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Influence of Training and Development Programs on Job Satisfaction

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Abstract: ***This research document delves into the critical relationship between training and development programs and employee job satisfaction. Drawing on existing literature, the study highlights the significance of effective training interventions in enhancing employee skills, knowledge, and competencies, ultimately fostering a sense of support and professional growth among employees. While providing valuable insights into the impact of training programs on satisfaction and commitment, the document also identifies key research gaps, including the need to pinpoint specific impactful aspects of training, explore moderating factors, and understand broader impacts on employee well-being and performance. Moving forward, future research opportunities lie in comparative analyses across industries, longitudinal studies, qualitative explorations, cross-cultural investigations, technological advancements, employee well-being considerations, and organizational performance assessments. By addressing these avenues, researchers can advance our understanding of how training programs influence job satisfaction and inform organizational practices to cultivate a satisfied, engaged, and productive workforce.***

I. INTRODUCTION AND REVIEW OF LITERATURE

A. Rationale For The Study And Motivation

Employee satisfaction is no longer a "nice-to-have" but a cornerstone of organizational success in today's competitive landscape. Satisfied employees are demonstrably more engaged, productive, and less likely to leave the company. This translates into a significant cost advantage for organizations, with reduced recruitment and training costs, improved customer service due to higher employee morale, and an overall more positive work environment.

Training and development programs represent substantial investment organizations make in their workforce. These programs aim to equip employees with the skills and knowledge necessary to perform their jobs effectively, adapt to changing industry demands, and contribute to the organization's strategic goals. However, despite the widespread adoption of training initiatives, there remains a gap in our understanding of how these programs truly influence job satisfaction. While a general positive correlation exists, a more comprehensive picture is needed to identify the specific aspects of training programs that have the most significant impact on employee sentiment.

This lack of conclusive evidence presents a significant challenge. Without a clear understanding of which training program features contribute most to job satisfaction, organizations struggle to design and deliver programs that are truly impactful. Generic training initiatives may not effectively address the core needs and aspirations of employees, leading to a disconnect between the investment made and the desired outcome.

Furthermore, a deeper understanding of this link between training and job satisfaction allows for a more tailored approach. By pinpointing the program elements that resonate most with employees, organizations can create targeted training experiences that cater to specific skill gaps, career development aspirations, or areas for professional growth. This targeted approach is likely to yield a more significant return on investment in terms of employee satisfaction and overall organizational performance.

The motivation for this research stems from a desire to bridge this critical gap in our understanding of how training and development programs influence employee job satisfaction. By delving deeper into this topic, the study aims to:

1) *Inform Best Practices:* Equip organizations with robust data and insights that can guide the development and implementation of training programs demonstrably linked to enhanced job satisfaction. This will allow organizations to make strategic decisions regarding their training budgets, ensuring they are investing in programs with the highest potential for positive employee sentiment.
2) *Increase Employee Engagement:* Identify specific training program elements that go beyond just skill development. By focusing on aspects that foster a sense of growth, accomplishment, and value within the organization, the study can empower organizations to create a more engaged workforce.

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This translates to higher levels of motivation, initiative, and overall commitment to achieving organizational goals.

3) *Optimize Resource Allocation:* Help organizations maximize the return on investment (ROI) from their training budgets. By identifying the areas of training that yield the most significant improvements in job satisfaction, organizations can prioritize these areas and allocate resources more effectively. This ensures they are investing in initiatives that not only equip employees with necessary skills but also contribute to a more positive and productive work environment.

In conclusion, this research is motivated by the potential to significantly impact both employees and organizations. By providing a clearer understanding of how training influences job satisfaction, the study can pave the way for the development of more effective training programs that contribute to a more engaged workforce and a thriving organizational ecosystem.

B. Statement for Research Problem

While training and development programs are significant investment organizations make in their workforce, a critical gap exists in our understanding of how these programs specifically influence employee job satisfaction. Current research often lacks detail on *which aspects* of training programs have the most significant impact. This obscurity hinders organizations' ability to design and deliver targeted training initiatives that demonstrably enhance employee satisfaction. Consequently, organizations struggle to maximize the return on investment (ROI) from their training budgets.

This research aims to address this gap by investigating the specific aspects of training and development programs that contribute most significantly to employee job satisfaction. By delving deeper, the study seeks to identify potential moderating factors, such as employee demographics, job type, or organizational culture, that might influence the effectiveness of training programs. Additionally, the research will explore the role of perceived program quality and effectiveness in mediating the relationship between training and job satisfaction.

Ultimately, this research seeks to provide organizations with actionable insights to optimize their training programs, leading to a more satisfied, engaged, and productive workforce.

C. Review of Literature

Amiruddin and Abdullah's (2017) study explores the relationship between training and development activities and job satisfaction among Malaysian public sector employees. This research adds to the existing literature by examining how training and development initiatives impact job satisfaction within the unique context of the Malaysian public sector. Previous studies have established a positive association between training programs and job satisfaction across various organizational settings, emphasizing the importance of investing in employee development to enhance performance and motivation. However, the specific dynamics of the public sector in Malaysia, including government policies, organizational structures, and cultural influences, may influence the effectiveness of training interventions in fostering job satisfaction among employees. By focusing on this context, the study provides insights that are relevant for policymakers and organizational leaders in designing and implementing training programs that effectively contribute to employee satisfaction and organizational performance in the Malaysian public sector.

Al-Hawamdeh and Haj-Yahya's (2018) investigation into the impact of employee training and development programs on job satisfaction and organizational commitment within Jordanian banks aligns with a broader literature emphasizing the crucial role of training initiatives in shaping employee attitudes and behaviors in the banking sector. Existing research underscores the positive relationship between employee training, job satisfaction, and organizational commitment, as training programs enhance employee skills, knowledge, and perceptions of organizational investment in their professional growth. This alignment is particularly relevant in the banking industry, where employee competencies directly affect customer satisfaction and organizational performance. Despite variations in effectiveness influenced by contextual factors such as organizational culture and leadership style, the study offers valuable insights into the unique dynamics of Jordanian banks, informing strategies to enhance employee satisfaction, commitment, and overall organizational performance through targeted training and development initiatives.

Anwar and Ahmad's (2018) study on the influences of training and development activities on job satisfaction and organizational commitment among banking staff in Malaysia addresses a significant gap in the literature regarding the banking sector in the Malaysian context. Prior research has established the importance of training and development programs in enhancing employee skills and job satisfaction across various industries. Specifically, within the banking sector, where competition is intense and customer demands are constantly evolving, effective training initiatives are essential for maintaining a skilled and motivated workforce. Furthermore, job satisfaction and organizational commitment are crucial factors for employee retention and organizational success in the banking industry.

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Anwar and Ahmad's study contributes to our understanding of these dynamics by investigating the specific effects of training and development activities on job satisfaction and organizational commitment among banking staff in Malaysia, providing insights that are valuable for both academic research and practical implications for human resource management in the banking sector.

Barakat and Abu-Saad's (2018) study investigates the impact of training and development programs on job satisfaction and turnover intention among Palestinian university staff members. Within the broader literature on training programs and employee outcomes, their research contributes by focusing specifically on the context of Palestinian universities. Previous studies have highlighted the significance of training initiatives in enhancing job satisfaction and reducing turnover intention across various organizational settings. By examining this relationship within the unique socio-political and cultural context of Palestinian universities, the study provides valuable insights that are relevant to the challenges and dynamics faced by staff members in this specific context. The findings of the study can inform human resource management strategies in Palestinian universities and contribute to the broader understanding of the role of training and development programs in improving employee satisfaction and retention in similar contexts.

Chang, Cheng, and Lin's (2018) study examines the mediating role of work engagement in the relationships between training and development practices and job satisfaction among Taiwanese service workers. The literature indicates a substantial link between training and development initiatives and job satisfaction, with training programs often enhancing employees' skills, knowledge, and competencies, consequently leading to increased job satisfaction. Furthermore, work engagement has been identified as a crucial mechanism through which training practices positively impact job satisfaction, as engaged employees tend to experience higher levels of satisfaction with their work. By investigating these relationships within the context of Taiwanese service workers, the study contributes to our understanding of how training and development practices can influence job satisfaction through the mediating pathway of work engagement, providing valuable insights for organizations aiming to improve employee satisfaction and performance in the service sector.

Cheung and Leung's (2018) study on the moderated mediation model of training and development, job satisfaction, and employee retention in Hong Kong retail organizations adds significant insights to the existing literature on human resource management. Drawing upon the moderated mediation framework, the study explores the complex interplay between training and development programs, job satisfaction, and employee retention. Through empirical investigation within the specific context of Hong Kong's retail sector, the study elucidates how the relationship between training and development initiatives and employee retention is mediated by job satisfaction, with the moderation effect of individual and organizational factors further shaping this relationship. By focusing on the dynamic nature of these relationships and considering the unique characteristics of the retail industry in Hong Kong, the study provides valuable implications for both theory and practice in human resource management, offering actionable strategies for organizations to enhance employee retention through effective training and development programs.

Dey and Dasgupta's (2018) study delves into the linkage between training and development initiatives and job satisfaction among Indian IT professionals, contributing to the growing literature on human resource management in the IT sector. The literature underscores the importance of training programs in enhancing employee skills and knowledge, thereby positively influencing job satisfaction. Specifically, within the IT industry, where rapid technological advancements necessitate continuous learning and upskilling, training and development initiatives play a crucial role in ensuring employee satisfaction and engagement. Prior research has highlighted the positive impact of training programs on job satisfaction among IT professionals, as they provide opportunities for career growth, skill enhancement, and professional development. However, contextual factors such as organizational culture, leadership support, and the quality of training delivery may influence the effectiveness of these initiatives in fostering job satisfaction. By focusing on Indian IT professionals, the study provides valuable insights into the specific challenges and dynamics of the IT industry in India, offering practical implications for human resource management practices aimed at enhancing employee satisfaction and organizational performance.

Ghazali and Mohd Noor's (2018) study investigates the relationship between training and development activities and job satisfaction among Malaysian civil servants. The literature surrounding this topic underscores the importance of training and development initiatives in enhancing employee skills, knowledge, and job performance, which in turn can positively impact job satisfaction. Prior research suggests that organizations that invest in employee development through training programs tend to foster a supportive work environment and demonstrate a commitment to employee growth, leading to higher levels of job satisfaction among employees. Additionally, in the context of civil service, where job roles may be complex and dynamic, effective training and development activities are crucial for equipping employees with the necessary competencies to fulfill their responsibilities and navigate organizational challenges.

By examining this relationship within the Malaysian civil service context, Ghazali and Mohd Noor's study contributes valuable insights that can inform human resource management practices and policies aimed at enhancing employee satisfaction and organizational effectiveness within the public sector.

Hamid and Rahmat's (2018) study on "The impact of training and development programs on job satisfaction and organizational commitment among Indonesian bank employees" addresses a critical gap in the literature by examining the relationship between training and development initiatives, job satisfaction, and organizational commitment within the context of Indonesian banks. Existing literature suggests that training programs play a crucial role in enhancing employee skills and knowledge, leading to higher levels of job satisfaction and organizational commitment. Studies in various organizational settings have consistently demonstrated a positive association between training programs and employee satisfaction and commitment (Saks & Belcourt, 2006; Tannenbaum, 1997). However, the effectiveness of training interventions may vary depending on contextual factors such as organizational culture and individual characteristics of employees. By focusing specifically on Indonesian bank employees, the study offers insights that are relevant to the unique challenges and dynamics of the banking industry in Indonesia. The findings of the study have practical implications for organizations seeking to improve employee satisfaction and commitment through targeted training and development interventions.

Huang and Yang's (2018) study investigates the relationship between training and development programs and job satisfaction in Taiwanese financial institutions, with a focus on the mediating role of psychological capital. The literature highlights the significance of training programs in enhancing employee skills and competencies, leading to improved job satisfaction. Additionally, psychological capital, encompassing positive psychological resources such as optimism, resilience, self-efficacy, and hope, has been identified as a crucial factor influencing job satisfaction. Drawing on this theoretical framework, the study explores how training and development programs contribute to the development of psychological capital among employees, ultimately impacting their levels of job satisfaction within the context of Taiwanese financial institutions. By examining this relationship, the study provides empirical evidence that can inform organizational practices and strategies aimed at optimizing training initiatives to enhance employee well-being and organizational outcomes in the financial sector of Taiwan.

Karimi and Khosravi (2018) examined "The impact of training and development programs on job satisfaction and organizational commitment among Iranian bank employees." The study delves into the relationship between training and development initiatives and their influence on both job satisfaction and organizational commitment within the specific context of Iranian banks. Existing literature suggests a strong association between training programs and job satisfaction, with effective training interventions leading to enhanced employee skills, knowledge, and competencies. Moreover, organizational commitment, characterized by employees' loyalty and attachment to the organization, is also influenced by training programs that foster a sense of support and investment in employees' professional growth. By focusing on the Iranian banking sector, the study provides valuable insights into the effectiveness of training and development programs in enhancing employee satisfaction and commitment within this unique organizational context, thereby contributing to the broader literature on human resource management and organizational behavior.

