



## THE IMPACT OF EMPLOYEE TRAINING PROGRAMS ON JOB PERFORMANCE AND JOB SATISFACTION IN THE TELECOMMUNICATION COMPANIES IN MALAYSIA

**Kumaran Kanapathipillai,**

**S. M. Ferdous Azam<sup>i</sup>**

Postgraduate Centre (PGC),  
Management and Science University,  
University Drive, Off Persiaran Olahraga,  
40100 Shah Alam, Selangor,  
Malaysia

### **Abstract:**

Currently, many organizations are facing trials when competing in the turbulent business environment; this is coupled with the current Covid-19 pandemic, which has worsened the strength of the organizations. The telecommunication companies in Malaysia was also not spared in this situation. Therefore, a crucial strategy for the telecommunication companies to gain competitive advantage is by conducting training to its employees at all levels to overcome this current drawback. This research aims to discover if training impacts job performance and job satisfaction which are two crucial variables that leads to the telecommunication company's survival and growth. Therefore, in order to achieve the objective of this research, the survey procedure is used to develop a thorough profile, which is gathered from 316 out of 500 formal standardized questionnaires sent to employees at three major telecommunication companies in Malaysia. This research utilized the quantitative methods to produce empirical outcomes and substantiations that answer the research questions. The literature examined the areas of training, job performance, and job satisfaction to fill the gap and to determine the significance of training programs conducted on job performance and job satisfaction. The analysis shows that training is statistically significant and has a strong relationship with job performance and job satisfaction. The hypothesis depicted that training programs conducted in the telecommunication companies have a significant relationship with job performance and job satisfaction of the employees. Thus, the findings of this study could aid as an example to other companies in Malaysia to not take granted of the impact of training on job performance and job satisfaction. By undertaking continuous training, companies could rise against the current economic problems caused by the Covid-19 pandemic and continue to survive and flourish as well as maintain its competitive strength.

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<sup>i</sup> Correspondence: email [kumar.erapintar@gmail.com](mailto:kumar.erapintar@gmail.com)

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## 1. Introduction

This research was conducted in three prominent large corporate organization which were incorporated in Malaysia to provide an essential part of the national telecommunication infrastructure. Being large corporate bodies, these companies faced tremendous competition and dilemma, especially during the Covid-19 pandemic. In this perspective, either it subsists by being more cost-efficient than its competitors, or that it develops a provisional monopoly advantage that lets it to establish a price, rather than being compelled by the market price. With rigorous deregulation, monopoly is an exceptional measure. This means that for long-term superiority, these companies have to be productivity-driven through their employees' job performance and job satisfaction. At the company level, there is unanimity that systematic and extensive employee training was needed to enhance job performance and satisfaction as training is viewed as a systematic tactic to achieve productivity (Goldstein & Ford, 2002) in (Khawaja & Nadeem, 2013). Therefore, training is essential in any attempt to meet the modern managerial challenges and achieve optimum returns on investment (Fard & Nda, 2013; Salah, 2016; Putra & Chandra, 2017; Huang, 2019). Hence, in response to help meet these challenges, the management of these companies have turned to a training specialist to boost the companies' employee performance and satisfaction through the training programs.

As the management of these telecommunication companies recognize that training is the only means to augment employees' job performance and job satisfaction, it is my intention in this research to access whether the training programs initiated does instigate job performance and job satisfaction among the employees. Many attempts have been made to apprehend some quantifiable results of training (Nassazi, 2013; Afroz, 2018). Most training actions are gauged at the reaction level such as (Lee & Ming, 2007), and some at the learning level such as pre-test and post-test as in (Rajeev et al., 2009), unfortunately, it only assesses trainees' feelings and knowledge obtained, they do not gauge the relevance of that knowledge to realize job performance and job satisfaction. In the final analysis, the only dimensions that are central to companies that finance in training are those that relate to organizational performance through job performance and job satisfaction according to (Karim et al., 2019; Sandamali et al., 2018; Sanchez et al., 2003).

