THE EFFECT OF TRAINING SATISFACTION ON EMPLOYEE MOTIVATION: A CASE OF THE LEBANESE BAKERY SECTOR

LAMA YAGHI

Thesis for the Master's Program in Business Administration

Graduate School

Izmir University of Economics

Izmir

2024

THE EFFECT OF TRAINING SATISFACTION ON EMPLOYEE MOTIVATION: A CASE OF THE LEBANESE BAKERY SECTOR

LAMA YAGHI

THESIS ADVISOR: ASST. PROF. DR. ALEV ÖZER TORGALÖZ

A Master's Thesis

Submitted to

the Graduate School of Izmir University of Economics

the Department of Business Administration

Izmir

2024

ETHICAL DECLARATION

I hereby declare that I am the sole author of this thesis and that I have conducted my work in accordance with academic rules and ethical behaviour at every stage from the planning of the thesis to its defence. I confirm that I have cited all ideas, information and findings that are not specific to my study, as required by the code of ethical behaviour, and that all statements not cited are my own.

Name, Surname: Lama Yaghi

Date: 20.02.2024

Signature:

ABSTRACT

THE EFFECT OF TRAINING SATISFACTION ON EMPLOYEE MOTIVATION: A CASE OF THE LEBANESE BAKERY SECTOR

YAGHI, LAMA

Master's Program in Business Administration

Advisor: Asst. Prof. Dr. Alev ÖZER TORGALÖZ

January, 2024

The motivation for undertaking this entire research narrative originated from a curiosity about the role of Human Resources and the corporate world's investment in employee development. The primary objective was to comprehend the significant impacts and intricate implications associated with well-structured and professional employee training within an industrial sector. The selected sector, namely the bakery industry in Lebanon, held a special significance due to its extensive reach and importance in the Lebanese market and overall economy. A comprehensive literature review was conducted, encompassing various sources related to the concepts of training, learning, and development. The insights drawn from these sources emphasized the crucial role of personalized training, a more compassionate and human-centric approach to training, and the significance of fostering continuous learning and training cultures and empowering communication. It is evident that, in the corporate sector, the emphasis on human capital for maintaining a competitive advantage has become increasingly pronounced. Training and development offer

numerous advantages and benefits to both employees, mainly in terms of their motivation levels, and the overall performance of the company. To enhance credibility and explore the practical application of training in the bakery industry, a survey was conducted with several bakers from different bakeries. Their perspectives provided an intriguing assessment of the state of training in the Lebanese bakery industry. The findings underscore the need for heightened awareness in the industry, a call for greater employee empowerment, and a shift toward more mentalities that endorse employee training.

Keywords: Employee motivation, Human Resources, employee development, bakery industry, Lebanon, training.

ÖZET

ÇALIŞAN MOTİVASYONU ÜZERİNDE EĞİTİM MEMNUNİYETİNİN ETKİSİ:
LÜBNAN FIRIN SEKTÖRÜ ÖRNEĞİ

YAGHI, LAMA

İşletme Yönetimi Yüksek Lisans Programı

Tez Danışmanı: Dr. Öğr. Üyesi Alev ÖZER TORGALÖZ

Ocak , 2024

Bu tüm araştırma anlatısını yürütme motivasyonu, İnsan Kaynakları'nın rolü ve kurumsal dünyanın çalışan gelişimine yaptığı yatırım hakkında duyulan merak ile kaynaklanmıştır. Temel amaç, endüstriyel bir sektörde iyi yapılandırılmış ve profesyonel çalışan eğitiminin önemli etkilerini ve karmaşık sonuçlarını anlamaktı. Seçilen sektör, yani Lübnan'daki fırıncılık endüstrisi, Lübnan pazarındaki geniş kapsamı ve genel ekonomideki önemi nedeniyle özel bir öneme sahipti. Kapsamlı bir literatür taraması yapıldı ve eğitim, öğrenme ve gelişim kavramlarıyla ilgili çeşitli kaynakları kapsadı. Bu kaynaklardan çıkarılan görüşler, kişiselleştirilmiş eğitimin, daha merhametli ve insan odaklı bir yaklaşımın ve sürekli öğrenmeyi ve eğitim kültürlerini teşvik etmenin ve iletişimi güçlendirmenin önemini vurguladı. Kurumsal sektörde, rekabet avantajını korumak için insan sermayesine vurgunun giderek arttığı açıktır. Eğitim ve geliştirme, çalışanların motivasyon seviyeleri ve şirketin genel performansı açısından hem çalışanlara hem de şirkete birçok avantaj ve fayda sunar.

Fırıncılık endüstrisinde eğitimin güvenilirliğini artırmak ve pratik uygulamasını keşfetmek için farklı fırınlardan birkaç fırıncıyla bir anket yapıldı. Onların bakış açıları, Lübnan fırıncılık endüstrisinde eğitim durumunun ilginç bir değerlendirmesini sağladı. Bulgular, endüstride artan farkındalık gereksinimini, daha fazla çalışan güçlendirme çağrısını ve çalışan eğitimini destekleyen daha fazla zihniyete doğru bir değişikliği vurgulamaktadır.

Anahtar kelimeler: Çalışan motivasyonu, İnsan Kaynakları, çalışan gelişimi, fırıncılık endüstrisi, Lübnan, eğitim.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1: INTRODUCTION

The unprecedented improvement and the constant aim to change towards better outcomes in different business industries are nowadays like never before. The education of employees, coupled with the implementation of updated technology, are the means by which businesses are maintaining a competitive stance against each other. Perhaps the ultimate route to success is by having a skilled workforce and talented employees that guarantee the delivery of the desirable outcomes. No matter how versatile the approaches of the adopted operations are, whether it is through the use of new technologies or up-to-date machines, employees remain the key factors in achieving operational goals through their performance (Elnaga and Imran, 2013). As businesses are becoming more aware of the vitality of having skilled employees, they are becoming more and more inclined to invest in them, in order to be able to improve their skills, avoid their turnover, and bettering their work-conditions to achieve a level of satisfaction that also dictates that of customers. (Ganesh and Indradevi, 2015). This is where training steps in, ensuring the proper learning and the adequate development of employees' skills. Increased work efficiency and the realization of the desired outcomes is only made by means of proper training, as most HR departments constantly preach (Chauke et al, 2019).

