

THE EFFECT OF TRAINING, ORGANIZATIONAL LEARNING AND JOB SATISFACTION ON THE ORGANIZATIONAL PERFORMANCE: A CONCEPTUAL STUDY

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Abstract

The existing study keeps a broad discussion concerning the diverse determinants to impact organizational performance in the contemporary world. There are number of factors such as job satisfaction, training, and organizational learning that mobilizes to affect the organizational performance in order to attain an organizational goal. This study aimed to give a conceptual framework of the organizational performance which requires training as the vital instrument for an organization to preserve the organizational productivity and employees' development and performance to meet the set task of an organization. Moreover, proposed variables for instance job satisfaction and organizational learning and training can assist the employees to give the priority organizational targets to invest his/her human capital and apply the determination in the best interest of the organizational success. The designed conceptual frame model in this study develops a viewpoint regarding the organizational performance via the impact of training, job satisfaction, and organizational learning and the prevailing study also encompasses the limitations and future direction to urge the coming researchers to apply the present study as an empirical study.

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1. Introduction

The prevailing study keeps a broad debate in the contemporary world for researchers in an appropriate means to ensure organizational performance and employees' productivity. Training concerning the employees and job satisfaction are the key antecedents for achieving an organizational goal. In the extant study, literature considers that job satisfaction and training improve organizational performance (Jaworski, et al., 2018; Kraiger, 2003). Training improves the employees' skills and develops the human capital that results to succeed to achieve the common goal of an organization. Training is the significant instrument and an effective weapon for the organization to restore all the performance of employees in the way of organizational development and its success (Jaworski, et al., 2018; Elnaga and Imran 2013). Likely, the researcher argues that training deeply affects the employee's jobs satisfaction that results to benefit the worker by means of his/her incentives and job performance in an organization (Jaworski, et al., 2018; Malik, and Kanwal, 2018). It is the training that ensures the employee's performance and provision of empowerment of a worker to adopt the innovative technology and another versatile mode of doing in an organization which makes the workforce more productive and goal-oriented to succeed the organizational performance. Earlier studies advocate the training as to be a major tool for enhancing organizational performance and productive role of employees (Malik, and Kanwal, 2018; Elnaga and Imran 2013; Kraiger, 2003). Hence, it is investigating training and development improve performance of employee and management as the prevailing study highlight the effect of training, job satisfaction, and organizational learning on organizational performance which ensure the provision of a suggestion as to how an organization can get better its performance via above-proposed determinants.

Training is the overall development of employees that inculcate the innovative skills, knowledge, strategy, vision, experience, and ability in the employees that makes him/her more capable to carry out the work in an organization in a productive means (Prasad, et al., 2019). Training is a result-oriented service that improves firm internal and external performance and develops human capital and ensures the quality of employees in the organization. Thus the designed assumption as training supports and stimulates the significance of training to perform a pivotal role in the progress of two as the major bases of competitive advantage and productivity for the organization as its human capital and the firm knowledge (Elnaga and Imran 2013; Kraiger, 2003). Moreover, there is an

imperative linkage between organizational performance and job satisfaction in the multifarious studies which is unusual and practical and theoretical studies lack the crystal-clear response to the real nature and strong point of the association between organizational performance and job satisfaction (Segal, 2017; Elnaga and Imran 2013; Kraiger, 2003). However, few studies have revealed positive linkages between organizational performance and job satisfaction (Segal, 2017), and there is a number of studies which go to contrary to these results, as other researchers have not found any statistically significant relationship between these two constructs. In addition to this, the prevailing studies support the positive association between organizational learning and organizational performance. In this way, the study conducted by Brockman et al., (2003) revealed that organizational learning draws attention to the vital role in an organization's success and its performance and employees' fruitful services to be invested in the best interest of the organization. The proposed determinants in the study aim to discuss the impacts of training, organizational learning and job satisfaction on the organizational performance that can provide a platform and deep literature regarding their meaning, significance, and the association between these factors.