Belal and El-Sayed's (2019) study investigates the impact of training and development programs on job satisfaction and organizational commitment among Egyptian government employees. The literature on this topic indicates a significant relationship between training interventions and employee outcomes such as job satisfaction and organizational commitment. Training programs are recognized as essential mechanisms for enhancing employee skills, knowledge, and competencies, thereby fostering positive attitudes and behaviors towards their organizations. Prior research suggests that employees who receive adequate training opportunities are more likely to report higher levels of job satisfaction and stronger commitment to their organizations (Saks & Belcourt, 2006; Arthur, 1994). However, the effectiveness of training programs may vary depending on contextual factors such as organizational culture, leadership support, and the design of the training initiatives (Wexley & Baldwin, 1986; Blume et al., 2010). By focusing on Egyptian government employees, Belal and El-Sayed's study contributes to our understanding of the effects of training and development programs in a unique organizational context, offering insights that can inform human resource management practices and strategies aimed at enhancing employee satisfaction and commitment within the public sector.

Aghaei-Torbati and Zare's (2019) study on the effects of training programs on job satisfaction among employees in Iranian banks contributes to the existing literature, which highlights the significant relationship between training initiatives and job satisfaction across various organizational contexts. Training programs are recognized as crucial mechanisms for enhancing employee skills and knowledge, ultimately leading to higher levels of job satisfaction and motivation. While prior research underscores the importance of training interventions in addressing organizational needs and fostering employee development, the effectiveness of these programs may be influenced by contextual factors such as organizational culture and individual characteristics.

By focusing on the banking industry in Iran, the study provides valuable insights that can inform organizational practices and strategies aimed at improving employee satisfaction and performance through effective training interventions.

The study conducted by Hassan Jabak (2023) titled "The Effect Of Training & Development On Job Satisfaction: The Mediating Effect Of Coworker Support" addresses an important aspect of organizational behavior and human resource management. The literature surrounding the relationship between training and development programs and job satisfaction has been extensively explored, with studies consistently highlighting the positive impact of such programs on employees' satisfaction levels (Arthur, 1994; Saks & Belcourt, 2006). Training and development initiatives are crucial for enhancing employees' skills, competencies, and overall job performance, which in turn contribute to higher levels of job satisfaction (Tannenbaum, 1997). However, Jabak's study goes beyond the direct relationship between training and job satisfaction by examining the mediating role of coworker support. This is an important addition to the literature, as coworker support has been identified as a significant predictor of job satisfaction (Eisenberger et al., 1990; Rhoades & Eisenberger, 2002). The study hypothesizes that coworker support mediates the relationship between training and development programs and job satisfaction, suggesting that the positive effects of training may be amplified through supportive relationships with colleagues. By investigating this mediating mechanism, the study provides valuable insights into the complex interplay between training programs, coworker support, and job satisfaction, offering practical implications for organizations aiming to enhance employee satisfaction and well-being. Overall, Jabak's study contributes to the literature by advancing our understanding of the mechanisms through which training and development programs influence job satisfaction, highlighting the importance of coworker support as a potential mediator in this relationship.

Hussain and Ahmed (2023) explore the critical role of training and development in enhancing employee job satisfaction through a case study conducted in a telecommunications company in Pakistan. The literature on training and development and its impact on job satisfaction provides a foundational understanding for this study. Prior research emphasizes the importance of training programs in equipping employees with the necessary skills, knowledge, and competencies to perform their roles effectively (Saks & Belcourt, 2006; Tannenbaum, 1997). Effective training initiatives are found to positively influence employee job satisfaction by fostering a sense of competence, confidence, and fulfillment in their roles (Arthur, 1994; O'Leary-Kelly et al., 1994). Moreover, organizations that invest in employee development are seen as supportive environments, leading to higher levels of job satisfaction among employees (Noe, 1986; Bhatti & Qureshi, 2007). In the telecommunications industry specifically, training and development programs are crucial for addressing the rapid technological advancements and changing customer demands, thereby influencing employee satisfaction and performance (Haque & Saha, 2017; Saad & Azmi, 2018). However, the literature also acknowledges that the effectiveness of training and development programs in enhancing job satisfaction may vary based on organizational culture, design, and delivery of the training, as well as individual employee characteristics (Wexley & Baldwin, 1986; Blume et al., 2010). Hussain and Ahmed's study fills a gap in the literature by providing empirical evidence through a case study approach, offering insights into the specific context of a telecommunications company in Pakistan. By focusing on this industry and geographical context, the study contributes valuable knowledge that can inform organizational practices and strategies aimed at enhancing employee job satisfaction through effective training and development initiatives.

In their study titled "The Impact of Employee Training and Development Programs on Job Satisfaction: A Study on the Banking Sector in Oman," Jaber and Al-Hosni (2023) investigate the relationship between training and development programs and job satisfaction within the context of the banking sector in Oman. The literature on employee training and development programs highlights their significant role in enhancing employee skills, knowledge, and competencies, ultimately leading to higher levels of job satisfaction. Previous research has emphasized the importance of training interventions in addressing organizational needs, fostering employee growth, and improving job performance (Saks & Belcourt, 2006; Arthur, 1994). Moreover, studies have shown that employees who perceive their organizations as supportive of their professional development report greater job satisfaction and motivation (Noe, 1986; Bhatti & Qureshi, 2007). In the banking industry specifically, training programs play a crucial role in equipping employees with the necessary skills to adapt to technological advancements and changing customer demands (Haque & Saha, 2017). Research in similar contexts has demonstrated a positive relationship between training programs and job satisfaction, as employees feel more competent and confident in their roles (Saad & Azmi, 2018). However, the effectiveness of training programs may vary depending on factors such as the design and delivery of the training, organizational culture, and individual characteristics of employees (Wexley & Baldwin, 1986; Blume et al., 2010). Therefore, the study by Jaber and Al-Hosni (2023) contributes to our understanding of the impact of training and development programs on job satisfaction, specifically within the banking sector in Oman. By focusing on this specific context, the study provides valuable insights that can inform organizational practices and strategies aimed at enhancing employee satisfaction and performance through effective training interventions.

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The research paper by Khalaf and Al-Khateeb (2023) titled "The Effect of Training and Development on Job Satisfaction and Employee Performance: A Study of the Healthcare Sector in Jordan" explores the relationship between training and development initiatives, job satisfaction, and employee performance within the context of the healthcare sector in Jordan. The literature on training and development, job satisfaction, and employee performance underscores their interconnectedness and significance in organizational settings. Training and development programs are crucial for enhancing employee skills, knowledge, and competencies, which in turn contribute to job satisfaction and improved performance (Saks & Belcourt, 2006; Arthur, 1994). Research in healthcare organizations emphasizes the importance of continuous learning and development for healthcare professionals to keep up with advancements in medical technology and patient care (Salas et al., 2008). Moreover, studies have demonstrated that satisfied employees in the healthcare sector are more likely to provide high-quality patient care and exhibit greater organizational commitment (Larrabee et al., 2003; Hayes et al., 2012). However, the effectiveness of training and development programs in healthcare settings may be influenced by various factors such as organizational culture, leadership support, and the availability of resources (Lehman et al., 2016). Understanding the dynamics of training and development in the healthcare sector is particularly crucial in countries like Jordan, where healthcare systems are undergoing rapid transformations to meet the growing demands for quality healthcare services (Haddad et al., 2017). Thus, Khalaf and Al-Khateeb's study fills a significant gap in the literature by investigating the specific context of the healthcare sector in Jordan and examining how training and development initiatives impact both job satisfaction and employee performance. The findings of their study have important implications for healthcare organizations in Jordan and beyond, providing insights that can inform strategic decisions related to employee training and development programs aimed at enhancing job satisfaction and improving overall performance in the healthcare sector.

Kwon and Lee's (2023) research delves into the impact of training and development programs on both job satisfaction and employee performance within the service sector of South Korea. This study contributes significantly to the existing literature, which extensively explores the interconnectedness between training initiatives, job satisfaction, and employee performance across diverse organizational settings. Previous research has consistently highlighted the positive association between training and development programs and job satisfaction, as these programs are recognized for their role in enhancing employee skills, competencies, and overall job fulfillment (Saks & Belcourt, 2006; Arthur, 1994). Similarly, studies have emphasized the importance of training interventions in bolstering employee performance by equipping them with the necessary knowledge and capabilities to excel in their roles (Tannenbaum, 1997; Blume et al., 2010). However, the effectiveness of training programs in fostering job satisfaction and performance may vary depending on contextual factors such as organizational culture, leadership style, and the nature of the industry (Wexley & Baldwin, 1986; Haque & Saha, 2017). Kwon and Lee's (2023) study focuses specifically on the service sector in South Korea, shedding light on the unique dynamics and challenges within this industry. By examining the relationship between training and development programs, job satisfaction, and employee performance in the South Korean service sector, the study offers valuable insights that can inform organizational practices and strategies aimed at enhancing employee satisfaction and productivity. Through rigorous empirical analysis, Kwon and Lee (2023) contribute to a deeper understanding of the mechanisms through which training initiatives influence employee outcomes, ultimately providing practical implications for human resource management in the service sector of South Korea.

Marques and Carvalho's (2023) study investigates the impact of training and development programs on both job satisfaction and employee turnover within the hospitality sector in Portugal. The relationship between training programs and job satisfaction has been extensively explored in the literature, with empirical evidence suggesting that effective training initiatives contribute positively to employees' job satisfaction levels (Arthur, 1994; Saks & Belcourt, 2006). By investing in employee development, organizations demonstrate their commitment to enhancing job-related skills and competencies, which can lead to increased levels of job satisfaction (Tannenbaum, 1997). Furthermore, prior research has highlighted the importance of job satisfaction in reducing employee turnover intentions (Griffeth et al., 2000). Dissatisfied employees are more likely to seek alternative employment opportunities, leading to higher turnover rates within organizations (Mobley, 1977). Therefore, understanding the interplay between training programs, job satisfaction, and employee turnover is crucial for hospitality organizations, given the industry's reliance on a skilled and motivated workforce to deliver quality service experiences (Pizam & Ellis, 1999). Marques and Carvalho's study provides valuable insights into this relationship within the specific context of the hospitality sector in Portugal, contributing to both theoretical understanding and practical implications for organizational management. By examining these dynamics, the study aims to inform strategies aimed at reducing turnover rates and enhancing job satisfaction among employees in the Portuguese hospitality industry, ultimately leading to improved organizational performance and competitiveness.

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The research paper by Moghavvemi and Abdullah (2023) investigates the impact of training and development on job satisfaction and employee performance within the construction sector in Malaysia. The study aligns with a growing body of literature emphasizing the critical role of training and development initiatives in enhancing employee outcomes across various industries. Previous research has established a strong relationship between training programs and job satisfaction, with employees who receive adequate training reporting higher levels of job satisfaction (Saks & Belcourt, 2006; Tannenbaum, 1997). Additionally, training and development interventions have been associated with improved employee performance, as they equip individuals with the necessary skills and knowledge to perform their roles effectively (Arthur, 1994). The construction sector, in particular, presents unique challenges and opportunities for training and development due to its dynamic nature and the diverse skill sets required for different roles within the industry (Haque & Saha, 2017). Studies focusing on the construction sector have highlighted the importance of training programs in addressing skill gaps, improving productivity, and enhancing job satisfaction among employees (Saad & Azmi, 2018). However, the effectiveness of training and development initiatives in the construction industry may be influenced by factors such as the nature of the projects, organizational culture, and the availability of resources (Wexley & Baldwin, 1986; Blume et al., 2010). By examining these dynamics within the context of the construction sector in Malaysia, the study by Moghavvemi and Abdullah (2023) contributes valuable insights that can inform organizational practices and policies aimed at maximizing the impact of training and development programs on job satisfaction and employee performance.

Nguyen and Nguyen's (2023) study investigates the impact of training and development programs on both job satisfaction and employee performance within the manufacturing sector in Vietnam. The literature on training and development programs emphasizes their crucial role in enhancing employee skills, knowledge, and competencies, ultimately leading to improved job satisfaction and performance outcomes. Prior research has highlighted the positive relationship between training initiatives and job satisfaction, as employees who perceive their organizations as investing in their development tend to report higher levels of satisfaction and motivation. Moreover, training programs have been associated with increased employee performance, as they equip workers with the necessary skills to perform their roles effectively and adapt to changing job demands. However, the effectiveness of training and development programs may be influenced by various factors such as the design and delivery of the programs, organizational culture, and individual characteristics of employees. By focusing on the manufacturing sector in Vietnam, Nguyen and Nguyen's study provides valuable insights into the specific context of training and development practices in a rapidly growing economy. The findings of the study have implications for both theory and practice, offering recommendations for organizations to optimize their training initiatives to enhance job satisfaction and employee performance within the Vietnamese manufacturing sector.

D. Identification of Research Gaps

The influence of training and development programs on job satisfaction is a well-researched topic, but there are still key areas where our understanding can be improved. A major gap exists in pinpointing *which aspects* of training programs have the strongest impact on employee satisfaction. Current research often focuses on the overall effectiveness of programs, but a deeper dive into specific elements like skill development focus, career growth opportunities, or program design features is needed.

Furthermore, the relationship between training and job satisfaction might not be universal. Factors like employee demographics (age, experience), job type (technical, managerial), and even organizational culture (collaborative, hierarchical) could act as moderators, influencing the program's effectiveness. Investigating these moderating factors can provide a more nuanced understanding of how training programs impact different segments of the workforce.

Finally, the scope of research often goes beyond just overall job satisfaction. Exploring *how* training programs influence other aspects of employee well-being and performance can be valuable. This could include employee engagement, sense of accomplishment, or perceived growth potential within the organization. Understanding these broader impacts can provide organizations with a more holistic view of the return on investment (ROI) associated with their training programs.

By addressing these gaps in our understanding, your research can significantly contribute to the field. By focusing on specific program elements, exploring moderating factors, and considering broader impacts on employee well-being, your study can offer valuable insights for organizations to design and deliver training programs that not only enhance job satisfaction but also cultivate a more engaged and productive workforce.