The primary purpose of this research is to investigate the relationships between the independent variable (training program conducted) and dependent variables job performance (Mahmood et al., 2018; Swaminathan et al., 2019; Gridwichai et al., 2020; Alnawfleh, 2020) and job satisfaction (Cascio, 1995; Latif, 2012; Imran & Tanveer, 2015; Ahmed et al., 2016; Sri Dhurgah et al., 2018; Cherif, 2020; Fontova-Almato et al., 2020).

This research can be very beneficial for academics as well as managers who anticipate providing training to employees to get them ready to face the challenges that are present in the business environment especially after the lockdown is ended due to the Covid-19 pandemic. The latest knowledge from this research could be stimulation for managers to enrich their employee's job performance and job satisfaction and their business through continuous training programs. A positive social change could ensue if the independent variable addressed (training program) in this research, becomes significant for the dependent variables (employees' job performance and job satisfaction).

## **2. Literature Review**

This review of literature is necessary to provide the current status on knowledge and issues of concern to the study. Several relevant and interrelated theories and concepts are presented here.

### **2.1 Training**

Training at its best is a set of processes aimed at continuously enlightening employees' knowledge and skills as well as organisational systems, and this includes the training itself (Blanchard & Thacker, 1999; Vasudevan, 2014; Mozael, 2017; Sri Dhurgah et al., 2018; Huang, 2019; Alnawfleh, 2020). According to (Cole, 2002; Dessler, 2010) training is a learning activity to acquire better knowledge and skills needed to perform a task. Additionally, (Engetou, 2017) mentions that training leads to higher productivity as well as safety in the organisational operations (Katz, 2020). Besides according to (Nunvi, 2006; Singh and Mohanty, 2012; Tzafrir, 2016; Alnawfleh, 2020) training is an intervention that is planned to enhance the job performance of employees which means that it improves an individual's productivity and ultimately creates organisational effectiveness (Vasudevan, 2014). Conversely, based on (Lerman et al., 1999; Billikopf, 2003), employees' time is wasted on training and employees need to adjust and strain themselves with the new jobs given to them after the training. This finding is refuted by (David et al., 2005; Jenks et al., 2007) who found that employees can acquire new knowledge, skills and abilities through training and knowledge shared during training with other trainees' leads to job performance and job satisfaction.

### **2.2 Job Performance**

An employee's job performance is dependent basically on the training received (Asim, 2013; Rodriguez & Walters, 2017; Sandamali et al., 2018; Karim et al., 2019; Mahadevan & Yap, 2019; Alnawfleh, 2020). Job performance is defined as how appropriately an employee realizes assignments as well as the attitude with which the employee achieves the undertakings effectively and efficiently (Brown, 2008; Baldwin, 2008; Sila, 2014). Based on (Nassazi, 2013; Huang, 2019; Gridwichai et al., 2020; Alnawfleh, 2020), job performance is the result of an individual's method, outcome, applicability, and accomplishments. An individual is highly motivated when there is an improvement in

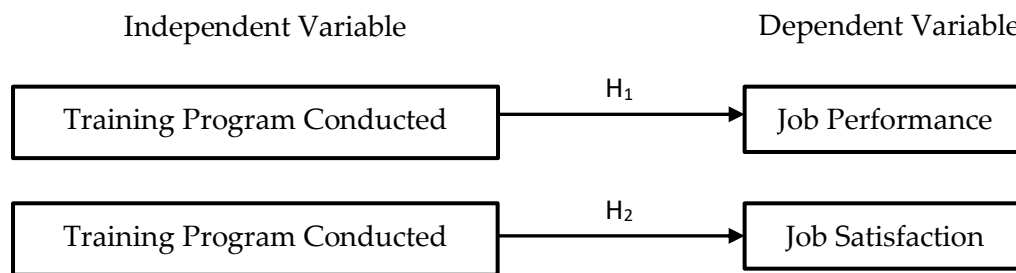
the production or productivity level, and the natural use of novel technology is demonstrated then the presence of job performance is evident (Nassazi, 2013; Sandamali et al., 2018; Swaminathan et al., 2019). This statement can be further supported by a study conducted by (Halawi & Haydar, 2018) in Lebanon that training will stimulate the behaviour of employees and their abilities to perform the job efficiently and productively. Additionally, training is a significant factor of the employee performance, which instils crucial skills needed to undertake various jobs in the company (Diamantidis & Chatzoglou, 2018, Mahadevan & Yap, 2019; Alnawfleh, 2020).