Proper training is essential for the betterment of employee skill development; hence it must be aligned with the needs of the organization. Employees acquire new skills and enrich their sets of knowledge and are thereby more empowered to overcome any challenges, while being motivated to face them as they're armed with the needed knowledge, skills, and confidence. Proper training also allows employees to take a forward leap in terms of performance, allowing them to reach the expected outcomes (Govil and Usha, 2014).

Employee training has long been overlooked and marginalized in Lebanon, and if by any chance any corporation has come across this concept, and tried to integrate it in its operations, the ways in which it would employ those training programs would be devoid of any innovative or modern techniques. Most companies and corporations in Lebanon are oblivious to the plethora of benefits a well-structured, up to date, training program could bring forth to the company, resulting in the domination of rigid, primitive training methods and practices, which lead to negligible

improvements and overall dissatisfaction. This evident lack of awareness, and the scarce knowledge on the effective training approaches in Lebanon, as a whole, and in its bakeries in particular, have fueled the drive to conduct this research.

A robotic, monotonous training approach is adopted in the majority of Lebanese bakeries, which entails teaching the basic procedures, highlighting the general rules, and providing bland instructions on how to carry out a handful of operations (Spencer, 2016). With that being said, perhaps the prime problem is illustrated in the way bakery employees are falling short on living up to their full potential. In other words, they are well capable of accomplishing more than what they already are achieving, and are held back due to the improper, and more so the lack of, incorporation of modern training programs. This lack in the reception of training among employees, as per a previously conducted research, has shown that roughly 13% of the monitored employees have displayed a noticeable sense of motivation and engagement while carrying out their tasks (Gutierrez, 2016).

Therefore, for any tangible change to be realized, there exists a dire need for a drastic shift in the way training and its importance are perceived by the Lebanese bakeries. This industry needs to start acquainting itself with the real meaning of proper training approaches: An investment in the company's existent skills, and not a robotic instructional system to be blindly followed and internalized (Shaw, 2019). As a result of the sinking of the Lebanese bakery sector in this oblivion to the importance of training program, this research will seek to tackle the merits of such models, as well as further illustrate how they can be carried out and incorporated in businesses. Perhaps a vital, core question begs to be answered in light of everything said: How does satisfaction with a proper training affect the overall employee motivation?

Upon this analytic dive in the bakery industry in Lebanon, and after having established what the stance of bakeries is regarding offering well-structured training programs, and in light of the many upsides those updated models could offer, the prime research question remains to be: How does structured, proper training and developmental learning affect the overall employee motivation?

This research heavily relies on the years of the ongoing, relentless studying of the various business approaches, some of which are mainly manifested in the way businesses are carried out and run in a framework of heightened efficiency and productivity.

In light of this, it is worth attributing a huge weight to the competences and skills of employees, along with the connections and networks they get to established at work, coupled with the ongoing innovation employed in the different business fields, which have all proven time and time again to yield the best results to obtain a sustainable business setting with seamless and effective operations. In this research, a particular attention will be attributed to the Lebanese bakeries, to better understand the way several factors have helped optimize and improve this industry.

The merging of people's competences and the valuable networks and connections they are able to establish can be optimized by means of following well-developed training programs. The use of such training programs and their proven results in securing guaranteed improvements in various business industries has outweighed the primitive, aged notions on training programs and their effectiveness (Chopra, 2015). Opting for well-structured training programs has nowadays prevailed, thanks to the concrete, tangible benefits they could grant any business industry, which could be manifested in retaining employees, reducing turnover rate by securing employee satisfaction, yielding higher production, as well as empowering employees with a sense of confidence, and equipping them with the needed motivation and self-drive to take matters into hand and feel more in control, allowing them to better their performance and seek excellence and self-improvement (Chopra, 2015).

In light of what's been tackled, the following project will seek to accentuate and magnify the importance, advantages, and the key factors which dictate the effect of training programs on the overall motivation of employees in the Lebanese bakery sector.

In attempt to tackle this, a review of the existing literature will be dived in, as well as a survey distributed to several bakery employees, followed by an SPSS analysis in an aim to shed the light on the importance of training in the Lebanese bakery industry

CHAPTER 2: LITERATURE REVIEW

This section will closely examine the issues related to training and the importance of the latter for employee motivation. The Bakery industry in Lebanon will be demonstrated in the following research, as the aforementioned points will be discussed in the following sections.

2. 1. Overview of the Bakery Industry

The weight attributed to the importance of baked products in Lebanon, coupled with the heavy reliance of the Lebanese people on baked goods, namely bread, in their cuisine, have both led to fuel the ongoing advancements in the bakery sector. Perhaps this advancement owes its rapid pace to the dire need to stand out in such a highly competitive industry, where local and leading bakeries are relentlessly rivalling to meet, and rather exceed, the demands of people, and prove their competitive market stance.

An ongoing effort is utilized to ensure that the Lebanese bakeries meet the ISO measures, live up to the expectations of the countries they send their products to, as well as create a top-notch service style, allowing customers to enjoy a memorable time at their shops, thereby not only focusing on revenues and sales (Chbeir and Mikhael, 2017). The undeniable integration of technical methods, the relentless employment of innovation and creativity, as well as the constant, tireless interaction with consumers, and the establishment of firsthand day-to-day encounters with them, all falls in the favor of making this industry a valuable research topic to further dive in. And in light of that, this research will seek to dissect the ways in which the technical methods implemented in this industry should flirt with the ability of employees to establish an excellent customer service approach, all of which would ideally be realized in a frame of proper, well-structured training programs (Roesler, 2018). The urge for better training techniques and methods must be quenched as it will uncover various key points to tackle, including: Paving a path for better familiarization with, and incorporation of technology, having self-driven employees who are eager to learn and improve, shifting the rigid organizational culture and its worn-out beliefs, as well as establishing harmony among employees

(Andriotis, 2019).

2.2. Employee Training

The main aim of training and development initiatives dwells in enhancing and boosting employee performance (Asim, 2013). Performance is mirrored through bettered production, excellence in using new technologies, and securing elevated levels of employee motivation, and in order to achieve such elevated employee performance levels, managers must look for ways to better their training methods and approaches (Nassazi, 2013).