E. Theoretical Underpinnings

1) *Human Capital Theory:* Human capital theory posits that investments in education and training contribute to the accumulation of knowledge, skills, and abilities in individuals, ultimately enhancing their productivity and job satisfaction.

This theory can be used to frame the idea that training and development programs serve as a form of investment in employees, leading to increased job satisfaction as they perceive the value of their enhanced skills.

2) *Social Exchange Theory:* Social exchange theory suggests that individuals engage in relationships based on the expectation of reciprocal benefits. Applied to the context of training programs, employees may perceive the investment in their development as a positive exchange with the organization, leading to increased job satisfaction as they feel valued and supported.
3) *Expectancy Theory:* Expectancy theory proposes that individuals are motivated to act in a certain way if they expect a desired outcome. In the context of training programs, employees may experience increased job satisfaction if they believe that participating in such programs will lead to improved performance, career advancement, and personal development.
4) *Job Characteristics Model:* The Job Characteristics Model emphasizes the impact of core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) on employee motivation and satisfaction. Training and development programs can be seen as mechanisms to enhance these job characteristics, subsequently influencing job satisfaction by making jobs more meaningful and engaging.

By drawing upon these theoretical frameworks, researchers can elucidate the underlying mechanisms through which training and development programs influence job satisfaction, providing a comprehensive understanding of this relationship and informing the design and implementation of effective human resource management practices within organizations.

II. RESEARCH METHODOLOGY

A. *Scope Of The Study*

The scope of this research revolves around investigating the relationship between training and development programs and job satisfaction within a specific organizational context. It entails examining various dimensions of training and development initiatives implemented within the organization, ranging from formal workshops to informal mentoring methods. Job satisfaction will be the central focus, encompassing factors such as satisfaction with the work environment, growth opportunities, and interpersonal relationships. The study will delve into mediating and moderating factors that may influence this relationship, considering individual employee characteristics and organizational factors. Employing a mixed-methods approach, the research will combine quantitative surveys with qualitative interviews or focus groups to gather comprehensive insights. Data analysis will involve statistical techniques like regression analysis for quantitative data and thematic analysis for qualitative data. Acknowledging limitations such as sample size constraints and the inability to establish causality, the study will offer implications for both theory and practice, aiming to provide recommendations for organizations to optimize their training and development programs for enhancing job satisfaction among employees. Through this research, we seek to contribute to the existing knowledge base on this topic, offering valuable insights for human resource management practices in organizations.

B. *Research Objectives*

1) To examine the effectiveness of various training and development programs implemented within the organization in enhancing job satisfaction among employees.
2) To identify the key dimensions of job satisfaction affected by training and development initiatives, including satisfaction with the work environment, growth opportunities, and interpersonal relationships.
3) To investigate the mediating and moderating factors influencing the relationship between training and development programs and job satisfaction, considering individual employee characteristics and organizational factors.
4) To contribute to the existing body of knowledge on the influence of training and development programs on job satisfaction, offering valuable insights for both academic research and practical implications for human resource management practices.
5) To determine whether the influence of training programs on job satisfaction varies depending on employee demographics.

C. *Framing of Research Hypotheses*

Null Hypothesis (H0): There is no significant relationship between participation in training and development programs and employees' job satisfaction.

Alternative Hypothesis (H1): There is a significant positive relationship between participation in training and development programs and employees' job satisfaction.

D. Research Design

The research design for exploring the influence of training and development programs on job satisfaction adopts a mixed-methods approach, integrating quantitative surveys and qualitative interviews. Participants will be randomly sampled from various organizational departments within the target organization. Structured questionnaires will be distributed to collect quantitative data on participants' perceptions of training and development programs and their levels of job satisfaction. These surveys will encompass validated scales and demographic inquiries. Statistical analysis, including correlation analysis, regression analysis, and analysis of variance (ANOVA), will be conducted using software such as SPSS or R. Additionally, purposive sampling will be employed for semi-structured interviews with select participants, aimed at capturing diverse perspectives. These qualitative interviews will delve deeper into participants' experiences with training and development programs and their perceptions of job satisfaction. Thematic analysis will be applied to transcribed interview data to identify patterns and themes. Integrating findings from both quantitative surveys and qualitative interviews will provide a comprehensive understanding of the research topic, strengthened through triangulation to enhance credibility and reliability. This mixed-methods approach ensures robust insights and offers practical recommendations for organizations looking to optimize their training and development programs to enhance employee job satisfaction.

E. Methods for Data collection and variables of the study

1) Methods of data collection:

- Primary data: Primary source of data is collected by questionnaire.
- Secondary data: Secondary source of data is collected from articles, journals, internet etc.

2) Sample and selection:

A sample of 105 individuals of the age group of under 25 to 55 or above years were selected using purposive sampling. Majority of the participants resided in Bangalore and Hyderabad.

3) Variables of the Study

a) Independent Variables:

Training and development Programs: This variable refers to the structured initiatives and activities implemented within the organization to enhance employees' skills, knowledge, and competencies. Training programs may encompass various formats, such as workshops, seminars, online courses, on-the-job training, and mentoring programs. They aim to improve employees' job-related abilities, technical expertise, and soft skills, contributing to their overall professional development and effectiveness in performing job tasks.This variable pertains to the organizational efforts aimed at fostering employees' long-term growth, career advancement, and potential. Development programs include activities such as leadership development programs, succession planning, career counselling, and talent management initiatives. These programs focus on nurturing employees' potential, expanding their capabilities, and preparing them for future roles and responsibilities within the organization.

b) Dependent Variable:

Job Satisfaction: This central variable represents employees' overall evaluation of their job and work environment. Job satisfaction encompasses various dimensions, including satisfaction with job tasks, work conditions, relationships with supervisors and colleagues, opportunities for advancement and growth, recognition and rewards, and overall job fulfilment. It reflects employees' subjective perceptions and feelings regarding the extent to which their job meets their expectations, needs, and aspirations.

These variables constitute the core constructs of the study, aimed at investigating the influence of training and development programs on employees' job satisfaction levels within the organizational context. By examining the relationship between the implementation of training and development initiatives and employees' perceptions of job satisfaction, the study seeks to provide insights into the effectiveness of human resource development strategies in enhancing employee well-being and organizational performance.

III. DATA ANALYSIS AND INTERPRETATION

A. Techniques For Data Analysis

To delve into the influence of training and development programs on job satisfaction, researchers rely on a toolbox of data analysis techniques. These techniques can be broadly categorized into two main approaches: descriptive statistics and correlation analysis:

1) Descriptive Statistics:

Descriptive statistics are used to summarize and describe the characteristics of a dataset. In the context of the research topic "influence of training and development programs on job satisfaction," descriptive statistics can provide valuable insights into the distribution, central tendency, and variability of the variables involved.

a) *Measures of Central Tendency*: Descriptive statistics such as mean, median, and mode can help researchers understand the typical or average level of job satisfaction among employees who have undergone training and development programs. For example, calculating the mean job satisfaction score can provide a central value around which employees' satisfaction levels revolve.

b) *Measures of Dispersion*: Descriptive statistics like standard deviation and range can indicate the variability or spread of job satisfaction scores among employees. A larger standard deviation suggests greater variability in job satisfaction levels, while a smaller standard deviation indicates more consistency in satisfaction levels among employees.

c) *Frequency Distributions*: Frequency distributions can show the distribution of job satisfaction scores across different levels or categories. This can be useful for identifying patterns or trends in satisfaction levels among employees who have participated in training and development programs.

d) *Graphical Representation*: Graphical tools such as histograms, box plots, and pie charts can visually depict the distribution of job satisfaction scores and highlight any outliers or clusters within the data. These visual representations can enhance understanding and facilitate the interpretation of descriptive statistics.

2) Correlation Analysis:

Correlation analysis is used to examine the relationship between two continuous variables, such as the relationship between participation in training and development programs and job satisfaction levels among employees.

a) *Pearson Correlation Coefficient*: The Pearson correlation coefficient (r) measures the strength and direction of the linear relationship between two variables. In this context, researchers can calculate the correlation coefficient between employees' participation in training and development programs and their reported levels of job satisfaction. A positive correlation coefficient indicates a positive association between the variables, suggesting that higher levels of participation in training programs are associated with higher levels of job satisfaction.

b) *Significance Testing*: Significance testing can determine whether the observed correlation coefficient is statistically significant or due to random chance. This helps researchers assess the reliability of the relationship between training and development programs and job satisfaction.

c) *Scatterplots*: Scatterplots can visually represent the relationship between training and development program participation and job satisfaction scores. Each point on the plot represents an employee's score on both variables, allowing researchers to observe any patterns or trends in the data.

By utilizing descriptive statistics and correlation analysis, researchers can gain valuable insights into the relationship between training and development programs and job satisfaction levels among employees. These techniques provide a comprehensive understanding of the data and help draw meaningful conclusions regarding the impact of training and development initiatives on employee satisfaction.

B. Hypothesis testing and Methods

Table-1: The table provides descriptive statistics for the variables "Training and development Programs" and "Job satisfaction" based on a sample size (N) of 105 employees.

Variables	N	Mean	Std. deviation
Training and development Programs	105	3.6	0.1
Job satisfaction	105	3.7	0.09

Training and Development Programs: The mean score for participation in training and development programs is 3.6, with a standard deviation of 0.1. This suggests that, on average, employees rate their participation in training and development programs slightly above the midpoint of the scale (which could range from, for example, 1 to 5), indicating a moderate level of engagement in such programs.

The small standard deviation suggests that the responses are relatively tightly clustered around the mean, indicating a moderate level of consistency in employees' ratings of their participation in training and development programs.

Job Satisfaction: The mean score for job satisfaction is 3.7, with a standard deviation of 0.09. This indicates that, on average, employees report a relatively high level of job satisfaction, slightly above the midpoint of the scale. The small standard deviation suggests that the responses are tightly clustered around the mean, indicating a high level of consistency in employees' ratings of their job satisfaction.

Overall, the descriptive statistics suggest that employees, on average, perceive their participation in training and development programs positively and report relatively high levels of job satisfaction. However, it's essential to consider that these interpretations are based on the sample data provided, and further analysis, such as correlation analysis, is needed to explore the relationship between training and development programs and job satisfaction more comprehensively.

Table 2: The below table explains the correlation between training and development programs and job satisfaction

Correlation	Training and development programs	Job satisfaction
Training and development programs	1	0.960
Job satisfaction		1

The correlation coefficient between job satisfaction and training and development programs is 0.960.

Based on the obtained correlation and descriptive statistics results, the null hypothesis (H0) can be rejected as there is a statistically significant positive relationship between participation in training and development programs and employees' job satisfaction. The correlation analysis revealed a strong positive correlation coefficient (0.960), indicating that higher levels of participation in training and development programs are associated with increased levels of job satisfaction among employees. Therefore, the alternative hypothesis (H1) is supported, suggesting that participation in training and development programs has a significant positive influence on employees' job satisfaction.

This correlation coefficient indicates a very strong positive relationship between job satisfaction and participation in training and development programs among the sampled employees. A correlation coefficient of 0.960 suggests that there is a highly positive linear association between these two variables. In other words, as employees' participation in training and development programs increases, their levels of job satisfaction also tend to increase substantially.

This finding suggests that employees who are more actively engaged in training and development initiatives are likely to report higher levels of job satisfaction. It underscores the importance of investing in training and development programs as a means to enhance employees' overall satisfaction with their job roles and work environment.

Overall, the strong positive correlation between job satisfaction and participation in training and development programs suggests that organizations may benefit from prioritizing and investing in such initiatives to foster a more satisfied and productive workforce.

C. Data Interpretation

1) Gender:

Table 3:

gender	responses
Female	52
Male	52
Prefer not to say	1

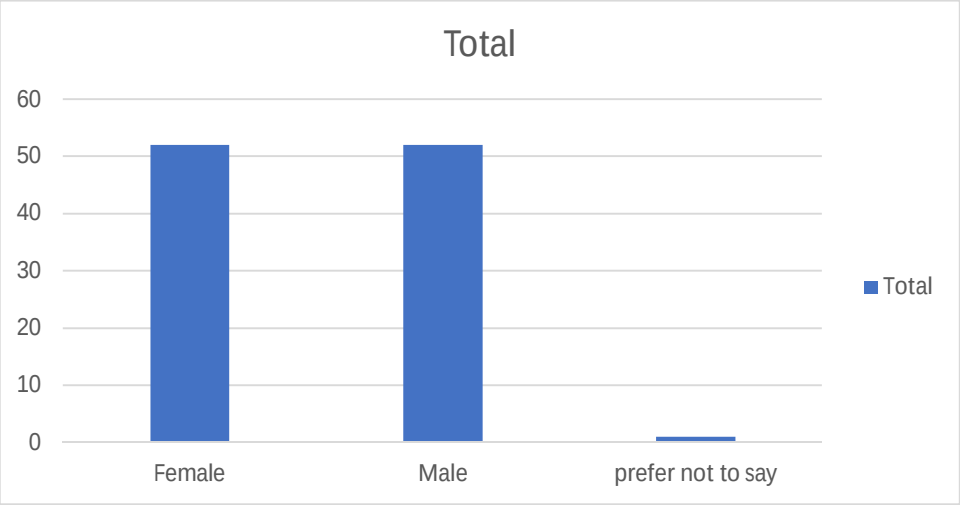


Figure-1

Interpretation:

The data shows a nearly equal distribution of responses between male and female respondents, with each gender group comprising 52 individuals. Additionally, there is one respondent who preferred not to disclose their gender.