### **2.3 Job Satisfaction**

Job satisfaction refers to the desirable or undesirable emotion that an employee has about the job (Latif, 2012; Sharma & Chandra, 2013; Varshney, 2019). According to (Rowden & Conine, 2005), it is very subjective, as satisfying factors for one individual might not act as a satisfying characteristic for another. Based on (Maurer and Lippstreu, 2008; Cherif, 2020) one of the functions of human resources that helps in changing employee character is the support in terms of personal development by the management as it leads to employees' satisfaction. Besides, (Garcia-Bernal et al., 2005; Vasudevan, 2014; Tzafrir, 2016; Huang, 2019) mentions that training determines personnel satisfaction which improves productivity as well as reduces job dissatisfaction. In order for a firm to achieve organisational performance, it must take the necessary steps that augment job satisfaction of employees (Latif, 2014; Fontova-Almato et al., 2020). One such measure is through training which leads to the job satisfaction of the employee (Gazioglu & Tansel, 2006). Furthermore, to support this statement, research conducted in the USA shows that training boosted skills and abilities, which in turn increased the job satisfaction of employees (Community Banker, 2001). This finding is also supported by (Vasudevan, 2014) who found that training improves job satisfaction of employees. Therefore, these findings suggest that firms which ignore training programs will seize to achieve an optimal level of employee's job satisfaction and might even encounter extreme dissatisfaction, low morale and eventually high turnover.

### **2.4 Proposed Conceptual Framework**

From the literature search, it was acknowledged that training is a crucial determinant of employees' job performance and job satisfaction. Therefore, based on the literature, this research was designed to investigate how training (independent variable) is significant for the employees' job performance and job satisfaction (dependent variables). Thus, to carry out this research, the following conceptual framework based on literature is proposed, as shown in Figure 1.



**Figure 1:** Proposed Conceptual Framework

## 2.5 Research Hypothesis

The hypothesis testing is crucial for this study because acceptance or rejection of the hypothesis developed illustrates the significance of the research variables concerned. Therefore, based on the literature review and the conceptual framework proposed in Figure 1, the hypothesis of this research is developed as follows:

### 2.5.1 First Set of Hypothesis

**H<sub>0a</sub>:** There is no significant relationship between the training program conducted and the employees' job performance.

**H<sub>1a</sub>:** There is a significant relationship between the training program conducted and the employees' job performance.

### 2.5.2 Second Set of Hypothesis

**H<sub>0b</sub>:** There is no significant relationship between the training program conducted and the employees' job satisfaction.

**H<sub>1b</sub>:** There is a significant relationship between the training program conducted and the employees' job satisfaction.

## 3. Research Methodology

This study intended to collect the responses from the employees' in the telecommunication industry who attended training in Malaysia. The study was conducted in order to gain further knowledge of the factor that determine the employees' job performance and job satisfaction. Therefore, this research used the quantitative method to investigate the employees from three major telecommunications companies concerning training that influenced their job performance and job satisfaction. The relationships between the independent variable (training) and the dependent variables, which are (job performance and job satisfaction), were examined using the survey technique by employing self-administered structured questionnaires. This research will comprise a substantially large population sample of employees who have undergone training, and a considerably colossal volume of data will be computed and examined. Taking these aspects into consideration, the most suitable philosophical paradigm to