Employee motivation has a direct influence on employee performance and organizational commitment (Asim, 2013). Managers play a vital and undeniable role in alleviating employee motivation to achieve high productivity, profitability, and organizational success (EK and Mukuru, 2013). Also, involving employees in decision-making processes paves the way for strengthened trust and motivation, leading to increased levels of loyalty (Nassazi, 2013).

Lastly, performance management processes must often involve employees in development planning, which helps lead to having motivated, high-performance employees who work in alignment with organizational objectives (Nassazi, 2013). Despite the challenges in achieving optimal employee performance, the importance of training and development is of utmost importance for organizational success (Arinanye, 2015).

Training is known as the backbone of performance, as it allows employees to acquire the needed skills and information to increase their effectiveness and efficiency at work, as well as maximize their performance (Ganesh and Indradevi, 2015). Employees are accepted into any corporation or industry based on several milestones such as their adequacy in a company's culture, their team-playing abilities, the skills they harbor, and their flexibility in terms of adapting to changes and the adaptation of new technologies at work. (Elnaga and Imran, 2013).

The aforementioned key points that must be present in every potential employee are only enhanced and supported through providing adequate training models for candidates. Training must be personalized, and tailored for the need of every employee, and it shouldn't be a model after which employees follow blindly and robotically, but rather a tool that enables them to better get in touch with their skills,

and motivates them to embrace changes (Elnaga and Imran, 2013).

Over the past years, training programs were granted more attention in the services industry, but little research has been done on the extent to which these training programs are effective (Huang, 2001), although the contrary, which is the lack of training programs, has time and time again proven to yield employee dissatisfaction and Increased turnover rates (Pugh, 1984 and Industrial and Commercial Training, 2002).

A new approach corporates are now adopting is the investment in their employees, as a company's workforce is considered the prime factor in maintaining a steady stance in any market. New technologies and machinery are accessible for all companies, but a skilled batch of employees is something a company needs to put in the effort and time to invest in, in order to reach the desired outcomes that range from increased production, better consumer feedback, better work efficiency, and the birth of new, innovative ideas by employees. Training employees and their resulting ability to embrace new techniques and unforeseen changes has been shown by several studies to have considerable positive impacts in several industries (Elnaga and Imran, 2013).

For the services industry, a main advantage of investing in any franchise is the acquirement of well-trained technical skills (Price, 1993), because more often than not, franchisees are supposed to hire skilled employees as well as provide structured training to them, as the main goal is to equip their staff with the needed knowledge and skills to meet the competitive demands of the services industry (Sayler, 2003). The emphasis on constantly furnishing training programs by franchisers is due to the comprehension of the fact that a well-trained staff directly contributes to customer satisfaction, as well as the overall company success (Larson, 2003).

For organizations that seek reliability, they aim to be able to both absorb and deal with change, as the extent to which an organization prospers in any industry is dictated by their ability to instantly respond and react to any unforeseen changes. Training should hence be prioritized for an organization to maintain its growth and prosperity in order to provide employees with the needed skills, or skill upgrades, before an inevitable change takes place (Hambrick and Crozier, 1985).

In many organizations, the prime means by which any workplace could overcome and face new challenges is through being resilient, as the latter is defined as the ability to "absorb change and still persist... [and] to utilize the change that is

absorbed" (Weick et al., 1999). This resilience notion is demonstrated when organizations constantly prepare themselves for the inevitable challenges they could be faced with, mainly by providing their employees with proper training programs as future, unforeseen challenges are likely to require improved employee skills and attitudes, which necessitates the continuous furnishing of training to ensure the upskilling and enrichment of employee profiles. (Wildavsky, 1988).

Employee training is shown to have a positive correlation with productivity, which results in heightening employee satisfaction levels as well as increasing customer satisfaction with the services and products received (Thomas et al., 2000). Previous research has highlighted that improper and lacking training has come hand in hand with increased employee turnover rates, which necessitates the implementation of effective training programs to foster employee retention and loyalty (Thomas et al., 2000).

Companies which attribute enough weight to offering training for its staff send a clear message to those employees regarding the management's commitment to serving customers in the best possible way, allowing employees to perceive training as an empowering tool (Babakus et al., 2003). Training programs also boost employee skills, heighten professionalism, and boost employee commitment and satisfaction towards their company (Bushardt and Fretwell, 1994; Bateman and Strasser, 1984; Cotton and Tuttle, 1986). To add to that, partaking in both internal and external training programs is considered of high vitality for both organizations and their employees (Burke, 1995). Employees who are able to perceive the satisfactory value of the training they are offered are more likely to demonstrate higher satisfaction, boosted performance and engagement, and a strengthened commitment to their organization (Burke, 1995).

Moreover, for companies to optimize the performance of their workforce, training should always run in a constant cycle of constructive feedback, which paves the way to have the desired response by employees. This tailored feedback is only attained when the Human Resources agents communicate closely with employees, namely by holding meetings with them in which they discuss and tackle their needs, their opinions on the current work ambience, their weak points and work-related shortcomings, as well as the goal they aim to achieve after every training they undergo. Training models are first and foremost created to bridge the gap that takes place between employee capabilities and the desired performance level which is set

by organizations (Darsil, 2018).

As training takes its course, its benefits start to manifest as well (Elnaga and Imran, 2013). Employees grow more loyal and respectful of their company, in return to realizing that the latter is investing in their skill development. Also, they start conveying a better image of their workplace, as a form of gratefulness to their employers. Increased performance and work efficiency are also manifested as workers are content with the treatment they're met with. Moreover, training paves the way for employee creativity and stimulates new ideas out of them, allowing them to feel autonomous and independent, hence contributing to further employee satisfaction (Ganesh and Indradevi, 2015). To add to that, well-structured training programs create a familiar work ambience, allowing employees to feel strongly related to their company, as well as decrease tension between workers as it fosters a friendlier environment, boosting employee commitment.