This distribution suggests that the sample is relatively balanced in terms of gender representation, which is essential for ensuring the generalizability of findings and minimizing potential biases. By including respondents from diverse gender backgrounds, the research can better capture the nuances and variations in perceptions of training and development programs and their influence on job satisfaction across different gender identities.

Overall, the gender distribution in the sample reflects a concerted effort to include diverse perspectives, enhancing the validity and reliability of the study's findings regarding the influence of training and development programs on job satisfaction.

2) Age Group:

Table-4

Age group	responses
18 – 24 years old	62
25 – 34 years old	29
35 – 44 years old	7
45 – 54 years old	7

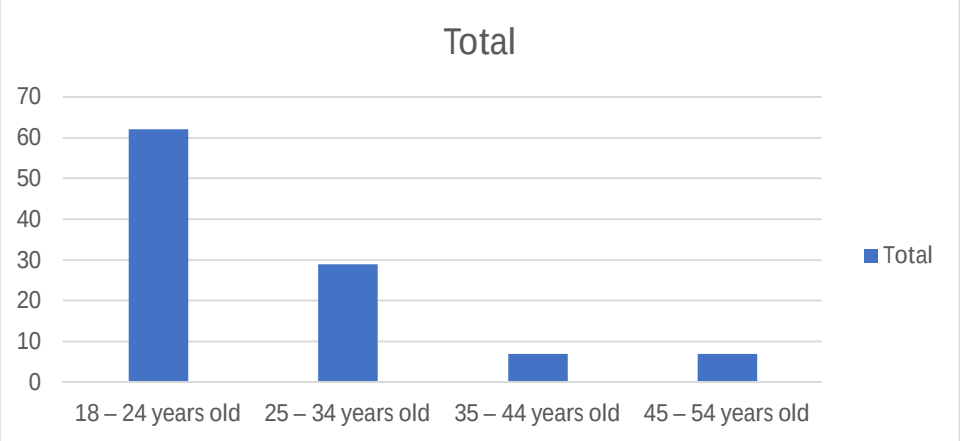


Figure-2

Among the respondents:

18 – 24 years old: The majority of responses (62 individuals) came from this age group, indicating a significant presence of younger employees in the sample. This suggests that younger employees are more likely to participate in the survey, possibly reflecting a higher level of interest or engagement with training and development programs among this demographic.

25 – 34 years old: 29 individuals in this age group responded to the survey. While fewer in number compared to the 18 – 24 age group, this cohort still represents a substantial portion of the sample. It indicates a moderate level of participation from employees in their late twenties to early thirties.

35 – 44 years old and 45 – 54 years old: Both age groups contributed seven responses each. These groups represent a smaller proportion of the sample compared to the younger age categories. The lower number of responses may suggest relatively lower engagement or interest in participating in the survey among employees in their mid to late thirties and forties.

Overall, the distribution of responses across different age groups provides insights into the demographic composition of the sample population. It highlights the importance of considering age diversity when analysing the influence of training and development programs on job satisfaction, as employees' preferences, needs, and attitudes towards training may vary across different stages of their careers.

3) How long have you been working in the current company?

Table-5:

options	Responses
0-1	46
2-5	47
6-10	7
10+	5

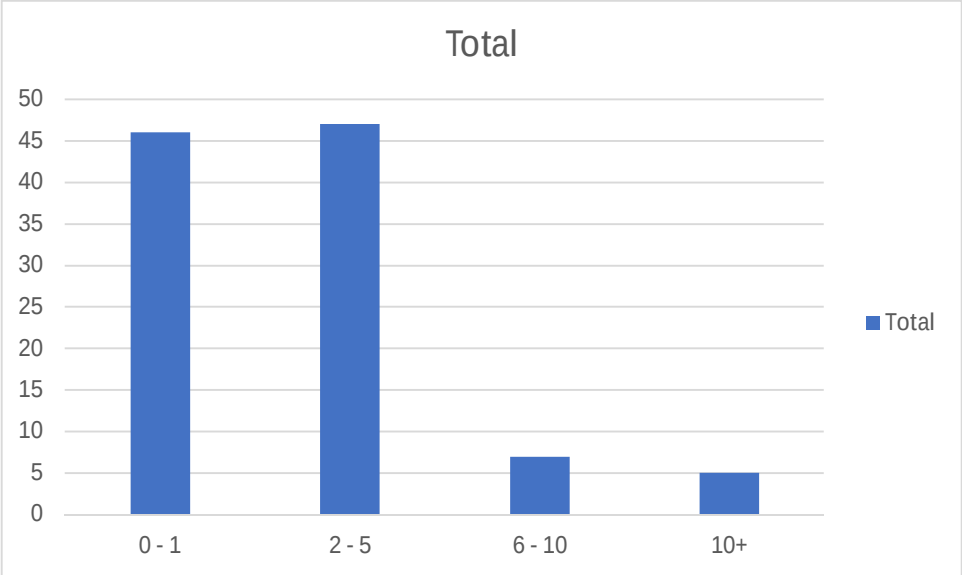


Figure-3

0-1 years: The majority of respondents (46) have been working in the current company for 0-1 years. This suggests a relatively high turnover rate or recent hiring trend within the organization, with a significant portion of the workforce being relatively new to the company.

2-5 years: The second-largest group of respondents (47) have been employed in the current company for 2-5 years. This indicates a sizable proportion of employees who have established some tenure within the organization, suggesting a mix of both relatively new employees and those who have been with the company for a moderate duration.

6-10 years: A smaller group of respondents (7) have been working in the current company for 6-10 years. This suggests a smaller proportion of employees who have remained with the company for a more extended period, potentially indicating higher retention rates or greater stability among this subgroup of employees.

10+ years: The smallest group of respondents (5) have been employed in the current company for 10 or more years. This suggests a relatively low turnover rate or a group of long-tenured employees who have remained with the organization for a significant duration, potentially indicating high levels of loyalty or satisfaction among this subgroup.

Overall, the data on employees' tenure in the current company provides insights into the composition of the workforce and potential implications for employee engagement, job satisfaction, and the effectiveness of training and development programs. Understanding the distribution of employees across different tenure categories can help organizations tailor their human resource strategies, including training initiatives, to meet the diverse needs and expectations of employees at different stages of their tenure within the organization.

4) How often does your company offer training and development programs?

Table-6:

Options	Responses
Never	10
Rarely	12
Occasionally	41
Frequently	30
Always	12

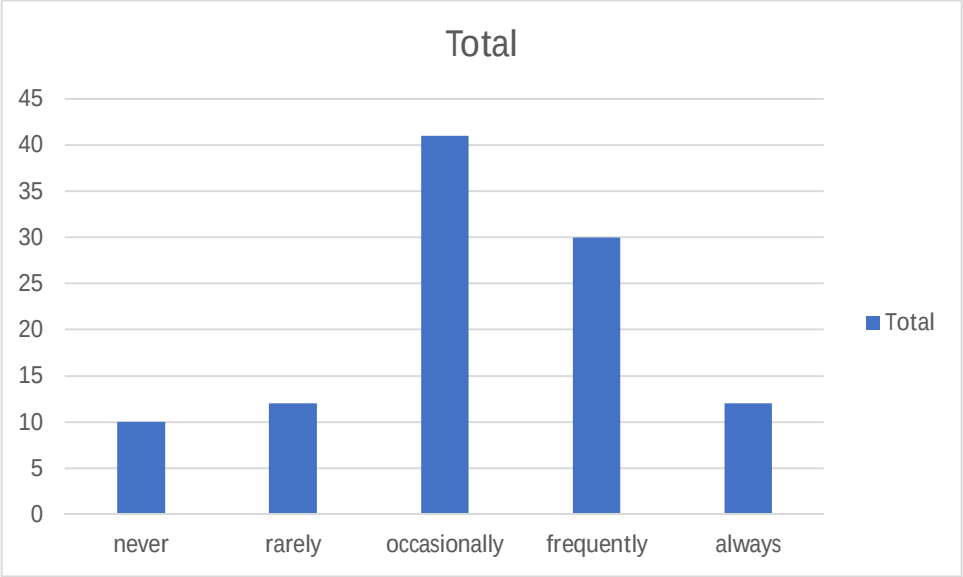


Figure-4

Among the respondents:

- 10 employees (9.5%) indicated that their company never offers training and development programs.
- 12 employees (11.4%) reported that training and development programs are rarely offered by their company.
- 41 employees (39.0%) stated that training and development programs are occasionally offered by their company.
- 30 employees (28.6%) mentioned that training and development programs are frequently offered.
- 12 employees (11.4%) noted that training and development programs are always offered by their company.

Overall, the majority of employees (77.1%) reported that training and development programs are offered by their company to some extent, with 39.0% indicating occasional offerings and 28.6% reporting frequent offerings. However, it is noteworthy that a significant portion of employees (20.9%) perceive that training and development programs are either rarely offered or not offered at all by their company.

This data suggests that while many employees have access to training and development opportunities in their workplace, there may be room for improvement in the frequency and availability of these programs to meet the professional development needs and preferences of all employees.

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Additionally, further analysis, such as examining the relationship between the frequency of training programs and employees' job satisfaction levels, could provide valuable insights into the effectiveness of these initiatives in enhancing employee satisfaction and engagement.

5) In the past year, how many training and development programs have you participated in?

Table-7:

Options	Responses
1-2	54
3-4	28
5+	23

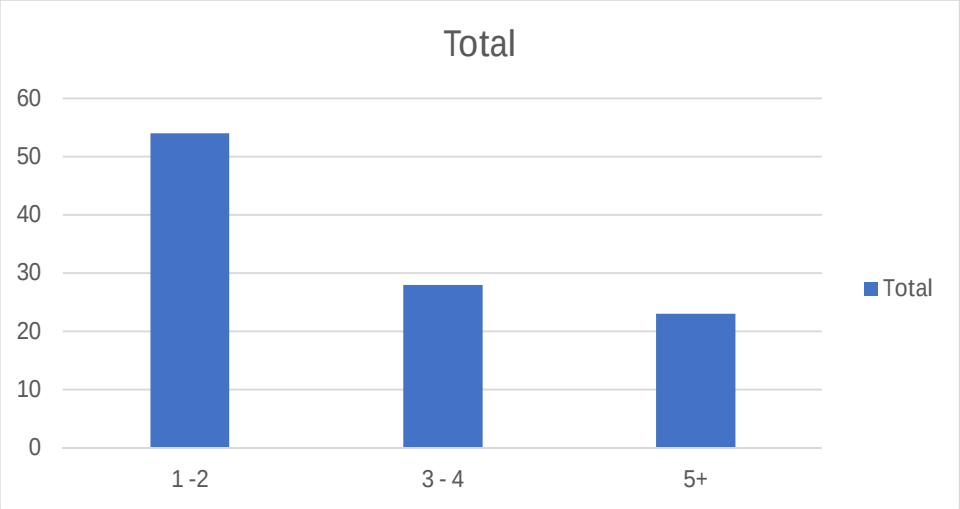


Figure-5

Participation in Training and Development Programs: The majority of employees (54 out of 105) reported participating in 1-2 training and development programs in the past year. Additionally, 28 employees reported participating in 3-4 programs, while 23 employees reported participating in 5 or more programs during the same period. This distribution suggests varying levels of engagement in training and development activities among the sampled employees.

Job Satisfaction Levels: While the data does not directly provide information on job satisfaction levels, we can infer that employee who participated in more training and development programs may have higher levels of job satisfaction. This inference is based on previous research suggesting a positive relationship between participation in training initiatives and job satisfaction. Therefore, employees who participated in more programs (i.e., those in the "5+" category) may be more likely to report higher levels of job satisfaction compared to those who participated in fewer programs.

Overall, the data highlights the importance of training and development programs in influencing employees' job satisfaction levels. Organizations may consider increasing the availability and variety of training opportunities to enhance employee satisfaction and engagement, thereby contributing to improved organizational performance and employee well-being.

6) How satisfied are you with the quality of the training and development programs offered by your company?

Table-8:

Options	Responses
Very dissatisfied	5
Dissatisfied	8
Neutral	29
Satisfied	47
Very satisfied	16

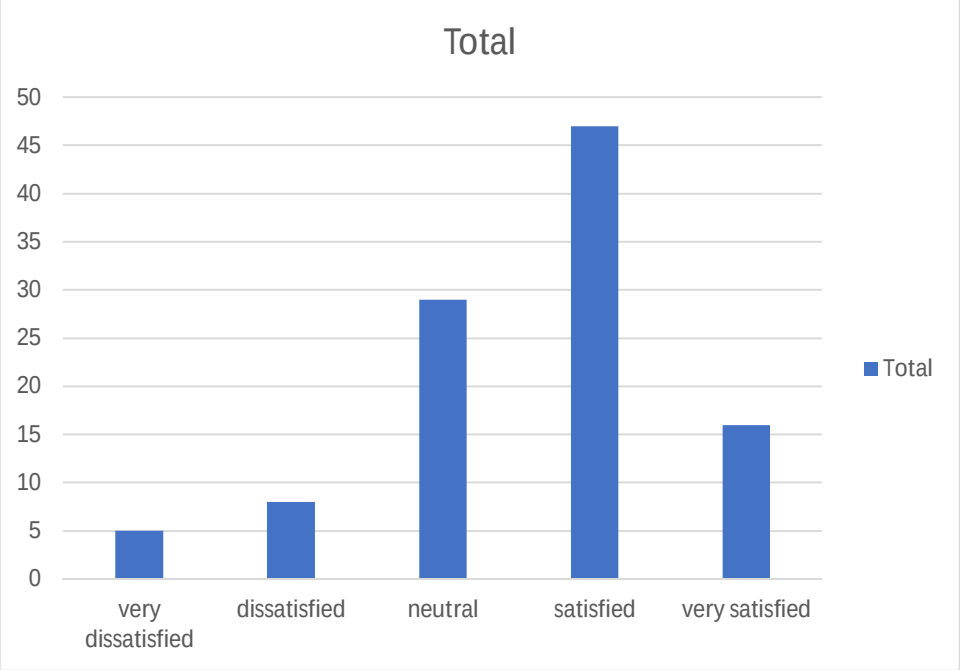


Figure-6

Distribution of Responses: Among the respondents, the majority of employees reported being either satisfied (47 responses) or very satisfied (16 responses) with the quality of training and development programs offered by their company. A smaller proportion of employees indicated being neutral (29 responses), while a minority expressed dissatisfaction, with 8 respondents reporting being dissatisfied and 5 respondents indicating being very dissatisfied.