This conceptual study commences the review of the extant literature regarding the associations among organizational learning, job satisfaction, training, and organizational performance. Afterward, the conceptual model of this study proposes that links its four variables. Earlier researches gave a significant association between training, job satisfaction and employee performance with the organizational firm as stimulating to bring benefits to firms by positively impacting on the firms performance via development of workers skill, knowledge, and degree of reliability (Prasad, et al., 2019; Malik, and Kanwal, 2018; Segal, 2017). On the bases of proposed model hypotheses have been formulated. Furthermore, researchers provided support for the development of the given proposed model of this study. Finally, limitations and future directions are given.

2. Research Problem

This study aims to discover and highlight the need to administer the impact of the behavior factors (training, organizational learning and job satisfaction) to impact organizational performance. Henceforth, these factors pose a unique position in order to play the role catalysts in the way to discuss the significance, scope, and relationship with dependent variable organizational performance. Keeping view of the problem concerning the developed scope of the prevailing study following problems can be encircled.

- Training is a mechanism through which promote the skills, competency, and knowledge to employees in order to perform a job effectively. Overall, training affects the organizational performance that results to generate competitiveness and firm's performance. Whereas the contemporary scientific age training could not occupy an effective and significant position in third world nations. Likely, research argues that majority of the world governments fails to recognize the vitality and importance of training in the way to encourage the productivity of workers and firm's performance that results due to slow down of the financial and other organizational incentives to carry out the training budgets (Elnaga, and Imran, 2013).
- Organizational learning is a benefiting process to organizational performance. Henceforth, research urges to make organizational learning effective vehicle to comprehend the contradicting and solving the historical experience of an organization (Levitt, and March 1988). Moreover, the significance of organizational learning also occupies the due place due to the constant interaction of worker in the workplace and ongoing change in the organization also urges to prefer organizational learning.
- Job satisfaction is the degree of the reliability of the worker toward designed task in an organization which also deeply impacts the organizational performance. Firms pay attention to employees' satisfaction whereas the failures of job satisfaction encircle the major factors of the lack of financial compensation, positive attitude, and adequate training in order to make worker knowledge-empowered.

On the basis of the above discussion, the importance of the function of the current study is to produce the answer to the following research question.

3. Research Questions

How the behavioral factors (training, organization all earning and job satisfaction) affect the organizational performance?

Moreover, finding the answer as above mentioned research question, as the existing study places of interest of the critical review concerning the under consideration to comprehend the phenomenon fully as to how an efficient and effective training, job satisfaction and organizational learning lead to superior organizational performance and the firm's higher performance returns with the

achievement of the set task of organization and productivity and development of workers in the work atmosphere via managing effective training schemes.

4. Research Objectives

Through the significant literature review of various scholarly studies, books, periodicals, and reports, concerning the topic under consideration as the effect of training, organizational learning and job satisfaction on the organizational performance, following objectives could be discussed.

- To highlight the meaning, importance of training and its association with organizational performance.
- To identify the meaning, and significance of organizational learning and its association with the organizational performance.
- To show, the relationship between job satisfaction and organizational performance and elaborate on the meaning and significance of job satisfaction.

4. Literature Review

The given section gives an overview of the extant literature on organizational learning, training, job satisfaction, and organizational performance. It highlights the previous literature of early scholars on the relationship between above-proposed variables in this study. The earlier studies assist to organize the conceptual framework model and existing developed literature presents the meaning and significance of each proposed determinants besides their relationship with the chief dependent variable. Moreover, it is urged the coming researchers to apply the prevailing conceptual model for an empirically oriented study as well.

4.1 Training

Training is a process of learning in an organization for employees in order to enhance the performance and productivity of the organization. Moreover, training is a systematic process for acquisition and knowledge development, skills and attitude essential for employees to deliver their task or job adequately in order to progress the performance in the environment of a job (Prasad, et al., 2019; Goldstein, 1993). Training is being considered to get the better organizational performance and the cornerstone of management via inculcating the skills, knowledge, and capabilities (Prasad, et al., 2019). The resource-based on the knowledge viewpoint maintains to support the prevailing idea. According to these points of view, the chief sources of competitive benefit for the organization are its resources of intangible nature (Goldstein, 1993; Barney, 1991). The provision of useful training and programs concerning development are being expected for

improving the performance of employees. Training refers to bridge the gulf between the existing standard performance and the required performance (Prasad, et al., 2019). Training might be provided via diverse approaches such as on the mentoring and coaching, peers' cooperation and participating by subordinates. Facilitation is provided to employees by teamwork to vigorously participate in the work and creates improved performance, thus progressing organizational performance.