As training equips employees with the knowledge needed, the sense of confidence it instills in them calls for more creativity, more motivation, and less employee turnover rates. It also helps in allowing employees grasp the bigger picture, and understand what their duties and end goals are, in a background of proper understanding of and integration in the company's culture, mainly when a learning culture is present in a company, which enables employees to constantly pursue self-betterment (Ganesh and Indradevi, 2015). Lastly, as training demands constant communication between employees and managers, it brings forth a strong sense of involvement and engagement for employees. This is capable of yielding better performance from employees as it triggers their motivation and sense of responsibility towards a company that shows them how vital they are (Ganesh and Indradevi, 2015).

A number of studies have explored the many advantages of offering proper, satisfactory training programs, as it has been shown to foster employee skill enhancement, higher employee motivation levels, and increased performance and job productivity. (Oosterbeek, 1998; Pate and Martin, 2000). In fact, job-related training programs pave the way for allowing employees to be proficient in the way they carry out their tasks as they engage in their assigned roles (Acton and Golden, 2003).

2.3. Training Satisfaction

Employees' comprehension of training is strongly linked to the extent to which they believe their companies are supporting them, paving the way for better job satisfaction when said employees feel appreciated and supported (Rhoades and Eisenberger, 2002). Job satisfaction levels are remarkably heightened when employees receive proper and adequate training from their companies, as they tend to be driven to outperform themselves as a way to pay the company back and appreciate its investments in them, which fosters positive attitudes and work behaviors, and allows employees to efficiently employ the acquired skills on site (Rhoades and Eisenberger, 2002), as the skills which are instilled in employees by means of training programs are only manifested in the workplace when employees feel more empowered and competent thus experiencing high levels of job satisfaction (Egan et al., 2004; Gumuseli and Ergin, 2002; Kontoghiorghes, 2002). Therefore, proper training programs are considered catalysts for employees to perform better and boosters for job satisfaction.

Allowing employees to develop and nurture their skills and knowledge through fostering proper training programs is critical and essential for both their individual and job development. In fact, employee job satisfaction is elevated when employees are met with the needed chances to develop their skills and thereby feel more competent, all while strengthening employee commitment and loyalty with respect to their workplaces (Taormina's,1999). Additionally, employees can grasp the extent to which their workplaces are trustworthy and supportive by means of the training opportunities they're offered, allowing them to feel loyal and committed (Whitener, 2001), with an increased sense of job satisfaction (Eisenbergeret al., 1997).

Job satisfaction is a crucial motivation catalyst as well as an employee performance booster and has been shown to decrease incidents of employee discontentment and turnover (Mak and Sockel, 1999; Rust et al., 1996). To add to that, skilled individuals also greatly benefit from the reception of training programs as they are equipped with additional skills and knowledge which allows them to feel further satisfied with their roles within their organization (Rice et al., 1991). A lot of evidence has come forth to highlight how furnishing employees with proper training has a positive impact on employee job satisfaction (Heyes and Stuart, 1994).

The notion of "job training satisfaction" (JTS) delves into analyzing the extent to which training programs are effective and useful, hence labeled satisfactory for

employees (Schmidt, 2007). Job training satisfaction was defined as an individual's set of emotions and feelings towards the various aspects of the on-site training they undergo, which highlights the positive correlation between job satisfaction and the reception of satisfactory training, as the effectiveness of the training offered to employees by their companies is assessed by means of employee satisfaction with this training, and by how their skills, attitudes, and performances are altered accordingly (Schmidt, 2007; 2009). This implies the importance of having training satisfaction which leads to job satisfaction (Schmidt, 2007).

Efforts to further highlight and illustrate the phenomena of job satisfaction mainly tackle how fitting employees view their skills in a workplace. (Ellickson, 2002; Kristof, 1996), which suggests that the level of employee job satisfaction is strongly dependent training satisfaction, in the sense that it depicts how harmonized employees' skills are with the demands of the work environment they're in, as well as the extent to which the said environment is supporting and nurturing their talents and knowledge pool. Elevated job performance has been found to be a direct result of heightened training satisfaction, leading to overall job satisfaction (Iaffaldano and Muchinsky, 1985), as well as minimal incidents of absences at work (Steers and Rhodes, 1978), and lower rates of company abandonment by its employees (Mobley et al., 1979). As a matter of fact, it has been shown that the inclusion of rich talent pools amid a framework of diverse tasks where these talents are employed and constantly nurtured through proper training programs boosts employee training satisfaction, hence reduces employee turnover (Hackman and Oldham, 1980; Ramlall, 2004), as well as paves the way for higher employee commitment levels due to increased job satisfaction and loyalty levels (Ramlall, 2004).

As discussed before, training satisfaction is considered as the reflection of how an individual perceives and feels about the offered training (Schmidt, 2007; 2009), and this said job training satisfaction experienced by employees also serves as an indicator to the extent of how well-planned and structured those offered training programs are, which can help deem a training programs as a valuable offering in the eyes of employees, thereby boosting their job satisfaction as a result of the acquired skills and knowledge derived from satisfactory training, thus creating a positive relationship between job training satisfaction and job satisfaction (Noe, 2013; Schmidt, 2007). As a result of that, employees who undergo dissatisfactory training programs tend to develop pessimistic and negative feelings towards those furnished

10

activities, which adversely impacts their work attitudes, performance, and their general work satisfaction (Robbins and Judge, 2013; Wollack et al., 1971).

As a result, when individuals develop positive emotions towards the training activities they undergo, they are more inclined to feel motivated to attain skill and knowledge improvements, which elevates their job attitudes, thereby elevating their performance (Schmidt, 2007).

Employee retention and the extent to which individuals feel loyal and committed to their workplace is dictated by the quality of the job training they receive (Taormina, 1999). Companies which exert efforts into taking into account the quality of the training they furnish their employees with tend to directly tighten the sense of attachment and commitment the latter harbors towards them, which paves the way to not only stronger employee commitment and higher retention and loyalty levels, but also heightened performance, better services, increased job satisfaction, and elevated overall customer satisfaction (Harel and Tzafrir, 1999).

Training programs offered by the HR department directly shape and alter employee skills and knowledge pools, the result of which is manifested in their job performances, services delivered, qualifications, productivity levels, as well as the levels of their job satisfaction. Employee job experiences, attitudes and behaviors are dictated by the functions and activities carried out by the HR department, which end up molding the organizational culture (Cabrera and Bonache, 1999). The set of procedures and policies which HR brings to life "enable employees to deliver results to customers", something that directly influences the quality of the services delivered (Heskett et al., 1994).