address the research questions and achieve the research purpose is the post-positivist paradigm. According to (Pham, 2018), the post-positivism paradigm helps to prefigure results, analyse theories and discover the relationships between the variables in this research. The survey research was applied as a suitable methodology to collect data. A total of 500 self-administered structured questionnaires were distributed to the employees of the three telecommunication companies. In order to meet the aim of this study, and to develop a comprehensive profile, 316 questionnaires were gathered from the respondents out of 500 formal standardized questionnaires sent. The precise aim of this research will manoeuvre the analysis and presentation of the data and to respond to the research questions. The data were coded and processed using SPSS Version 23. Data screening was conducted when an employee did not respond or has omitted a specific section. Then the questionnaire was returned to the employee before the data is keyed in. The validity test was performed as the questionnaire was self-conducted. To test the content validity, the questionnaire was validated by experts in the field of training and development. The committee encompassed three academics and seven trainers who agreed with minor alteration in the constructs. For the pilot study, 100 questionnaires were distributed to the employees of the telecommunication companies. The response aided in adjusting the questions and the questionnaire's layout. Upon testing the reliability, the Cronbach's Alpha values were all between  $0.7 < \alpha < 0.8$ , which showed the internal consistency of the questionnaire. In terms of presenting the analysis, factor analysis was used for data reduction to test the validity of measures. The regression procedure was used to test the relationship between two quantitative variables, firstly between training and job performance and secondly between training and job satisfaction, if there is a theoretical basis for a cause and effect between these two variables. Next, the correlation procedure was used to test the strength of association between the two quantitative variables, training and job performance, then training and job satisfaction of the employees of the telecommunication companies.

### **3.1 Population and Sampling**

The population is related to the whole group of data that is of interest, and the target population is related to an array of individuals from which the sample is taken (Saunders et al., 2003). As it was unfeasible to gather data for the whole statistical population, a sample, which is demonstrative of the population, was drawn from the employees of the telecommunication companies. Based on that, the target population are 500 employees, and they were all full-time employees of the telecommunication companies located in Malaysia. The population comprised employees ranging from executives to non-executives who were targets of this research.

## 4. Findings and Interpretation

### 4.1 Demographic Profile of Employees

**Table 1: Employee Profile**

| <b>Demographics</b>      | <b>Numbers</b> | <b>Percentage</b> |
|--------------------------|----------------|-------------------|
| <b>Gender</b>            |                |                   |
| Male                     | 147            | 46.5%             |
| Female                   | 169            | 53.5%             |
| <b>Ethnicity</b>         |                |                   |
| Malay                    | 105            | 33.2%             |
| Chinese                  | 83             | 26.3%             |
| Indians                  | 97             | 30.7%             |
| Others                   | 31             | 9.8%              |
| <b>Educational Level</b> |                |                   |
| SPM/STPM (Secondary)     | 127            | 40.2%             |
| Under Graduate           | 125            | 39.5%             |
| Post Graduate            | 64             | 20.3%             |
| <b>Tenure</b>            |                |                   |
| < 1 year                 | 48             | 15.2%             |
| 1 – 3 years              | 61             | 19.3%             |
| 3 – 5 years              | 74             | 23.4%             |
| >5 years                 | 133            | 42.1%             |
| <b>Job Position</b>      |                |                   |
| Non-Executive            | 219            | 69.3%             |
| Executive                | 97             | 30.7%             |

The profile of the employees who attended the training programs in the telecommunication companies studied is presented in Table 1. In terms of gender, the majority of the respondents are females (53.5%), Based on the ethnicity the majority are Malays (33.2%), With regards to the educational level of the employees the majority are secondary school leavers (40.2%), A majority of (42.1%) of the employees have been working in the current organization for more than five years. The samples comprised of a majority (69.3%) of non-executives.

### 4.2 Factor Analysis

Using factor analysis, the vital variables that elucidate the framework of connections within a group of variables can be determined. Factor analysis is regularly utilised to reduce data to categorize a small number of variables that clarify the variance in a higher number of visible variables.

Table 2 shows the factors, the items and factor loading of each item used in this study.