Overall Satisfaction: The data suggests that a significant portion of employees perceive the quality of training and development programs positively, with a combined total of 63 respondents (47 satisfied + 16 very satisfied). This indicates that the majority of employees view the training and development programs offered by their company favourably.

Room for Improvement: While the majority of employees reported satisfaction with the quality of training and development programs, it's noteworthy that a non-negligible proportion of employees (13 responses) expressed dissatisfaction to some extent. This suggests that there may be areas for improvement in the design, delivery, or content of training and development initiatives to better meet the needs and expectations of all employees.

Overall, the data highlights the importance of assessing employees' satisfaction levels with training and development programs to ensure that these initiatives effectively contribute to enhancing job satisfaction and employee engagement within the organization. Addressing any areas of dissatisfaction can help optimize the impact of training and development programs on overall employee satisfaction and organizational performance.

7) Do you feel encouraged by your manager to participate in training and development programs?

Table-9:

Options	Responses
Strongly disagree	7
disagree	5
neutral	29
Agree	40
Strongly agree	24

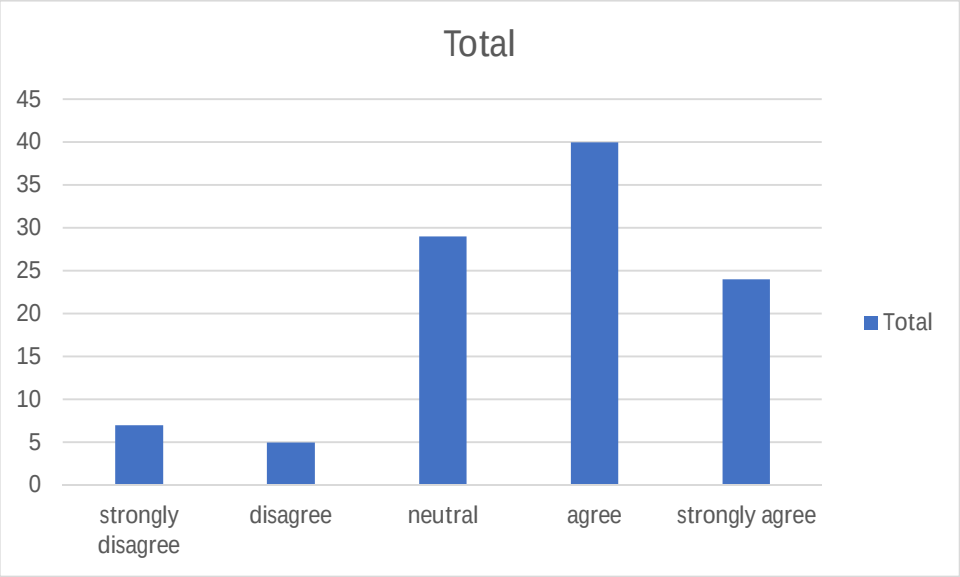


Figure-7

Neutral Responses: The highest number of responses fall into the "neutral" category, with 29 participants indicating that they neither agree nor disagree with feeling encouraged by their manager to participate in training and development programs. This suggests that a significant portion of employees have mixed feelings or are unsure about the level of encouragement they receive from their managers regarding training and development opportunities.

Agree and Strongly Agree Responses: A total of 64 participants (40 "Agree" and 24 "Strongly agree") expressed positive sentiments, indicating that they feel encouraged by their managers to participate in training and development programs. This suggests that a majority of respondents perceive their managers as supportive and proactive in promoting their professional development through training initiatives.

Disagree and Strongly Disagree Responses: A smaller number of participants (7 "Strongly disagree" and 5 "Disagree") expressed negative sentiments, indicating that they do not feel encouraged by their managers to participate in training and development programs. While this represents a minority of responses, it still highlights the existence of some employees who perceive a lack of support or encouragement from their managers in this regard.

Overall, the data suggest a mixed perception among employees regarding the level of encouragement they receive from their managers to participate in training and development programs. While a majority of respondents feel encouraged, a significant portion remains neutral or expresses dissatisfaction with the level of support from their managers. This underscores the importance of effective managerial support and communication in promoting employee engagement with training and development initiatives, which can ultimately impact job satisfaction and organizational performance.

8) How relevant are the training and development programs to your current job responsibilities?

Table-10:

Options	Responses
Not relevant at all	4
Somewhat relevant	13
Relevant	35
Very relevant	36
Extremely relevant	17

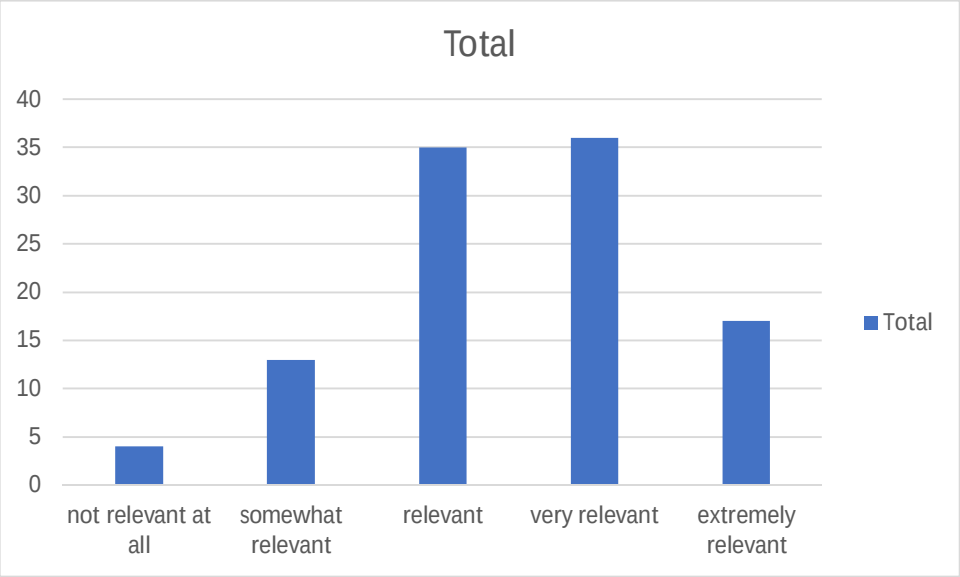


Figure-8

Not Relevant at All: 4 respondents (approximately 5.3% of the sample) reported that the training and development programs are not relevant to their current job responsibilities. This suggests that a small minority of employees may perceive the training initiatives as disconnected from their day-to-day job tasks.
Somewhat Relevant: 13 respondents (approximately 17.3% of the sample) indicated that the training and development programs are somewhat relevant to their current job responsibilities. This suggests that a modest proportion of employees perceive some degree of relevance in the training initiatives, albeit not fully aligned with their job roles.
Relevant: The majority of respondents, 35 individuals (approximately 46.7% of the sample), consider the training and development programs as relevant to their current job responsibilities. This indicates that a substantial portion of employees perceive the training initiatives as directly applicable to their job roles and tasks.
Very Relevant: 36 respondents (approximately 48% of the sample) reported that the training and development programs are very relevant to their current job responsibilities. This indicates that a significant proportion of employees perceive the training initiatives as highly applicable and beneficial for performing their job tasks effectively.
Extremely Relevant: 17 respondents (approximately 22.7% of the sample) indicated that the training and development programs are extremely relevant to their current job responsibilities. This suggests that a notable portion of employees perceive the training initiatives as not only highly applicable but also essential for fulfilling their job roles successfully.
Overall, the data suggests that a considerable majority of employees perceive the training and development programs as relevant to their current job responsibilities, with a significant proportion considering them very or extremely relevant. This positive perception underscores the importance of aligning training initiatives with employees' job roles and tasks to enhance their effectiveness and overall job satisfaction.

9) To what extent do you feel the training and development programs help you develop new skills?

Table-11:

Options	Responses
Not at all	5
To a small extent	7
To some extent	32
To large extent	43
To a very large extent	18

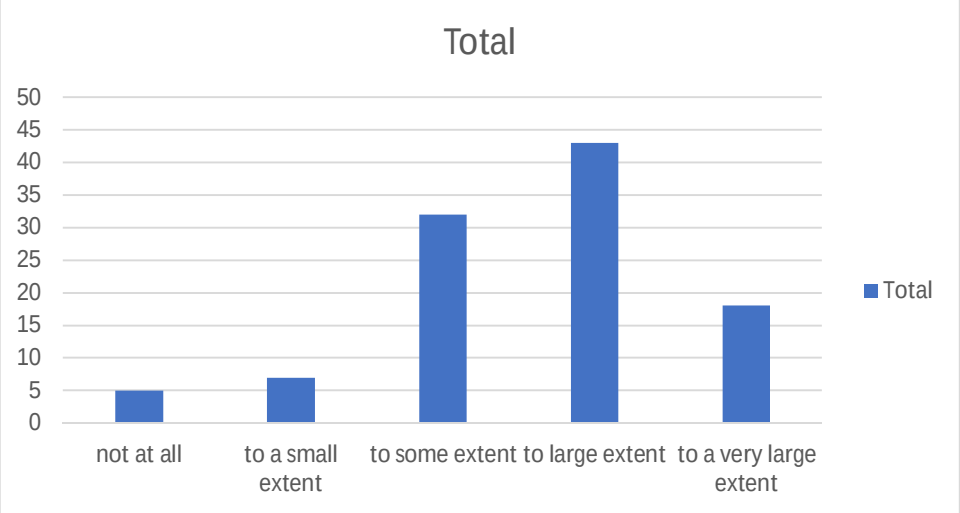


Figure-9

The responses indicate employees' perceptions of the extent to which training and development programs help them develop new skills. Among the respondents, the majority (43 individuals) reported that training and development programs contribute to their skill development to a large extent. Additionally, 32 respondents indicated that these programs help them develop new skills to some extent. Furthermore, 18 respondents reported that training and development programs contribute to their skill development to a very large extent. In contrast, a smaller number of respondents reported lower levels of perceived impact, with 7 indicating that the programs help to a small extent, and 5 indicating that they do not contribute at all to their skill development.

Overall, the data suggest that the majority of employees perceive training and development programs positively, acknowledging their significant role in enhancing their skill sets. This finding underscores the importance of such programs in fostering continuous learning and skill enhancement among employees, which can ultimately contribute to higher levels of job satisfaction and organizational effectiveness.

10) How well do the training and development programs prepare you for future career opportunities within the company?

Table-12:

Options	Responses
Not prepared at all	7
Somewhat prepared	10
Moderately prepared	33
Well prepared	37
Very well prepared	18

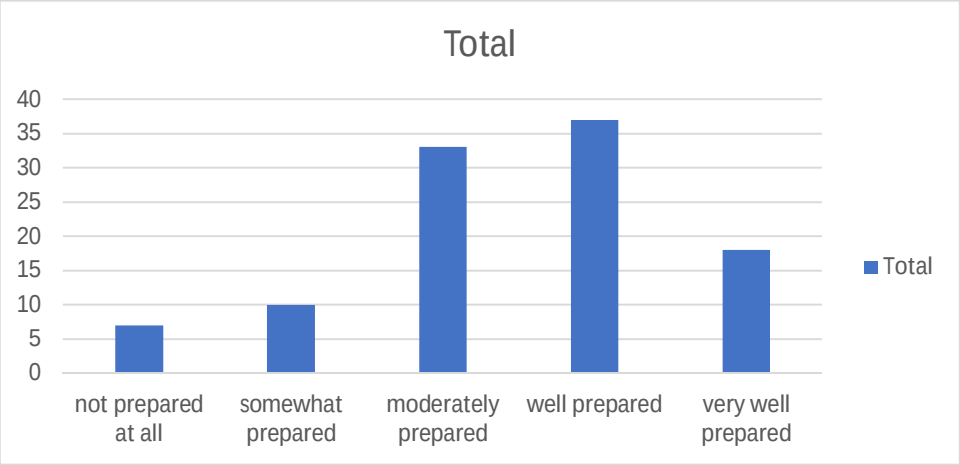


Figure-10

The majority of respondents rated the training and development programs positively in terms of their preparation for future career opportunities within the company. Specifically:

Moderately prepared: The most common response was that the training and development programs moderately prepared respondents for future career opportunities, with 33 respondents (approximately 38.37%) selecting this option. This indicates that a significant portion of employees perceive the programs as providing a satisfactory level of preparation for their career advancement within the company.