As offering training programs is a core HR activity, it is of particular importance to attribute a great deal of weight to the adequacy and quality of those offered training methods, as it directly reflects the way they're perceived by the recipient employees who expect to develop new skills and knowledge along the line (Hartline and Ferrell, 1996). Therefore, job satisfaction is attained by individuals who are content with the new skills they've developed as a result of engaging in training programs, which leaves them feeling competent and able to carry out tasks and meet the desired performance standards (Hartline and Ferrell, 1996).

2.4. Employee Motivation

Motivation is referred to as the trait of an individual's readiness to employ effort and energy into certain attitudes. In the context of training, the extent to which an employee is motivated has a direct effect on an employee's inclination to participate in any training program. (Maurer and Tarulli, 1994)

Motivation can be defined as an inner drive to quench a particular aim, allowing an individual to participate and engage in different tasks while adopting a certain attitude and behavior. It is the ability to influence employees' attitudes and performance in the workplace, fueling an individual's internal drive to perform any activity (Lindner, 1998). The harmony between employee motivation, their eagerness to utilize new technology, and their ability to learn, coupled with the effectiveness of well-structured training programs, and the dynamics surrounding the process of sharing knowledge are all key factors influencing the performance of any company. (Tambovcevs and Tambovceva, 2013; Kwak et al., 2011).

According to studies conducted in the past decade, it was shown that training motivation plays a pivotal role in altering and shaping both employees' training performance and overall work outcomes (Cheng and Ho, 2001). It was also suggested that even when employees have the ability to comprehend the course of their workflow, they are likely to fail at delivering the desired outcomes due to low motivation levels (Colquitt et al, 2000). In order to motivate employees in an effective manner, suitable approaches should be pinpointed and followed to meet their various needs and requirements, which can range from fundamental ones such as job participation, recognition by their managers, and acquiring a sense of belonging to their workplace and team. To have boosted on-site employee engagement, it's important to understand that workers tend to have elevated motivation levels when they feel empowered by the training they receive, allowing them to perceive their participation and contribution at work as vital for the company's success. When employees feel empowered in such a sense, they not only look for the fulfillment of their own needs but also aim to achieve the fulfillment of the overall organizational needs (Nesan and Holt, 1999).

As per a survey conducted in twenty-nine countries, low levels of employee motivation were described as the second most challenging problem following staff shortage (Mathauer and Imhoff, 2006). Employee motivation which is referred to as the wide array of motives that drive individuals to demonstrate desired work behaviors and internalize these said behaviors throughout their career life (Vallerand

and Thill, 1993; Ambrose and Kulik, 1999; Roussel, 2000; Eccles and Wigfield, 2002; Greenberg and Baron, 2003), plays an important role in influencing employee behaviors at work. Employee behavior is a result of many factors and influences, entailing 'materialistic' self-interested motivations as well as 'non-materialistic' motivations, which encompass social, intrinsic, as well as moral factors (Paul and Robinson, 2007).

The psychological and motivational aspects of human capital development policies are crucial for enhancing overall organizational performance. Motivation is the factor that distinguishes humans from other tools and machines utilized by organizations. It is defined in previous literature as the "willingness to exert high levels of effort toward organizational goals, conditioned by the effort's ability to satisfy individual needs." (Robbins and Everitt, 1996). Consequently, it is upon organizations to formulate effective motivational strategies to push forward employees and fuel their determination and productivity. Studies have furthermore statistically demonstrated that motivation considerably affects employee performance, with highly motivated individuals outperforming their coworkers (Güngör, 2011).

When employees are deeply engaged in their work, they also tend to develop an unshakable connection with their establishment and are thereby more motivated to remain a part of it, causing higher employee retention rates. (Marques, 2013). There exists an undeniable connection between how well employees' skills align with their job and their level of engagement in any work environment. Basically, when employees recognize themselves as qualified and productive agents, and that their abilities can keep up with the demands of their job, they automatically develop higher motivation to be engaged in their work. (Stander and Rothmann, 2010; Van Zyl et al., 2010).

For employees to be motivated and driven in an effective way, it is crucial to have a thorough understanding of their diverse needs, in order to address and fulfill them accordingly. Every Individual has their own various, yet unique, requirements, which can be boiled down into these core areas: employee involvement, acknowledgment, and team integration. Employee involvement entails motivating workers by empowering them by means of appropriate, well-structured training and making them feel as valuable assets to the company's movement towards success. When employees perceive themselves as empowered, they are driven to operate in

ways that fulfill both their own personal needs along with the overall needs of the company in the bigger picture. This approach of allowing employees to further participate and integrate in their work environment calls for cultivating and utilizing well-structured training programs to motivate employees to live up to their full potential. (Nesan and Holt, 1999).

It's safe to establish now that the main objective of any enterprise, considering how heavily it depends on its employees their skills, is to tailor training programs that aid in individual development of employees, but also align with the company's overall goals, aiming to both boost employee performance and motivation, leading to company success (Blašková and Hitka, 2011). Employee performance, both on individual and team bases, should always be nurtured and reviewed in a continuous manner, in a framework of high motivational level, as employee development is directly linked to motivation levels, which is considered as the most crucial and dynamically evolving attribute of every individual and group (Aydin and Tiryaki, 2018). Maintaining a systematic motivation of employees and teams is vital as it paves the way for motivational processes that lead to effective actions and desired outcomes (Blašková and Hitka, 2011; Aydin and Tiryaki, 2018).

The role of managers in handling employees strongly depends on their ability to manage employees appropriately, boost their motivation, and equip them with the training needed (Tansel and Gazioglu; Al Mamun and Ibrahim, 2018). The abilities, knowledge, and experience of managers all contribute to motivating employees, which fosters better organizational and employee development (Mura and Gontkovicova, 2019; Cantele and Zardin, 2018). Motivation, which is seen as a dynamic process shaped by personal, socio-psychological, and circumstance-dependent factors interacting with each other, is dependent on individual sense of drive, direction, and the exerted personal efforts to reach objectives (Kanfer et al., 2012). It constitutes an ongoing process of efficiency and effectiveness that calls for a continuous learning and developmental process in a framework of proper training (Roxas et al., 2017). In order to achieve a competitive advantage and a sustainable business, employee motivation is considered a key factor to boost productivity and help companies reach the desired goals (Daud, 2015; Jelačić et al., 2010).