Training programs advance employees and assist the firm to make sure the best use of their human resources in their better way in order to achieve competitive advantage. Consequently, it appears to be obligatory by the organization to chart out for such type of training programs for the employees of an organization to increase their competencies and abilities that are required at the workplace (Prasad, et al., 2019; Jie and Roger, 2005; Goldstein, 1993). Training progresses the employees' competence and sharpens their ability thinking and the faculty of creativity due to acquiring better decision in the required time and in an appropriate form of productivity (Elnaga, et al., 2013). Furthermore, it also facilitates employees to face with the customer in the form of an effective nature and provide responses to the complaints timely. Training ensures to build up self-efficacy and effects in the performance of a superior characteristic on the job through the replacement of the traditional weaknesses by effective and efficient work interrelated practices (Prasad, et al., 2019). In this perspective, training leads a powerful role to assist the organization to achieve the basic targets and empower the employees via knowledge, skills and overall development.

4.2 Organizational Learning

The idea of organizational learning (OL) occupies a short history that pursues the significant focus and appropriate attention through earlier several decades. Researchers are undecided regarding the definition of organizational learning and different scientists have defined organizational learning differently. The remote definition given by the researcher to define organizational learning is the process of correction and detection of errors (Argyris, and Schon, 1978). However, in the last decade of 20th-century researchers define it the capability to create and disseminate knowledge and adaptable behavior of the organization (Oh, 2019). The concept of organizational learning is impregnated with extensive literature (Oh, 2019; Huber, 1991; Argyris, and Schon, 1978). However, despite the development and growth in the domain of organizational learning since the 1990s, yet there are shortages regarding reliable and aggregate work. The study conducted by the researchers to develop the theoretical model of organizational learning of 41 framework attempts to better understanding of term organizational

learning and to create a strong link between learning and strategy (Elnaga, et al., 2013; Argyris and Schon, 1978). The concept of organizational learning (OL) encircles the multi-disciplinary background which has been extensively applied to encompass the process of the transition of knowledge and capability. Researchers argue the basic challenge is the strain between integrating and learning and implementing what has been learned. Handling this strategic strain is serious for firms. The organizational learning framework is related to a process to workers socializing in the organization in order to initiate a productive work environment via adaptation of innovative techniques and skills.

Organizational learning is the process to possess the progression and sequence from one level to another and it is also an organizational capability to learn (Oh, 2019). The processes spillover from level to another level, every process does not occur at a different level. For example, an institution is a unique organizational process, yet it may occur within an individual or group, but the recognition comes from within an organizational level. The individual is not the institute. This is a unique organizational attribute that individuals do not possess. Similarly, interpreting does not belong to organizations. Interpreting is associated with decontaminating and emerging intuitive visions.

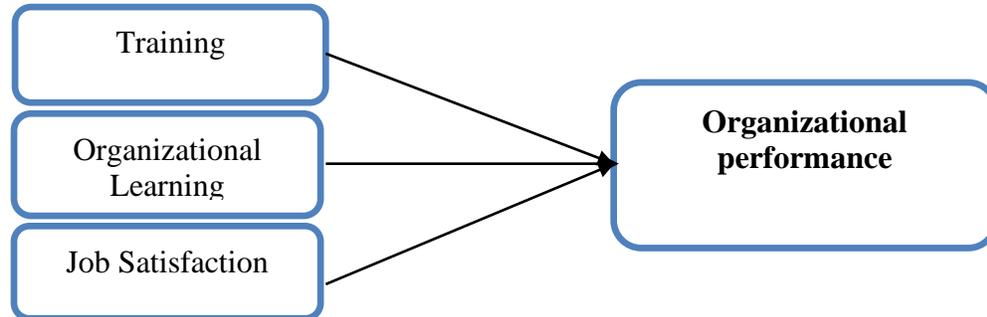
4.3 Job Satisfaction

Over the last five decades, the term job satisfaction has been extensively studied in organizational and management research. Job satisfaction has been measured and defined both as a concept with multiple dimensions or facets and as a global construct (Jaworski, et al., 2018; Locke, 1970). Job satisfaction is a tendency of employees' attitude towards the job (Jaworski, et al., 2018). While other scientists have debated that in the domain of organizational literature job satisfaction has been unclearly defined, most researchers' pay attention to satisfaction in the form of an emotional or affective reaction to an individual's job or as an approaches an employee's holds about one's job.