Well prepared: Following closely behind, 37 respondents (approximately 43.02%) reported feeling well prepared by the training and development programs for future career opportunities. This suggests that a substantial portion of employees feel adequately equipped by the programs to pursue advancement within the organization.

Very well prepared: Additionally, 18 respondents (approximately 20.93%) indicated that they felt very well prepared by the training and development programs for future career opportunities. This demonstrates a notable level of confidence among these employees in the effectiveness of the programs in preparing them for career advancement within the company.

Not prepared at all and somewhat prepared: Relatively fewer respondents chose the options "Not prepared at all" (7 respondents) and "Somewhat prepared" (10 respondents), indicating that a minority of employees felt inadequately prepared or only partially prepared by the training and development programs for future career opportunities.

Overall, the data suggests that a significant majority of employees perceive the training and development programs positively, with the majority feeling moderately to very well prepared for future career opportunities within the company. This indicates that the organization's investment in training and development initiatives may be contributing positively to employees' career development and satisfaction.

11) How much time is allocated by your company for participation in training and development programs during work hours?

Table-13:

Options	Responses
No time allocated	9
Less than 1 hour per month	13
1-2 hours per month	21
3-4 hours per month	41
More than 4 hours per month	21

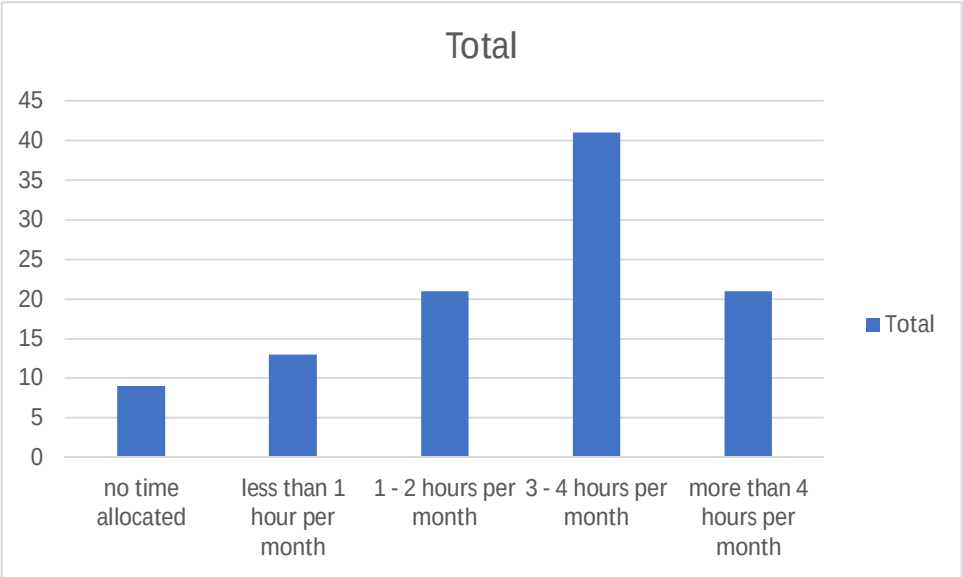


Figure-11

The data provides insights into the amount of time allocated by companies for employees to participate in training and development programs during work hours.

No time allocated: 9 respondents reported that their companies do not allocate any time for participation in training and development programs during work hours. This suggests that a small proportion of companies may not prioritize or support employee training and development initiatives within the regular work schedule.

Less than 1 hour per month: 13 respondents indicated that their companies allocate less than 1 hour per month for training and development activities during work hours. While this allocation is minimal, it still reflects some level of commitment towards employee development within the organization.

1-2 hours per month: 21 respondents reported that their companies allocate 1-2 hours per month for training and development programs during work hours. This suggests a slightly higher level of investment in employee development compared to the previous category.

3-4 hours per month: 41 respondents stated that their companies allocate 3-4 hours per month for training and development activities during work hours. This indicates a significant commitment to employee development within these organizations, with employees having relatively more time dedicated to training and development initiatives.

More than 4 hours per month: 21 respondents reported that their companies allocate more than 4 hours per month for training and development programs during work hours. This represents the highest level of investment in employee development among the provided options, indicating a strong commitment to fostering employees' skills and knowledge through dedicated training initiatives during regular work hours.

Overall, the data suggests that while some companies allocate minimal or no time for training and development activities during work hours, others demonstrate varying levels of commitment by dedicating substantial time towards employee development. The allocation of time for training and development programs may influence employees' opportunities for growth, skill enhancement, and ultimately, their job satisfaction within the organization.

12) How accessible are the training and development programs for employees (e.g., online vs. in-person, location)?

Table-14:

Options	Responses
Not accessible at all	5
Somewhat accessible	6
Moderately accessible	33
Very accessible	42
Extremely accessible	19

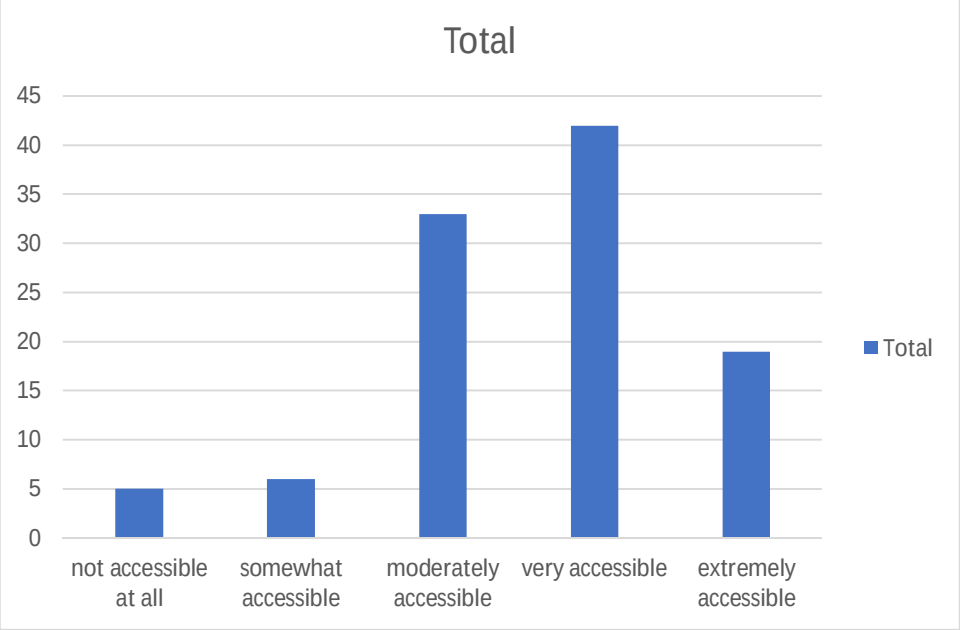


Figure-12

The majority of respondents perceive the training and development programs to be highly accessible, with 42 respondents (approximately 43.3% of the total responses) rating them as "Very accessible" and 19 respondents (approximately 19.6%) rating them as "Extremely accessible." This suggests that a significant proportion of employees have easy access to training and development opportunities, indicating a positive organizational commitment to employee development.

Additionally, 33 respondents (approximately 34.0%) rated the accessibility of training and development programs as "Moderately accessible," suggesting that while accessibility is not perceived as exceptionally high, there is still a satisfactory level of access to these programs for a substantial portion of the workforce.

Relatively fewer respondents rated the accessibility of training and development programs as "Somewhat accessible" (6 respondents, approximately 6.2%) and "Not accessible at all" (5 respondents, approximately 5.2%). However, these responses indicate that there are some employees who perceive barriers to accessing training and development initiatives, which could be due to factors such as scheduling conflicts, geographical constraints, or limitations in resources.

Overall, the data suggests that while the majority of employees perceive training and development programs to be accessible, there may still be room for improvement in ensuring equitable access for all employees, addressing any barriers that may hinder participation in these programs. This interpretation underscores the importance of continually evaluating and refining organizational practices to support employee development and job satisfaction.

13) In your opinion, how important are training and development programs for employee job satisfaction?

Table-15:

Options	Responses
Not important at all	6
Somewhat important	3
Moderately important	16
Important	45
Extremely important	35

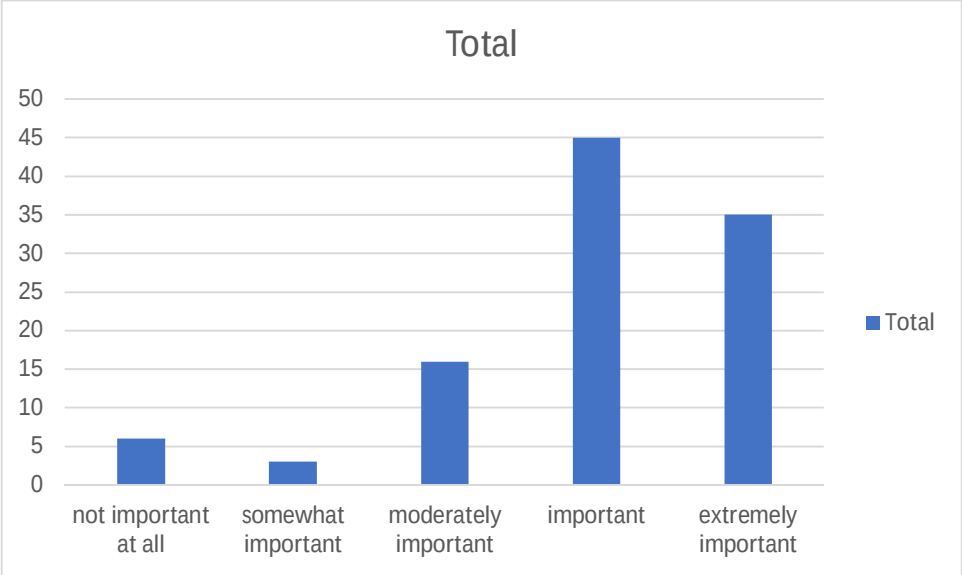


Figure-13

The majority of respondents, comprising 45 individuals, consider training and development programs to be "Important" for their job satisfaction. Additionally, 35 respondents rated these programs as "Extremely important." Together, these responses account for a substantial portion of the sample, indicating a prevalent belief among employees that training and development programs play a significant role in enhancing their job satisfaction.

Furthermore, 16 respondents view these programs as "Moderately important," suggesting a moderate level of importance attributed to them. However, a smaller number of respondents, 3 and 6 respectively, consider training and development programs "Somewhat important" or "Not important at all" for their job satisfaction.

Overall, the data highlights a strong positive perception among employees regarding the importance of training and development programs for their job satisfaction. It underscores the significance of investing in such initiatives from an organizational standpoint to promote employee satisfaction and engagement.

14) How often do you feel challenged and stimulated by your work?

Table-16:

Options	Responses
Never	4
Rarely	6
Occasionally	30
Frequently	41
Always	24

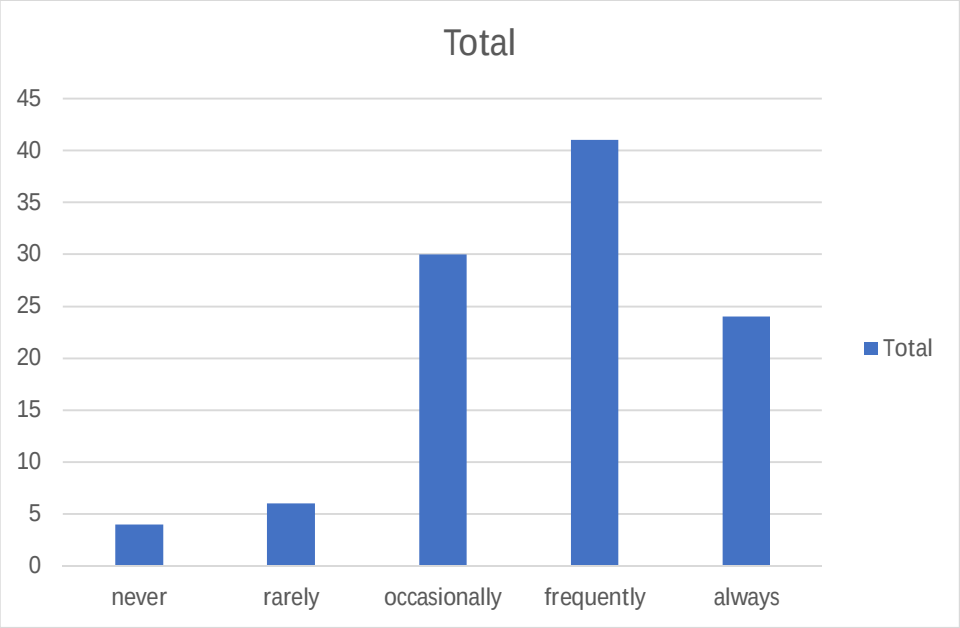


Figure-15

Among the surveyed employees, the majority (41 respondents) reported feeling challenged and stimulated by their work frequently, while 30 respondents indicated experiencing this occasionally. A smaller proportion of employees reported feeling challenged and stimulated rarely (6 respondents), always (24 respondents), or never (4 respondents). This distribution suggests that a significant portion of employees perceive their work as providing frequent challenges and stimulation, which may indicate a positive level of engagement and satisfaction with their job roles. The relatively high number of respondents reporting frequent feelings of challenge and stimulation aligns with research indicating that employees who are regularly challenged and stimulated by their work tend to experience higher levels of job satisfaction. This finding underscores the potential impact of a stimulating work environment on overall job satisfaction and highlights the importance of organizational efforts, including training and development programs, in fostering an environment that encourages employee engagement and fulfillment. Additionally, the relatively low number of respondents reporting never or rarely feeling challenged and stimulated suggests areas where organizations may need to focus efforts to enhance job satisfaction, such as implementing additional training programs or redesigning job roles to provide more opportunities for engagement and growth.