**Table 2: Factor Analysis**

| Factor                  | Items   | Factor Loading |
|-------------------------|---|----------------|
| <b>Training Program</b> | 1. All employees in each division of my company will undergo training programs on a continuous basis.           | 0.913          |
|                         | 2. Formal training programs are provided to fresh recruits to enhance their skills to accomplish in their jobs. | 0.826          |
|                         | 3. The training needs are beneficial, pragmatic and in line with the company's mission and objectives.          | 0.904          |
|                         | 4. My company performs prodigious training programs for its employees in all management fields.                 | 0.745          |
| <b>Job Performance</b>  | 1. The training programs conducted increases my ability to make superior decisions.                             | 0.616          |
|                         | 2. The training programs attended diminishes my daily work routine drastically.                                 | 0.832          |
|                         | 3. The training programs conducted enhances my ability to achieve targets.                                      | 0.810          |
|                         | 4. The training programs attended develops my self-confidence.  | 0.947          |
|                         | 5. The effect of the training programs on my performance is frequently evaluated.                               | 0.673          |
| <b>Job Satisfaction</b> | 1. I am satisfied with my current job in this company.  | 0.929          |
|                         | 2. I am passionate about my job most of the time.   | 0.711          |
|                         | 3. I have to coerce myself to be present at work most of the time.  | 0.627          |
|                         | 4. I consider my job uninteresting and repulsive.   | 0.816          |
|                         | 5. I am satisfied with the challenges in my work most of the time.  | 0.638          |
|                         | 6. I would recommend my company to others as an excellent and enjoyable place of career.                        | 0.755          |

### 4.3 Relationship between Predictor Variable Training Program Conducted and the Dependent Variable Job Performance of the employees

**Table 3: Model Summary**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0.822 <sup>a</sup> | 0.675    | 0.674             | 0.642                      |

a. Predictors: (Constant), Training Program Conducted

**Table 4: ANOVA**

|   | Model      | Sum of Squares | df  | Mean Square | F       | Sig.               |
|---|------------|----------------|-----|-------------|---------|--------------------|
| 1 | Regression | 266.514        | 4   | 266.514     | 646.978 | 0.000 <sup>b</sup> |
|   | Residual   | 128.112        | 312 | 0.412       |         |                    |
|   | Total      | 394.626        |     |             |         |                    |

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Training Program Conducted



**Table 5: Coefficients**

| Model |                            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|-------|----------------------------|-----------------------------|------------|---------------------------|--------|-------|
|       |                            | B                           | Std. Error | Beta                      |        |       |
| 1     | (Constant)                 | 1.174                       | 0.121      |                           | 9.681  | 0.000 |
|       | Training Program Conducted | 0.745                       | 0.029      | 0.822                     | 25.436 | 0.000 |

a. Dependent Variable: Job Performance

**Table 6: Pearson's Correlation**

|                            |                     | Job Performance |
|----------------------------|---------------------|-----------------|
| Training Program Conducted | Pearson Correlation | 0.822           |
|                            | Sig. (2-tailed)     | 0.000           |
|                            | N                   | 316             |

Upon computing the data using one-way analysis of variance (ANOVA) in Table 4, 'F' statistics to test the hypotheses for the sample population (N= 316),  $F(4, 312) = 646.978$ ,  $p\text{-value} < 0.001$ . The Table F statistics is 4.742159. The F calculator (646.978) is higher than the F table statistics (4.742159). Therefore,  $H_{0a}$  is rejected, meaning  $H_{1a}$  is accepted; therefore, there is a statistically significant relationship between training program conducted and the job performance of the employees. The scatter plot also shows that there is a linear relationship between training program conducted and the job performance of the employees. Next, Pearson's correlation coefficient was used to test the relative strength of this linear relationship between training program conducted and job performance.

Pearson's Bivariate Correlations testing in Table 6 revealed the following results for the association between training program conducted and the job performance of the employees.

