ANOVA table doesn’t show the individual significance value of the predictor variable that can make the model significant, so it can be observed by the coefficient table (t-test) in Table 15. According to the coefficient table, all the developed hypotheses for the study are accepted except TE and show a positive relationship between the variables.

Table 15 COEFFICIENTS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.050	.097		0.512	.609
TE	0.028	.017	0.040	1.622	0.106
TQ	0.114	.021	0.074	5.510	0.000
CD	0.716	.020	0.837	35.490	0.000
LE	0.125	.020	0.116	6.243	0.000

Source: Author

Dependent Variable: JS

Table 14 ANOVA shows that among all four antecedents, three antecedents are (Trainer Quality T2, P-VALUE 0.000), (Course Design T3, , P-VALUE 0.000), and (Learning Experience T4, P-VALUE 0.000) have less value than (0.05). So the result is concluded that the level of job satisfaction of instructors is significantly influenced by the precedents of training and development. such as result shows that Hypotheses 2,3 and 4 are supported and remaining one antecedent, that is (Training Environment, T1), null hypotheses is not rejected as there is no verification to support HT1.

The beta coefficient for T&D antecedents, that is, (TQ: T2), (CD: T3), and (LE: T4) are (0.114, 0.716, and 0.125), correspondingly. These three positive beta coefficient values specify that these antecedents have a positive/significant relationship with job satisfaction among the university faculties.

DISCUSSION AND CONCLUSION

The aim of this research is to assess the relevance and effectiveness of training and the key features of employee satisfaction (ie employee development). There have already been many studies conducted on the overall satisfaction of the employee's job (Choo and Bowley, 2007 and Schmidt, 2007, Kumar and papoose 2019). The current research uses a constituent that strongly promotes overall job satisfaction in a changing business environment the realization of degrees. Organizations invest in training programs for the purpose not only to enhance employee capabilities but also to make individuals more involved and committed to the business. Better training and development opportunities are linked to higher job satisfaction. In addition, it also has a meaningful effect on job satisfaction, which has been explained by several other types of research (Akhtar et al., 2011; Choo & Bowley, 2007; Jehanzeb et al., 2015; Latif et al., 2013; Nadeem, 2010). This research revealed the truth, few antecedents of T&D, namely quality of trainers, course design, and learning experience, have a positive and meaningful impact on employee job satisfaction for colleges working in medical, technical, and management sciences universities. job satisfaction can be increased by providing proper training and development opportunities to the faculty members. Thus, training and development can be considered as an important HRD practice that motivates faculty members to move students towards a brighter future and thus achieve higher results by achieving the organization's goals. To ensure an organization is satisfied with its employees' training and development plans, it must provide supportive, expert, and experienced trainers, properly designed and attainable courses, and positive learning experiences. Those Employees are satisfied with their training program they perform well and feel satisfied, which is influenced by comfortable, friendly working atmosphere, and a sense of repletion and belonging Organizations that are pleased with their training and coaching may face a decrease in turnover and an increase in retention of employees. (Choo & Bowley, 2007). This research and other similar investigations (Adesola et al., 2013) indicate that "training" plays a key role in institutions, and course design should be given adequate attention, as teachers may be more satisfied, there Should be relevancy in the content of the course-related concerns faced by teachers in different working environments; The institute should support teachers in training institute courses, which are organized within the institute and outside the institute. According to the research, the results also came out (Rahman, 2014), Job satisfaction of the instructors is also greatly affected by the learning experience. Learning experience shows that well-designed and appropriate training plans and development plans can cover all curriculum content Cultivate new knowledge and technology that can be used to perform work with the highest productivity and effectiveness, thus improving the quality of work, helping to improve and enhance career development Life. Therefore, research shows that T&D is important agendas for the management of medical and technical education colleges.

The finding from Pearson correlation was used to show the correlation between the independent variable and dependent variable. The result indicates TE, CD, LE has a high correlation to job satisfaction. The reliability table describes that standardized Cronbach's alpha for each of the variables which shows the appropriate and acceptable internal consistency component for all scales; it was greater than 0.7 (Peterson, 1994). The mean calculated in descriptive statistics, the study implies that job satisfaction perceived by learning experience has the highest mean score which is the most dominant factor on job satisfaction. The direct relationship of JS with TQ ($\beta = 0.074$, $p = 0.000$), CD ($\beta = 0.837$, $p = 0.000$) and LE ($\beta = 6.243$, $p = 0.000$) were found significant. According to the coefficient table, we can easily compare the β value of each variable and based on the result study concluded that any positive change in TQ produces a greater relative effect on job satisfaction than the succeeding factor.

Other studies have emphasized the importance of employers devoting substantial resources to developing courses that meet employee expectations. In addition, employers should more concerned through team building and social activities employees can get a positive learning experience because it has the ability to develop peer friendship among employees (Choo and Bowley, 2007). The findings of this study revealed three variables, namely the quality of trainers, curriculum design, and learning experience have an important impact on job satisfaction, except that the training environment has no significant impact on job satisfaction. This research is to some extent parallel to some of the main points in other research but a little contradict such as (Choo & Bowley, 2007, Kumar and paosa 2019) These variables are supported learning experience, training environment, and course design, but the quality of trainers is not obvious. It seems that employees who have received effective and adequate training may have positive feelings about employers and colleagues. The results of this research are very helpful for managers of technical, medical, and commercial institutions to develop appropriate training and development opportunities to improve the performance and satisfaction of faculty and staff. However, it is very important to ensure that the faculty should be professional and have extensive experience in the subjects taught, training courses are fully designed. In addition, the training quality and efficacy of the strategy should be continuously evaluated, and feedback should be provided to achieve the goals of the training plan.

Limitations/ Future Research Directions

Like other similar research studies, this research has also a few significant limitations: First, this study has four variables to investigate the effect on dependent variables. In light of this limit, it is proposed that future exploration incorporate some different factors, for example, strengthening and abilities that help consequently. Effectiveness and profitability; Which cannot hide current research. Second, the estimation of study factors and their effects on performance and profitability are completely founded on the respondent's ideas and tendencies when filling out the questionnaire. Therefore, elements of

error and bias may be present in the set. Third, the limitation is the limited sample size. Data can be collected from another part of the country and not from the teaching staff as well. Finally, the research uses only one quantitative method to find the answer to the question by analyzing quantitative data that is, data displayed in numbers. On the other hand, qualitative research methods can help authors to carry out hands-on work without being limited by any foreordained investigation classifications, that is, qualitative research is exceptional on the grounds that it doesn't give a judgment ahead of time, so qualitative research can be within a reasonable time-frame utilize the investigation.

Practical Implications

HR is viewed as the main resource of any business, so cautious administration strategies are needed to exploit this significant asset. This exploration accentuates the significance of giving satisfactory preparing and advancement strategies to improve worker efficiency and performance. In actuality, bosses need to give workers occasions to upgrade their core competencies so they can deal with more intricate circumstances. To do as such, managers should adjust training and advancement needs with firm goal.. Lack of consistency will invalidate the intent of the training and development strategy. In this regard, it is important to note that organizations that meet their training needs to an unreasonable extent. Temporary and accidental methods will design unorganized and unplanned training and development methods.

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