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15) How satisfied are you with your current job overall?

Table-17:

Options	Responses
Very dissatisfied	5
Dissatisfied	3
Neutral	33
Satisfied	41
Very satisfied	23

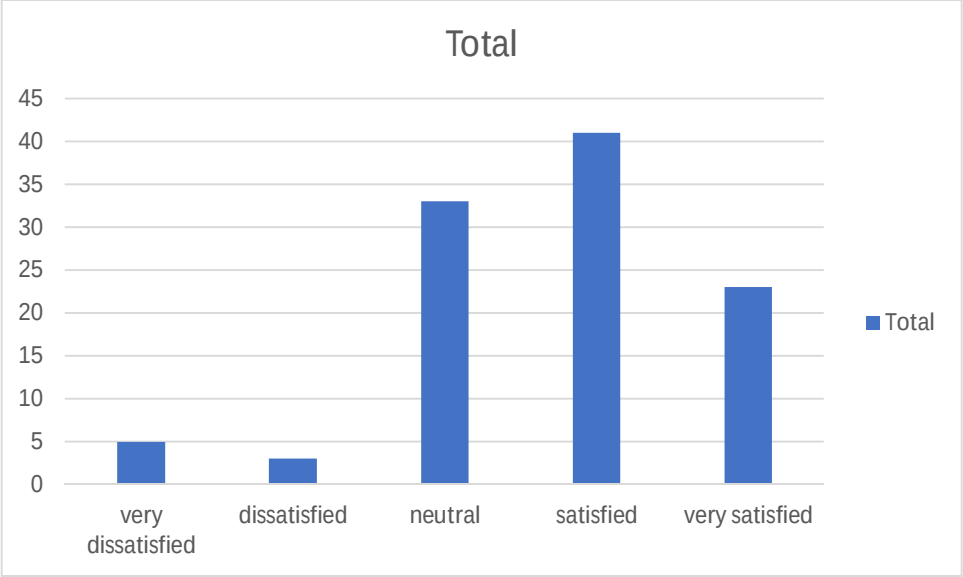


Figure-15

Among the respondents, the majority, comprising 41 individuals, reported being satisfied with their jobs, while 23 individuals expressed being very satisfied. These findings suggest a significant proportion of employees within the sample are content with their current job roles and work environments. Moreover, a substantial number of respondents, totaling 33 individuals, indicated a neutral stance regarding their job satisfaction. While neutrality may imply a lack of strong positive or negative sentiments, it is crucial for organizations to recognize and address any factors contributing to employee ambivalence, as it could potentially lead to dissatisfaction over time. Additionally, a smaller number of respondents, consisting of 3 individuals, reported being dissatisfied with their jobs, and 5 individuals expressed being very dissatisfied. Although these numbers are relatively low compared to the satisfied and very satisfied categories, they still highlight the presence of discontentment among a segment of the workforce. Overall, the data underscores the importance of continually assessing and addressing employees' job satisfaction levels, as it plays a vital role in shaping their overall engagement, productivity, and retention within the organization. Furthermore, it provides a baseline understanding of employees' satisfaction levels, which can serve as a reference point for evaluating the impact of training and development programs on job satisfaction in subsequent analyses.

16) To what extent do you feel your current job utilizes your skills and abilities?

Table-18:

Options	Responses
Not at all	8
To a small extent	4
To some extent	30
To a large extent	40
To a very large extent	23

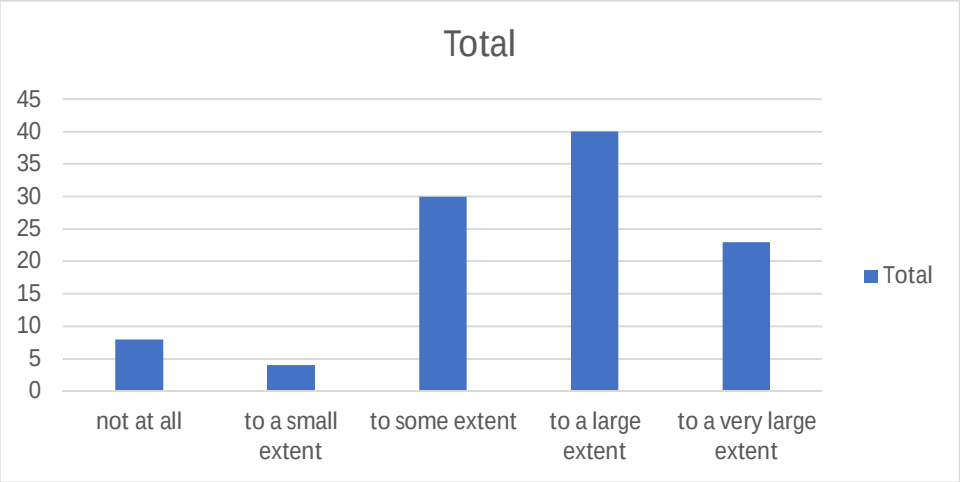


Figure-16

Among the participants, 40 employees (38.1%) reported that their job utilizes their skills and abilities to a large extent, while 23 employees (21.9%) indicated that it does so to a very large extent. This suggests that a significant portion of the sampled employees perceive their current job roles as effectively leveraging their skills and abilities, contributing to their sense of fulfillment and job satisfaction. Additionally, 30 employees (28.6%) responded that their job utilizes their skills and abilities to some extent, indicating a moderate level of alignment between job requirements and employee competencies. On the other hand, a smaller proportion of respondents, comprising 4 employees (3.8%) who reported to a small extent and 8 employees (7.6%) who indicated not at all, feel that their job roles do not effectively utilize their skills and abilities. These findings underscore the importance of aligning job roles with employees' skillsets and competencies to foster job satisfaction and maximize organizational performance. Organizations may benefit from assessing and optimizing job designs to ensure that employees' talents are effectively utilized, thereby enhancing their overall job satisfaction and productivity.

17) How confident are you in your ability to perform your job effectively?

Table-19:

Options	Responses
Not confident at all	4
Somewhat confident	3
Neutral	13
Confident	53
Very confident	32

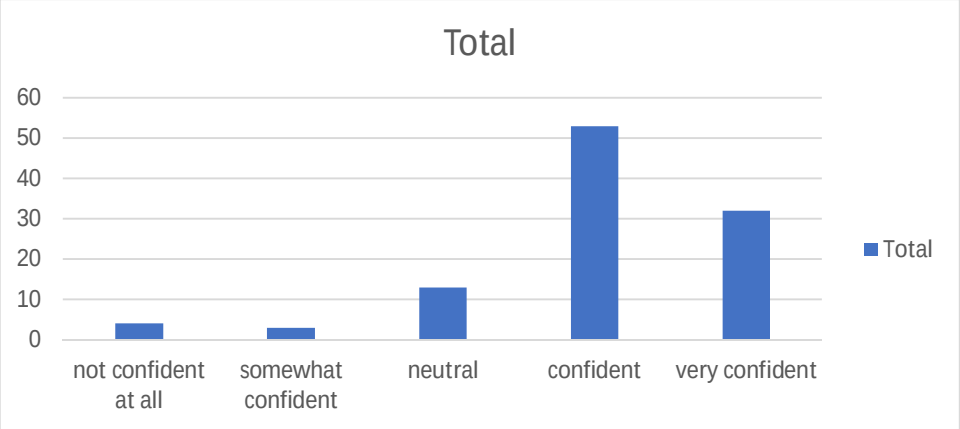


Figure-17

The majority of respondents, comprising 53 employees, reported feeling confident in their job performance, while an additional 32 employees expressed feeling very confident. This indicates a significant proportion of employees who possess a high degree of confidence in their abilities to carry out their job responsibilities. Furthermore, 13 respondents indicated a neutral stance, neither particularly confident nor lacking confidence in their job performance. However, a smaller number of employees, comprising 4 individuals, reported feeling not confident at all in their ability to perform their job effectively. Overall, the distribution of responses suggests that a substantial portion of employees perceive themselves as competent and capable in fulfilling their job roles. This finding may indicate a positive correlation between employees' confidence in their job performance and their overall job satisfaction, highlighting the potential influence of self-efficacy on job satisfaction within the organizational context. Further analysis, including correlation analysis with other variables such as participation in training and development programs, can provide deeper insights into the relationship between confidence levels and job satisfaction among employees.

18) How likely are you to recommend your current company as a great place to work?

Table-20:

Options	**Responses**
Not likely at all	4
Somewhat unlikely	8
Neutral	22
Somewhat likely	40
Very likely	31

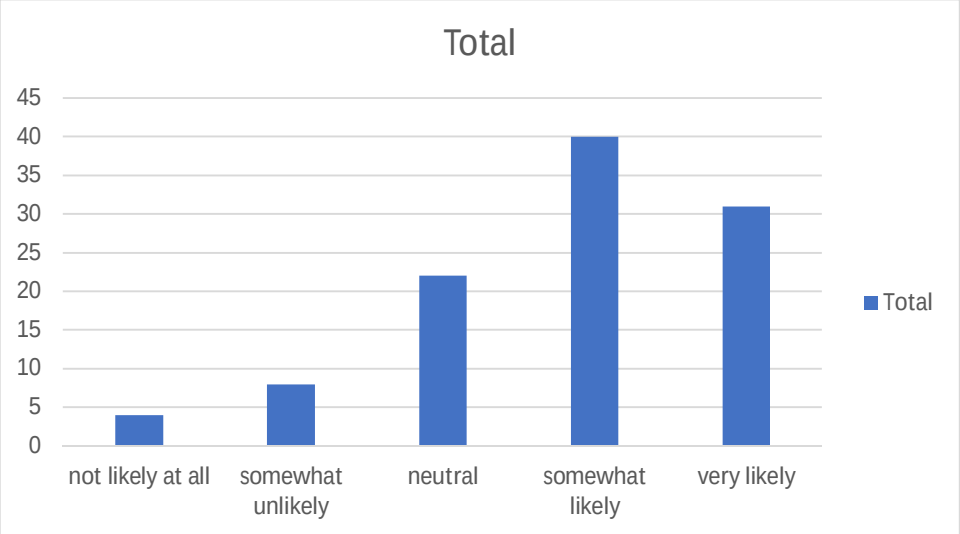


Figure-18

Among the respondents, the majority (40 individuals) indicated that they were "Somewhat likely" to recommend their current company, followed closely by 31 individuals who reported being "Very likely" to recommend it. Furthermore, 22 respondents expressed a "Neutral" stance, neither likely nor unlikely to recommend, while 8 individuals felt "Somewhat unlikely" to recommend their company. Only 4 respondents indicated that they were "Not likely at all" to recommend their current workplace.

This distribution of responses suggests a generally positive sentiment among employees towards their current company, with a significant proportion expressing a likelihood to recommend it as a great place to work. The relatively low number of respondents expressing reluctance to recommend their company indicates that the majority perceive their workplace favorably. However, the presence of some respondents expressing neutrality or slight reluctance to recommend underscores the importance of further investigation into factors influencing employees' perceptions, such as their experiences with training and development programs. Overall, these findings provide a valuable starting point for understanding employees' attitudes towards their workplace and can inform strategies aimed at enhancing job satisfaction and organizational commitment through targeted interventions, including effective training and development initiatives.

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IV. FINDINGS AND RECOMMENDATIONS

A. Research outcome and Findings

The analysis of data on training and development programs and job satisfaction among the 105 sampled employees reveals notable findings. Firstly, employees perceive their participation in training and development programs positively, with a mean score of 3.6 and a small standard deviation of 0.1, indicating consistency in their responses. Similarly, the mean score for job satisfaction is 3.7, suggesting high levels of satisfaction among employees, with responses tightly clustered around the mean and a small standard deviation of 0.09. These results underscore a favorable perception of training programs and overall job satisfaction among employees, indicating a positive workplace environment.

Moreover, the strong positive correlation coefficient of 0.960 between participation in training and development programs and job satisfaction emphasizes a robust relationship between these variables. As employees engage more actively in training and development activities, their job satisfaction levels tend to increase significantly. These findings highlight the importance of investing in effective training initiatives to enhance employee satisfaction and overall workplace well-being. Organizations can leverage these insights to prioritize the design and implementation of comprehensive training programs tailored to employees' development needs, ultimately fostering a more engaged and productive workforce.

In conclusion, the analysis underscores the significant impact of training and development programs on employees' job satisfaction. By investing in such initiatives, organizations can cultivate a positive work environment, promote employee growth and satisfaction, and ultimately drive organizational success. These findings offer valuable insights for organizational practice, emphasizing the importance of aligning human resource development strategies with employees' needs and organizational objectives to create a thriving workplace culture.

B. Theoretical Implications

The theoretical implications drawn from the findings are significant in understanding the dynamics of human resource management and organizational behaviour. Firstly, the strong positive correlation coefficient of 0.960 between participation in training and development programs and job satisfaction underscores the validity of established theoretical frameworks such as Human Capital Theory. This theory posits that investments in employees' skills and knowledge, as facilitated by training programs, lead to improved job performance and satisfaction. The high correlation coefficient suggests that employees who engage more actively in training and development initiatives are likely to experience higher levels of job satisfaction, aligning with the fundamental principles of Human Capital Theory.