Firstly, when Pearson's Bivariate Correlations shown in Table 6 was performed on the predictor (Training Program Conducted), the r-value was 0.822, which is more than 0.3 and between -1.0 and +1.0. The p-value is less than 0.001. Thus, this implies that there is a strong positive association between the training conducted and the job performance of the employees. This predictor (training program conducted) shows ( $R^2 = 0.675$ , the p-value is less than 0.001) illustrated in Table 3, and this means that 67.5% of the variation in job performance can be explained by the predictor (training program conducted). From Table 5, the standardized coefficient Beta is 0.822, and the B-value, which is the gradient of the regression is 0.745, with a p-value of less than 0.001. Therefore, this shows that there is a strong significant relationship between the predictor variable (training program conducted) and the dependent variable (job performance of the employees). Thus, from the regression result, the linear regression equation is as follows:

$$\text{Job Performance} = 1.174 + 0.745 (\text{training program conducted}).$$

Thus, for every one-unit increase in a training program conducted at the telecommunication companies, the job performance of the employees is expected to increase by 0.745 units.

#### 4.4 Relationship between Predictor Variable Training Conducted and the Dependent Variable Job Satisfaction of the employees

**Table 7: Model Summary**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0.777 <sup>a</sup> | 0.603    | 0.602             | 0.709                      |

a. Predictors: (Constant), Training Program Conducted

**Table 8: ANOVA**

| Model        | Sum of Squares | df  | Mean Square | F       | Sig.               |
|--------------|----------------|-----|-------------|---------|--------------------|
| 1 Regression | 238.126        | 4   | 238.126     | 473.209 | 0.000 <sup>b</sup> |
| Residual     | 156.500        | 312 | 0.503       |         |                    |
| Total        | 394.626        |     |             |         |                    |

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), Training Program Conducted

**Table 9: Coefficients<sup>a</sup>**

| Model |                            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|-------|----------------------------|-----------------------------|------------|---------------------------|--------|-------|
|       |                            | B                           | Std. Error | Beta                      |        |       |
| 1     | (Constant)                 | 1.248                       | 0.138      |                           | 9.052  | 0.000 |
|       | Training Program Conducted | 0.736                       | 0.034      | 0.777                     | 21.753 | 0.000 |

a. Dependent Variable: Job satisfaction

Table 10. Summary of Pearson's Correlation for the predictor Training Conducted and Job Satisfaction of the Employees

**Table 10: Pearson's Correlation**

|                            |                     | Job satisfaction |
|----------------------------|---------------------|------------------|
| Training Program Conducted | Pearson Correlation | 0.777            |
|                            | Sig. (2-tailed)     | 0.000            |
|                            | N                   | 316              |

Upon computing the data using one-way analysis of variance (ANOVA) in Table 8, 'F' statistics to test the hypotheses for the sample population (N= 316),  $F(4, 312) = 473.209$ , p-value < 0.001. The Table F statistics is 4.742159. The F calculator (473.209) is higher than the F table statistics (4.742159). Therefore,  $H_{0b}$  is rejected, meaning  $H_{1b}$  is accepted; therefore, there is a statistically significant relationship between training program conducted and the job satisfaction of the employees. The scatter plot also shows that there is a linear relationship between training program conducted and the job satisfaction of

the employees. Next, Pearson's correlation coefficient was used to test the relative strength of this linear relationship between training program conducted and job satisfaction.

Pearson's Bivariate Correlations testing in Table 10 revealed the following results for the association between training program conducted and the job satisfaction of the employees.

Firstly, when Pearson's Bivariate Correlations shown in Table 10 was performed on the predictor (Training Program Conducted), the r-value was 0.777, which is more than 0.3 and between -1.0 and +1.0. The p-value is less than 0.001. Thus, this implies that there is a strong positive association between the training conducted and the job satisfaction of the employees. This predictor (training program conducted) shows ( $R^2=0.603$ , the p-value is less than 0.001) illustrated in Table 7, and this means that 60.3% of the variation in job satisfaction can be explained by the predictor (training program conducted). From Table 9, the standardized coefficient Beta is 0.777, and the B-value, which is the gradient of the regression is 0.736, with a p-value of less than 0.001. Therefore, this shows that there is a strong significant relationship between the predictor variable (training program conducted) and the dependent variable (job satisfaction of the employees). Thus, from the regression result, the linear regression equation is as follows:

$$\text{Job Satisfaction} = 1.248 + 0.736 (\text{training program conducted}).$$

Thus, for every one-unit increase in a training program conducted at the telecommunication companies, job satisfaction of the employees is expected to increase by 0.736 units.