CHAPTER 3: THEORETICAL BACKGROUND AND HYPOTHESES DEVELOPMENT

3.1. Job Demands-Resources Theory

The Job Demands-Resources (JD-R) theory has been referred to as the prime work-related outcome predictor (Bakker and Demerouti, 2007; Demerouti and Bakker, 2011; and Demerouti et al., 2001). Such studied and predicted job outcomes range from burnout, work engagement, employee performance, work enjoyment, and employee motivation (Bakker et al., 2005; 2007; 2008; Demerouti et al., 2001; Hakanen et al., 2006).

The JD-R theory essentially sheds light on the two fundamental work factors: job demands and job resources (Bakker and Demerouti, 2014). Job demands entail the physical, psychological, and social aspects of a job that necessitate the engagement of employee emotional, psychological, and physiological skills (Bakker and Demerouti, 2007). Alternatively, job resources encompass the physical, social, or organizational factors offered by a workplace to aid in having employees achieve their personal goals, organizational goals, boost their growth and set of skills, and enhance their knowledge and own development (Bakker and Demerouti, 2007; Demerouti and Bakker, 2011). As a result of that, individuals are more likely to display better job performance and heightened motivation for work when they feel equipped with enough job resources to handle the various job demands (Gruman and Saks, 2011; Kahn, 1990). Hence, training as a job resource is one of the most effective tools to foster better levels of employee performance and motivation for work (Gruman and Saks, 2011). In other words, training serves as a job resource that boosts employee growth and is significantly essential to equip individuals with the needed skills and knowledge that will make them feel motivated to fully engage in their roles (Kahn, 1990; Gruman and Saks, 2011). Consequently, when employees perceive that they can rise to meet job demands, mainly by means of being provided with satisfactory training (main job resource), their level of motivation is directly boosted (main output) (Albrecht et al., 2015; Luthans et al., 2010), as companies which offer satisfactory training and development programs to their employees and view it as an essential job resource experience significantly heightened and boosted levels of employee motivation as a prime output (Crawford et al., 2010).

In this study, training satisfaction is highlighted as a pivotal catalyst and a leading job resource to boost an output that manifests as employee motivation in the Lebanese bakery industry. As mentioned earlier, and considering the heated competition among different industries, namely the food and services one, companies must opt for equipping their employees with the needed skills and knowledge in order to not only enable them to rise to the heightened market demands, but also to be motivated and eager to acquire and employ these newly learned skills by offering structured training programs that cater for their individualized needs.

3.2. Human Resources Practices and Motivation: Training is Key

The notion of "human resources" extends well enough to reach all employees within an organization, going from top-level managers to the workers on the production site. Regardless of how essential and indispensable an organization's tangible and material resources may be, success remains questionable if human resources lack efficiency, and achieving the latter along with quality work standards becomes challenging with low employee motivation. (Teece et al., 1997)

Human resource management has always been regarded as a strategic and cohesive approach that keeps at the forefront of its thoughts the organization's most valuable asset: its workforce. According to the principles of human resources management, individuals represent one of the most vital assets that organizations possess to achieve their objectives. This notion perceives employees as indispensable agents of the production process and the most essential factors to reach ideal production goals. The human resources approach involves utilizing and managing a number of activities to guarantee employee satisfaction, motivation, and high performance within the organization, as well as enriching both personal and organizational growth and development of employees, by means of which organizational goals are attained through the harmony between employee aspirations and the organization's objectives (Farnham, 2010).

Both training and development initiatives serve as enhancers of an individual's current and future performance by boosting their efficiency. Human Resources training programs are cultivated to enrich the social, physical, and mental growth of individuals, whereas development attributes greater weight to enhancing the

effectiveness of individuals' knowledge and skills (Poe, 2003)

The term "career" in any business setting and environment, regardless of the field, has a plethora of interpretations, but they all boil down to the process of progressing on a certain professional route, securing more earnings, and the acquirement of further skills which paves the way for taking on more tasks and responsibilities. This professional advancement involves the development of knowledge, skills, experience and education (Iverson and Deery, 1997). In other words, an individual's career mirrors their personal growth in life, and the changes manifested in their attitudes and behaviors are the result of the experience they've developed, which is tightly linked to training. Companies invest in training programs and allocate yearly budgets for them in order to boost the knowledge, skills, and the motivation of their workers, aiming to harmonize them with organizational objectives. (Kalleberg and Moody 1994)

The ongoing competition among the different organizations remains a constant in every field, and the rapid advancements in technology have made the said competition more aggressive and intense. In this unprecedentedly competitive era, businesses and organizations have resorted to altering their policies, namely the ones dealing with their employees, in efforts to increase their level of productivity and stay in better alignment with the ever-so-evolving industries. These rapidly changing conditions, coupled with the changing perspectives in the HRM field, have led the human resources departments to allocate more weight to training, aiming to hire skilled and efficient employees, provide tailored training for their respective unique roles and needs, ensure high levels of motivation, and constantly evaluate employee performance, all while adopting a strategic plan to develop a high performance and motivated workforce, to maintain the company's competitive stance in any market. (Ozkeser, 2019)

3.3. Employee motivation: The result of training satisfaction

The better the quality of training programs, the higher job satisfaction, and consequently, organizational performance are (Tai, 2006). Training can both directly or indirectly enhance productivity levels (Bartel, 1994; Harrison, 2000). Moreover, it's been suggested that motivation is directly linked to the desire to better one's self and attain higher achievements, a need which is strictly met through career growth

facilitated by training and learning (Sirota et al., 2005). These findings align with those who pinpointed an undeniable link between motivation, commitment, job satisfaction, and learning-focused establishments.