There is deep relevancy between job satisfaction and performance that results because of satisfaction via performance. Moreover, in many discussions of job satisfaction, the definition of satisfaction as an affective reaction and as an attitude is not seen as inconsistent (Locke, 1970). In a broad perspective, the definition of job satisfaction is said to be as a perception of a worker's satisfactory and reliability towards one's job. There are a number of researchers who have examined the links between job satisfaction and several organizational factors in order to investigate the performance of a firm. For instance, many organizational researchers have examined the association between organizational commitment

and satisfaction (Jaworski, et al., 2018; Lok 1970). Other researchers investigate the association between job performance and satisfaction and organizational level and management practices (Burke, 1995; Locke, 1970).

Figure 1
CONCEPTUAL FRAMEWORK



4.4 The Association between Training and Organizational Performance

Training is considered to generate a productive workforce that results to improve organizational performance. There are a number of studies that sustain the relationship of training and organizational performance with a certain modification of language which highlights the organizational outcomes or performance based on the training of public employees (Owens 2006; Huang, 2001). The relationship between the proposed constructs as training and job performance encompasses the productivity of the firms via the development of employees' skills. The prevailing idea is being supported by the knowledge perspective and the resource-based literature view of the organization. In the viewpoint of Barney, (1991) the chief sources of an organizational competitive advantage are its abstract, and skilled human resources. In this way, these human resources, in specific skills, attitudes and human knowledge are spotlighted to be a chief agent of organizational success. Though certain practices of human resource management are concerned with the development of the prevailing resources, training is to believe as the central activity in order to achieve, skilled, qualified, flexible, and organized the employees in a good manner (Velada, and Caetano, 2007; Barney, 1991). The organization's human capital enables the formation of trained employees consequently, it improves firm performance and makes easy to achieve the common goal.

Training and development schemes need to encourage the competency of employee's performance to carry the tasks in hand and the quality organizational environment depends on the worker's experience (Prasad, et al., 2019). The current accrued of human capital stock can be productive and it gives a powerful

incentive and opportunities for additional investment in the formation of the productive workforce, thus it requires to encourage attention to the self-supporting nature in the growth of the individual via empowerment of knowledge and development of human capital and training (Velada, and Caetano, 2007; Kraiger, 2003). Hence, it is the provision of skills of employees to boost up his/her confidence to avail the workplace in order to achieve the common goal of the organization.

A range of studies of empirical nature has scrutinized the relationship between training and organizational performance. The majority of these studies findings reveal that training has a positive and significant effect on the organizational outcome (Prasad, et al., 2019; Malik, and Kanwal, 2018; Faems et al., 2005). Presented literature gives evidence of clear impacts of the training pertaining to the employee's performance. Numerous studies have continued by considering at performance in particular employees performance in the form of an organizational goal in which training plays a cornerstone role (Prasad, et al., 2019; Faems et al., 2005). Training has been justified for creating the improvement of performance related to the advantages of an individual and organization level to influence the performance of employees positively by means of the growth of employee skills, knowledge, competencies, behavior, and ability (Velada, and Caetano, 2007; Faems et al., 2005). Training leads to financial crises to some extent that becomes expensive for an organization. Therefore, several researchers argue and investigate to connect the training negatively to some constructs of financial performance and its expensive nature (Faems et al., 2005). Despite it, there are positive consequences of training in the way of organizational performance. Henceforth, existing literature believes that there are positive linkages between organization performance and training.