## 5. Discussion

The outcomes of this study suggest that training affects an employee's job performance and job satisfaction (Fard & Nda, 2013; Vasudevan, 2014; Salah, 2016; Putra & Chandra, 2017; Rodriguez & Walters, 2017; Mahadevan & Yap, 2019; Cherif, 2020; Fontova-Almato et al., 2020; Alnawfleh, 2020). Therefore, this research has brought to light and narrowed the gap in the literature that, training plays a crucial part in an employee's job performance and job satisfaction. This is due to the knowledge and skills which are transferred from the training provider to the trainees principally on new management techniques that enhances job performance and job satisfaction as mentioned by (Blanchard & Thacker, 1999; Sri Dhurgah et al., 2018; Gridwichai et al., 2020; Alnawfleh, 2020). In addition, training helps to build the right attitudes towards an employee's job and helps employees to unlearn negative attitudes. This study has proven that through extensive training programs, employees gain more confidence at work resulting in job performance as elucidated by (Asim, 2013; Rodriguez & Walters, 2017 Sandamali et al., 2018; Karim et al., 2019; Mahadevan & Yap, 2019; Gridwichai et al., 2020; Alnawfleh, 2020) and job satisfaction illuminated by (Latif, 2012; Sharma & Chandra, 2013; Varshney, 2019;

Cherif, 2020). Furthermore, training builds faithfulness towards the company and this attitude is passed on to the customer which then amplifies the employee's job performance and creates job satisfaction. Additionally, training acts as an avenue to personal improvement and profession development which in turn enhances job performance and instils job satisfaction.

### **5.1 Conclusion and Managerial Implications**

This study was embarked to establish the relationship between training and its outcomes which are job performance and job satisfaction. It can therefore be concluded that the objectives of the research have been met and the gaps in the literature has been closed. The researcher has found out that training had an influence on employees' job performance and job satisfaction in the telecommunication industry which supports the findings of (Asim, 2013; Sandamali et al., 2018; Karim et al., 2019; Latif, 2012; Sharma & Chandra, 2013; Varshney, 2019; Fontova-Almato et al., 2020; Cherif, 2020; Gridwichai et al., 2020). This tells us that all employees should undergo extensive training which would furnish them with the right skills, knowledge and attitudes so that job performance and job satisfaction is attained and enhanced as elucidated by (Vasudevan, 2015). Training should be done with an intention to amplify job performance which will lead to greater productivity and job satisfaction which will lead to greater loyalty towards the company just as the findings of (Nassazi, 2013; Diamantidis & Chatzoglou, 2018; Huang, 2019; Alnawfleh, 2020). In addition, employees should be continuously subjected to training in order to achieve personal development in the company, to keep their performance standards and their morale high (Huang, 2019). As this study has proven that training impacts and is significantly associated with two of the most crucial factors which are job performance and job satisfaction that are extremely needed for the telecommunication company to survive and flourish in the turbulent Malaysian business environment.

The managerial implication is to upgrade job performance and ensure job satisfaction is high amongst the employees of the telecommunication industry by incorporating continuous training into their work environment. The Malaysian workforce should know the importance of training which will have to be further analysed and incorporated into the Malaysian national planning and policy. Specific training programs dealing with data management and innovation will be instrumental in achieving job performance and job satisfaction.

Finally, it can be concluded that the findings from this research and the supporting literature have contributed to the employees of the telecommunication companies and academics in terms of offering precious inputs and knowledge of how and why training is significant to attaining job performance and job satisfaction and in turn bringing about social change.

### **Conflict of Interest**

The authors know of no conflicts of interest linked with this publication, and there has been no significant financial support received for this research, authorship and

publication that could have manipulated its results. As the authors, the researchers affirm that this manuscript is novel research and has not been published previously, and it is not presently being considered for publication elsewhere.

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