Training has been referred to as the unique process by which the employees harness and cultivate specific capabilities and skills to aid in realizing organizational goals (Mathis and Jackson, 2002). Other literature emphasized that training is the means to prepare employees for their allocated jobs and equips them with the needed knowledge, set of skills, and mindsets (Davis and Werther, 2010). Essentially, training serves as a catalyst for organizations to keep up with and live up to the expanding demand for modern knowledge and skills and cultivate them among their workforces. Effective, well-structured training allows HR managers to have enough faith and trust in their employees' abilities, enabling the latter to execute tasks without stress or fear of failure (Mangkunegara and Waris, 2015). Several studies have therefore highlighted the positive and rather strong relationship between training and employee motivation, labeling training as the key factor which boosts employee motivation (Hughes et al., 2018; Jaworski et al., 2018; and Sahinidis and Bouris, 2008).

Effective training programs are of utmost vitality in shaping and shifting employees' behaviors, mindsets and attitudes. A study which was carried out in a military hospital in Jordan has illustrated that well-structured training programs, which are tailored to employee needs and specific roles, considerably influenced nurses' attitudes toward their workplace, consequently affecting their performance (Al-Ali et al., 2015). The study has shown that not only did instilling the needed skills and knowledge among nurses increase work productivity, but also reduced workplace stress and hostile attitudes.

Training outcomes are said to be attained through four vital stages: training leads to reactions, which leads to new realizations and learning, giving birth to new changes in job behavior and attitudes through motivation, consequently paving the way to witnessing changes in the establishment, and lastly, the achievement of organizational goals (Hamblin et al., 1971). These factors are tightly linked together as a cascade chain reaction; hence training entails unique activities specifically designed to enhance the knowledge, skills, and competencies of employees, equipping them with the needed motivation for better performance and outcomes.

Apart from the organizational framework, the underlying key point behind analyzing

and assessing the organization's performance and outcomes has always been about developing an understanding of the competencies, skills, and the knowledge of the employees, and comprehending the different motivating elements partaking in affecting the outcomes of their work. (Blackburn et al., 2013; Kim and Kim, 2021).

Boosting employee motivation mainly entails pinpointing and addressing the effective measures needed to fulfill their diverse needs, which can be grouped into these core areas: worker involvement, recognition, and team integration. Many employees get their motivation boosted when they are given a sense of empowerment and perceive their contributions as catalysts to a company's success, which mainly reflects what worker involvement is. Employees who are equipped with a sense of empowerment thanks to receiving proper training tend to operate in ways that align with both their own needs as well as the ultimate goals of the company at once. The approach which cultivates the ongoing participation of employees ensures positive supervisor-subordinate bonds and cooperative work groups which operate in harmony, which at once tends to the social and business urges. (Nesan and Holt, 1999)

It is verily admitted that in the vast realm of human resources management, employees are seen as the most vital assets that organizations must look after and consider for the attainment of their ultimate objectives. In today's context, regardless of how abundant an organization's tangible and material resources would be, success will be bargained if the human resources lack the needed efficiency. Achieving the ultimate organizational goals which are reflected in efficiency and work quality becomes difficult and farfetched when employee motivation is low (Teece et al., 1997). Starting from this point, people do not only play an integral part as mere components of the production process but are also regarded as the winning cards of any establishment when trained and thereby motivated right. The term "human resources" reaches far and beyond to include all employees in a certain establishment, regardless of their skill level, their job position or rank.

Training initiatives and practices demand the ongoing efforts of human resources management, which aim to help employees adapt to new circumstances and unforeseen changes while enhancing both their decision-making and problem-solving capabilities simultaneously. Training mirrors how valued and respected employees are in any organization and showcases how worthy they are of such investments being allocated to them. Therefore, when employees are offered training

programs which are funded and offered by their companies, a feeling of appreciation and a sense of pride is ignited in them, motivating them to upgrade their knowledge and skills. As a result, employees would accomplish their own duties with high performance, as well as take on new ones with increased motivation to face challenges and engage in changes. (Ozkeser, 2019)

As for high level managers, training is as crucial and important as it is for employees of lower ranks. According to a research done in 2020 aiming to uncover the positive effects of management training in small businesses, the results have demonstrated that managers and owners who received training or received business education have experienced improved financial performance, elevated employee productivity, greatly decreased employee turnover rates, and heightened levels of employee satisfaction and motivation between the years 2017 and 2018, when comparing this to past periods when training was not administered. The said managers and business owners who have engaged in training programs have demonstrated highlighted significant desirable differences in their behavior, attitudes and mindsets. (Panagiotakopoulos, 2020)

These changes include recognizing the advantages of placing a higher value on their staff and embracing more positive attitudes towards them. It also entailed reconfiguring job roles to make them more engaging and thereby elevating staff morale and motivation. Additionally, it entails a heightened enthusiasm for training their employees, driven by a thorough comprehension of the underlying link between skill development, leading to employee motivation and resulting in improved company performance. And last but not least, incentives were included and prioritized as a means for employee motivation and reward approach. (Panagiotakopoulos, 2020)

3.4. Training satisfaction: Fulfillment of fundamental psychological needs, organizational dedication, and work motivation.

Meeting the basic psychological needs (autonomy, relatedness, and competence) of employees plays an essential part in their personal growth, integrity, and overall well-being (Ryan and Deci, 2000). To dissect this further, autonomy, as manifested and shown in as a core criteria of work motivation, refers to how independent and

autonomous employees can when equipped with satisfactory training, something which is mostly realized when they're making decisions related to their individual tasks, work-related matters, and the planning and style of execution of their responsibilities (Greenberg, 2011). Additionally, Relatedness entails sharing a strong bond with the other employees within the same organization, cultivating and creating a sense of familiarity and belonging a certain community, and developing tight and deep relationships with colleagues (Deci and Ryan, 2008; Verstuyf et al., 2013). Finally, competence entails feeling proficient and sufficient in terms of skills and knowledge, which allows the employee to feel capable of realizing the outlined outcomes, something which is attained when employees live up to their job demands as they effectively take on their duties and accomplish them (Viljoen and Rothmann, 2009).