4.5 The Relationship between Job Satisfaction and Organizational Performance

Job satisfaction implies a feeling of fulfillment or satisfaction that an individual borrows from their job. Moreover, job satisfaction is the employees' attitudes or standpoint in various features regarding their jobs their organizations and their careers (Malik, M. S., & Kanwal, M. (2018). There is the number of studies which develops the association between the independent factor jobs satisfaction and organizational performance that highlights the impact of jobs satisfaction of employees toward organizational outcome (Bakotić, 2016). In the prevailing study, the researchers revised studies concerning job satisfaction to organizational performance and other outcomes (Jaworski, et al., 2018; Malik, and Kanwal, 2018; Bakotić, 2016; Schleicher, et al., 2004). One of the purposes of the current

conceptual study is to observe the position of literature concerning the linkages between job satisfaction and organizational-performance (OP). The literature varied greatly in their direction and, to some range, in the confidence they conveyed relating the satisfaction performance association. The linkages between job satisfaction and organizational Performance have been valued in organizational psychologist and organizational industrialist (Judge, et al., 2001). The study conducted by researcher revealed that there are not stronger links between job satisfaction and organizational performance (Brayfield, et al., 1955). The main review was to concern a strong call for theoretical inquiry between the association of job satisfaction and organizational performance.

It has been recommended that mood comes up in the form of a positive effect that relates to job satisfaction while the study conducted by a research revealed that performance emerges through attitude (Judge. et al., 2001). Moreover, job satisfaction leads to organizational performance is a debatable investigation of scholars to know about it. Hence, one of the reasons prevail that why job satisfaction might influence organizational performance is because of individuals which are motivated relating jobs who are expected to be in sound moods at the workplace, in this return it makes easy the job performance in numerous ways, including generating motivation, solving problem, and additional processes (Judge., et al., 2001). Turning to the organizational performance and satisfaction relation, it has been recommended by research that the possibility is to increase the performance and pay through quality training (Prasad, et al., 2019). Financial assistance helps employees in the way to promote job satisfaction and it can be more product-oriented to organizational success. Therefore studies organized by researcher substantiate that positive association emerges between job satisfaction and the organizational performance (Schleicher, et al., 2004; Judge, et al., 2001). Moreover, job satisfaction relies on the satisfactory of an employee in an organization that decides workers investment of human capital and achieving the common goal of the firm. Henceforth, job satisfaction exists because of worker feelings that how fine he/she is in an organization and is linked with self-perception of needs to be fulfilled through work.

4.6 The Association between Organizational Learning and Organizational Performance

The research sustains the relationship of organizational learning and organizational performance with a certain modification of language to highlight the organizational outcomes or performance based on the learning in the organization by the public employees (Anit, and Naamneh 2019). In the literature of management, studies reveal the significant role of organizational learning that

gives an improving service in an organization's performance and it also possesses the massive influence or impacts on the organizational performance (Oh, 2019; Brockm and Morgan, 2003). Since the last three decades the literature in the domain of organizational learning has speedily to be grown (Huber, 1991). Organizational learning is the socializing mechanism by which the organizations promote the progress of innovation and visions from the general practices of the individual in the firm, and empower employees to develop the organization's capabilities (Huber, 1991). Organizational learning makes an organization stable to develop a competitive environment to launch a productive working atmosphere and it stimulates to achieve the organizational common goal. It is due to organizational learning firms becomes a base for obtaining a stable, competitive advantage and a significant construct in the way for the improvement (Brockm and Morgan, 2003; Huber, 1991).

The firms possess the ability to learn to rely on a good opportunity to detect events and tendencies in the market, (Tippins, and Sohi 2003). As an outcome, learning organizations are always easy and speedier to counter to emerging current problems than rival organizations which make organizations able to sustain competitive advantages of long-term. There are a number of studies which give substantiation of a positive relationship between organizational learning and organization performance. Such as, (Tippins, and Sohi, 2003; Huber, 1991) discover that learning orientation possesses a significant impact on organizational performance. Further various studies also apply a cultural assessment of learning, which has preserved related out comes (Tippins and Sohi, 2003). The study conducted by the researchers (Tippins and Sohi, 2003; Huber, 1991) also gives verification regarding the positive relationship between organizational learning and organizational performance, but they pay attention to represent the stocks of three learning levels such as organization, group, and individual. However, there are merely rare studies paid attentions on the organizational learning process to highlight the five stages in the organizational learning to bring distinguishing within the process of organizational learning for instance procedural memory, information dissemination, information acquisition, declarative memory and shared interpretation, which possess a considerable positive effect on the organizational performance (Tippins, and Sohi 2003; Huber, 1991). Organizational learning provides strong support in order to create healthier performance in an organization.