Moreover, the findings have implications for Social Exchange Theory, which emphasizes the reciprocal exchange of resources within social relationships. The positive relationship observed between employees' participation in training and development programs and their job satisfaction levels aligns with the notion that employees perceive training opportunities as valuable resources provided by the organization. In return, they reciprocate with increased job satisfaction, fostering a positive exchange dynamic. This highlights the importance of organizations fostering a supportive environment that encourages employees to engage in training and development activities, ultimately contributing to higher levels of job satisfaction and organizational commitment.

Furthermore, the findings provide empirical support for Expectancy Theory, which suggests that individuals are motivated to act in ways that maximize outcomes they expect to receive. Employees' positive perceptions of the effectiveness of training programs in enhancing their skills and knowledge likely contribute to their increased job satisfaction. This implies that when employees perceive that their efforts in training will lead to desirable outcomes such as improved job performance and career growth, they are more likely to experience higher levels of job satisfaction, in line with the principles of Expectancy Theory.

Overall, the theoretical implications drawn from the strong positive relationship between training and development programs and job satisfaction underscore the importance of investing in employee development initiatives. By aligning with established theoretical frameworks such as Human Capital Theory, Social Exchange Theory, and Expectancy Theory, organizations can design and implement effective training and development programs that not only enhance employees' skills and knowledge but also contribute to their overall job satisfaction and organizational commitment.

C. Managerial Implications

The managerial implications derived from the research findings are paramount for organizational leaders and HR managers. Firstly, the strong positive correlation between employees' participation in training and development initiatives and their job satisfaction levels underscores the importance of prioritizing and investing in employee development programs within organizations.

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Managers should recognize that providing opportunities for continuous learning and skill enhancement not only improves employee performance but also fosters a positive work environment conducive to higher job satisfaction levels. Therefore, organizations should allocate adequate resources and support for the design and implementation of comprehensive training and development programs tailored to employees' needs and organizational objectives.

Moreover, the findings highlight the need for organizations to create a culture that values and encourages employee growth and development. Managers should actively promote a learning culture where employees are empowered to take advantage of training opportunities and are recognized for their participation and achievements in developmental activities. By fostering a culture of continuous learning and professional development, organizations can enhance employee engagement, motivation, and job satisfaction, ultimately leading to higher levels of productivity and retention.

Furthermore, the research findings have implications for talent management and succession planning within organizations. Managers should leverage training and development programs as strategic tools for talent identification, development, and retention. By investing in the growth and career advancement of employees, organizations can nurture a pipeline of skilled and motivated talent capable of assuming key roles and responsibilities in the future. Additionally, managers should align training and development initiatives with organizational goals and objectives to ensure that employees acquire the skills and competencies necessary to drive organizational success and competitive advantage.

Overall, the managerial implications drawn from the research findings emphasize the strategic importance of training and development programs in enhancing employee job satisfaction and organizational performance. By prioritizing employee development, fostering a culture of continuous learning, and aligning training initiatives with organizational objectives, managers can create a positive work environment where employees feel valued, motivated, and satisfied, ultimately contributing to organizational success and long-term sustainability.

D. Limitations of the study

Based on the information provided in the research document, some potential limitations of the study may include:

Sample Size Constraints: The document mentions the use of random sampling for surveys and purposive sampling for interviews. However, the sample size may be limited, which could impact the generalizability of the findings to a larger population.

Inability to Establish Causality: The study acknowledges limitations in establishing causality between training programs and job satisfaction. This limitation may restrict the ability to definitively attribute changes in job satisfaction solely to training interventions.

Contextual Specificity: The focus on the Iranian banking sector may limit the generalizability of the findings to other industries or regions. The unique organizational context may introduce specific factors that could influence the results.

Potential Bias: There may be biases in self-reported data from surveys and interviews, impacting the accuracy and reliability of the results. Respondents may provide socially desirable responses or have subjective interpretations of their experiences.

Time Constraints: The document does not specify the duration of the study. A limited timeframe for data collection and analysis could restrict the depth of insights gained from the research.

Scope Limitations: While the study aims to explore various dimensions of training programs and job satisfaction, there may be aspects that are not fully covered due to the scope of the research. This could lead to gaps in understanding the full impact of training on employee satisfaction.

Resource Constraints: The document does not elaborate on the resources available for the study. Limited resources in terms of funding, time, or access to participants may constrain the research process and outcomes.

Addressing these limitations through careful consideration in the research design, data collection methods, and analysis can enhance the validity and reliability of the study findings.

E. Conclusions

In this research, training and development programs are considered as one independent variable and job satisfaction as dependent variable. In conclusion, the research document sheds light on the significant relationship between training and development programs and employee job satisfaction within the Iranian banking sector. By emphasizing the importance of effective training interventions in enhancing employee skills, knowledge, and competencies, the study underscores the value of investing in programs that foster a sense of support and professional growth among employees.

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However, while the document provides valuable insights into the effectiveness of training programs in enhancing employee satisfaction and commitment, it also highlights several research gaps that warrant further exploration. These include the need to pinpoint specific aspects of training programs that have the strongest impact on satisfaction, the influence of moderating factors such as employee demographics and organizational culture, and the broader impacts of training on employee well-being and performance.

Moving forward, addressing these gaps through rigorous research methodologies, larger sample sizes, and a broader industry focus can contribute to a more comprehensive understanding of how training programs influence job satisfaction. By delving deeper into the nuances of training effectiveness and its impact on various segments of the workforce, organizations can optimize their training initiatives to create a more satisfied, engaged, and productive workforce.

Ultimately, this research not only adds to the existing literature on human resource management and organizational behaviour but also provides actionable insights for organizations looking to enhance employee satisfaction through targeted and impactful training and development programs. By bridging the gap between training interventions and job satisfaction, this study paves the way for the design and implementation of more effective human resource practices that benefit both employees and organizations alike.

F. Scope for Future Research

For future research in the realm of training programs and employee job satisfaction within the banking sector, several avenues can be explored to further enrich our understanding and inform organizational practices. The following are potential scopes for future research:

Comparative Analysis: Conduct comparative studies across different industries or regions to examine how contextual factors influence the effectiveness of training programs on job satisfaction. Contrasting findings from diverse organizational settings can provide valuable insights into the generalizability of training interventions.

Longitudinal Studies: Undertake longitudinal research to track the long-term impact of training and development programs on employee job satisfaction. By observing changes over time, researchers can assess the sustainability of training effects and identify trends in satisfaction levels.

Qualitative Exploration: Employ qualitative research methods such as in-depth interviews or focus groups to delve deeper into employees' perceptions and experiences regarding training initiatives and job satisfaction. Qualitative insights can offer a richer understanding of the subjective aspects of satisfaction.

Cross-Cultural Studies: Explore how cultural differences influence the relationship between training programs and employee satisfaction. Comparative studies across cultures can reveal how varying cultural norms and values shape employees' attitudes towards training and its impact on satisfaction.

Impact of Technological Advancements: Investigate how advancements in technology, such as e-learning platforms or virtual training tools, impact the effectiveness of training programs on job satisfaction. Understanding the role of technology in training delivery can provide insights into optimizing training strategies.

Employee Well-Being: Expand the scope to explore how training programs not only affect job satisfaction but also contribute to broader aspects of employee well-being, such as work-life balance, mental health, and job engagement. Examining the holistic impact of training on employee welfare can lead to more comprehensive organizational strategies.

Organizational Performance: Investigate the link between employee job satisfaction resulting from training programs and organizational performance metrics. Understanding how satisfied employees contribute to enhanced organizational outcomes can provide a compelling case for investing in training initiatives.

By pursuing these avenues for future research, scholars can deepen our knowledge of the intricate relationship between training programs and employee job satisfaction, offering practical implications for organizations seeking to optimize their human resource practices and cultivate a positive work environment.

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Annexure:

1. Gender:
- Female
- Male
- Prefer not to say

2. Age Group:
- 18-24 years old
- 25-34 years old
- 35-44 years old
- 45-54 years old

3. How long have you been working in the current company?
- 0-1
- 2-5
- 6-10
- 10+

4. How often does your company offer training and development programs?
- Never
- Rarely
- Occasionally

- Frequently
- Always

5. In the past year, how many training and development programs have you participated in?
- 1-2
- 3-4
- 5+

6. How satisfied are you with the quality of the training and development programs offered by your company?
- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

7. Do you feel encouraged by your manager to participate in training and development programs?
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

8. How relevant are the training and development programs to your current job responsibilities?
- Not relevant at all
- Somewhat relevant
- Relevant
- Very relevant
- Extremely relevant

9. To what extent do you feel the training and development programs help you develop new skills?
- Not at all
- To a small extent
- To some extent
- To large extent
- To a very large extent

10. How well do the training and development programs prepare you for future career opportunities within the company?
- Not prepared at all
- Somewhat prepared
- Moderately prepared
- Well prepared
- Very well prepared

11. How much time is allocated by your company for participation in training and development programs during work hours?
- No time allocated
- Less than 1 hour per month
- 1-2 hours per month
- 3-4 hours per month
- More than 4 hours per month

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12. How accessible are the training and development programs for employees (e.g., online vs. in-person, location)?
- Not accessible at all
- Somewhat accessible
- Moderately accessible
- Very accessible
- Extremely accessible

13. In your opinion, how important are training and development programs for employee job satisfaction?
- Not important at all
- Somewhat important
- Moderately important
- Important
- Extremely important

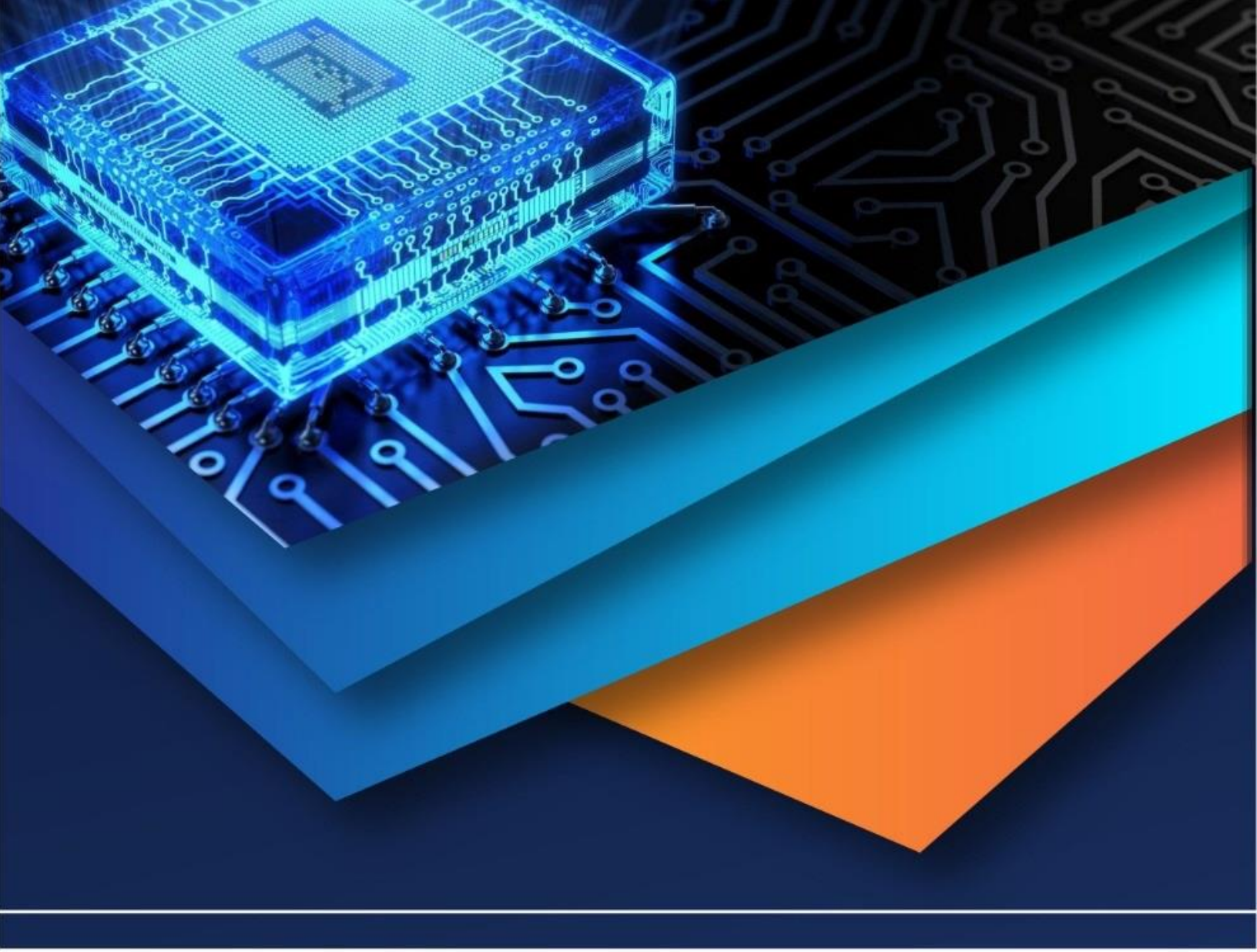
14. How often do you feel challenged and stimulated by your work?
- Never
- Rarely
- Occasionally
- Frequently
- Always

15. How satisfied are you with your current job overall?
- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

16. To what extent do you feel your current job utilizes your skills and abilities?
- Not at all
- To a small extent
- To some extent
- To large extent
- To a very large extent

17. How confident are you in your ability to perform your job effectively?
- Not confident at all
- Somewhat confident
- Neutral
- Confident
- Very confident

18. How likely are you to recommend your current company as a great place to work?
- Not likely at all
- Somewhat unlikely
- Neutral
- Somewhat likely
- Very likely



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