Finally, knowledge management gives the role of mediating in the way of a relationship between the culture of the organization, strategy, structure, and effectiveness of the organization. There are various empirical studies that provide

reliable theory and give proof that enhance the relationship of positive nature between organizational performance and organizational learning. However, such conclusions of the above literature reviews are not conclusive, whenever it is very different in their measures and samples for both organizational learning and organizational performance. Consequently, additional research would be a key interest for research scholars in this regard.

5. Research Methodology

The existing study is based on exploratory research as it solely assists to analyze the literature of the diverse studies in order to consider the relationship between training, job satisfaction, organizational learning, and organizational performance. According to the researcher, Patricia, and Rangarjan, (2013), exploratory research is conducted on the basis on a problem which is not clearly defined and studied, proposed to develop main concern, build up operational definitions and get better the final research design. The prevailing research effort will give out services by means of assisting for acquiring useful knowledge and information concerning the area of the subject. By envisaging the extant literature topic is the consideration to be theorized, and it pursues the discussion and formulation of the proposition that can assist enlighten and debate certain ways to understand the impacting factors on the organizational performance. As argued by the research one troublesome assignment by means of all research cannot be collect or somewhat produce extra surplus data, other than to interpret and come together what is previously there and formulate some sense out of it (Gummesson 2002). We submit to such assertion and develop initiatives to develop the majority out of the approaching we can acquire from the prevailing literature to concentrate on the occurrence under study.

6. Researchers Viewpoints and Suggestive Aspects

On the basis of the reviewing of the literature concerning the study, the researcher came to comprehend that proposed variable of the study deep show significant relation with organizational performance as earlier scholarly studies also supported the argument. Moreover, training is ignored in the third world nations but it possesses the deep significance regarding the development of worker as to be more empowered via knowledge and skills. In short, training is preferred to correct the management dilemmas and it will assist to decide the reasons behind the poor performance of the worker.

The job satisfaction and organizational learning are the important determinants to lead and boost up the firms' performance and earlier studies maintained the positive association of these factors with organizational performance. The loss of

the reliability of worker and poor learning in the organization make a difficult scenario to an employee to adjust with the changing condition in the organization and decline the workers' confidence in order to invest his/her initiatives in the best interest of the firm. The searchers' guidance urges to stimulate the training, promote job satisfaction and organizational in order to ensure the performance in an organization. In this regard, employees development and evaluation can be materialized via training which mobilizes the ability, standards, knowledge, and skills whereas job satisfaction and organizational learning can allow the emergence of effective management and motivational approach of workers in an organization.

7. Conclusion

The key purpose of this study aims to highlight the effect of organizational learning, training and job satisfaction on the organizational performance. It argues the training and job satisfaction to plays a catalyst role in the way of organizational performance in order to achieve the envisaged target of the firm. The chief objective of training indicates the employees' attainment of experiences, skills and other mode of human capital. The attitude and innovative mode of doing is the feedback of training and organizational learning to affect the performance of an organization. Particularly training develops ability, skills, and competency, which ultimately improve organizational productivity and employee performance. The implementations of numerous training programs in various organizations boost up the employees' human capital which can enable them to attain an effective performance mechanism to meet targets of organizations. Job satisfaction has a deep effect on the performance of an organization due to the totality of a tendency of employees' satisfaction with the work whereas organization learning enlightens a worker concerning changing circumstances in the work atmosphere via learning innovative techniques. Resultantly, organizational performance increases the level of productivity, degree of innovativeness, which ultimately ensures organizational targets to be achieved. Like all earlier studies, the prevailing study also possesses some unavoidable limitations. First, this study is a conceptual study, encompassing the behavioral factors and exploratory research. Second, this study is not empirically tested, so based on investigation facts result may vary from concept present in this study. This study model provides an understanding of how satisfaction, learning, and training may affect firm performance. Finally, further research is required in order to develop a measurement scale to test the model and quantify the influence of the factors on the performance of an organization.

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