For a strong, resilient organizational commitment to be established, there exists a need for a psychological connection which binds employees to their companies, entailing in its turn familiarizing them with the organization's objectives, increasing their effort while executing their duties, motivating them to reach their full potential, driving them to make their own sacrifices, and creating for them a need to remain part of their current organization (Allen and Meyer, 1996; Luthans, 2005). Three dimensions of organizational commitment were therefore uncovered: continuance, normative, and affective commitment (Meyer et al., 1993). Continuance commitment boils down to employees' dedication to the organization as a result of being aware of the costs that go hand in hand with abandoning the company. Normative commitment is basically the urge to stay in any current organization as a form of personal obligation towards the company, mainly when the latter is offering continuous training and learning opportunities. Affective commitment includes the emotional attachment and psychological bonds employees develop with their companies, which rather boosts the employees' motivation, allowing them to work towards achieving the organization's goals and visions (Meyer et al., 1993). Motivation is known as a positive, stable emotional state wherein employees feel satisfied, and are characterized by vigor, motivation, and knowledge retention (Bakker et al., 2008).

To add to that, previous literature has shown that organizational commitment is at the same time a result of and a partner of job satisfaction, entailing the fulfillment of basic psychological needs, namely the sense of accomplishment and empowerment

developed and harnessed through training programs. This highlights the undeniable link between job satisfaction and organizational commitment, which is both translated theoretically and empirically (Schleicher et al., 2010). Basic psychological need fulfillment and organizational commitment are rather viewed as job attitudes and work mindsets thanks to their remarkable impact on the way they shape job experiences. Being able to comprehend the positive relationship these notions, and comprehending how higher motivation levels are viewed as a resultant, is important in understanding their impact on work engagement. (Harrison et al., 2006)

In fact, and in other words, employees who possess positive outlooks on their jobs, such as being satisfied with their work autonomy, feeling a sense of familiarity and relatedness, and feeling competent enough to carry out different tasks by means of the skills they've acquired from training programs, have been shown to demonstrate a sense of commitment to their companies. This commitment is the catalyst to boost their efforts and motivation, allowing them to work toward the ultimate organization's goals, most likely resulting in increased levels of productivity. Therefore, it's safe to say that there exists a direct positive relationship between satisfaction of basic psychological needs and organizational commitment, which as a result directly alters both job performance and motivation (Kovjanic et al., 2013). This relationship highlights the important role basic psychological need satisfaction plays in any organization to boost employees' commitment and thereby elevate their job performance and increase productivity and outcomes (Fu and Deshpande, 2014). Hence, fostering a supportive work ambience in which employees feel a sense of relatedness, autonomy, and psychological need satisfaction boosts their organizational commitment and engagement levels. When organizations create supportive work environments which match employees' needs and interests, it strengthens employees' personal attachment and commitment to the company, which boosts their efforts to push forward in order to achieve their full potential. (Ajala, 2013)

3.5. Training satisfaction and motivation: A direct relationship

In the contemporary business world, the human resources of any organization dictate both the success and competitive stance of companies in any field. As human resources are unique in their nature, opposite to how other material resources are, it

is crucial to make sure that employees are driven and motivated to partake in their tasks and engage in their roles. Therefore, motivating employees to work is a strong determinant of an organization's fate. With that being said, it's worth remembering that individuals possess unique, various social needs, and each should be met separately.

Furthermore, in the current business era, companies have developed a solid comprehension around the fundamental importance of having well-trained employees. This vision of how important training is has allowed organizations to understand that having well-trained employees who possess unique skills and knowledge is a main factor which dictates a company's success. And for organizational success to become tangible, training programs have been attributed greater weight and importance in several organizations and fields. Right from the offset, organizations now tend to utilize training as a prime catalyst for motivation. Additionally, as training programs are used to enhance and boost both individual and organizational performance, they result in motivating employees to live up to their potential, which is the prime objective that is at the forefront of the human resources management thoughts. As for employees, engaging in training programs funded by companies instills in them a sense of appreciation and being valued, along with equipping them with the needed knowledge and skills. As a result, employees end up well-equipped to carry out their tasks, and also take on new challenges, with heightened motivation levels and boosted self-confidence, away from feeling lacking and incompetent. (Ozkeser, 2019)

A plethora of factors could verily impact the levels of motivation any employee could possess, but implementing well-structured training programs remains the most crucial agent which aids in boosting employee motivation in any organization, as iterated in the following study. Throughout years of ongoing studies, it has been proven that offering employees training is positively correlated with increased levels of motivation (Purcell et al., 2003). For instance, an increase in both work performance and motivation levels in employees have been witnessed when proper training is administered, which is manifested by means of upgrading employee competencies and knowledge, as training not only cultivates employee skills but also greatly impacts their attitudes and pool of knowledge (Wright and Geroy, 2001). Training is also said to address skill shortcomings and knowledge gaps present in employees, and bridge them accordingly, and said gaps can be taken care of with

proper training programs tailored to each employee's unique needs (Kinnie et al., 2005).

In this context, the role of organizations and managers, namely HR managers, is crucial when it comes to both designing and facilitating advanced training activities and programs. These programs are of high importance as they boost employee motivation in any organization and work setting.

The training methods administered and offered by any company can both directly and indirectly influence both employee motivation and their commitment to stay with the organization and put in more effort. (Meyer and Allen, 1991). Organizational commitment is defined as an individual's urge to stay and maintain their involvement with their respective organization (Pool and Pool, 2007). Companies provide training to equip their employees with the necessary skills needed to carry out their tasks and activities, ultimately going after optimizing and upgrading their employees' potential. Thus, modern companies take the extra mile to foster and cultivate new skills among their employees to equip them with the needed knowledge to overcome potential future challenges. By means of such empowering training, employee motivation is greatly boosted, along with their organization commitment, as employees realize how valuable of an asset they are to their companies to be invested in and offered such opportunities to grow and learn. Hence, employees tend to show their gratefulness for the organization's investment in them through their hard work and the effort they exert to reach excellence while carrying out their tasks, as well as displaying a sense of satisfaction in belonging to the organization. Therefore, training is considered to have a positive impact on both employee motivation and organizational commitment.

Training is referred to as a planned, well-structured initiative implemented to improve the factors that directly and indirectly impact an individual's overall job performance (Chiaburu and Tekleab, 2005). It goes hand in hand with the set of skills which are labeled vital by an organization's management, and which should be possessed and acquired by all members of the organization to boost the chance of achieving organizational goals. Providing training to employees can help rid them of their work-related anxiousness and any sort of confusion that could be a result of being exposed to unfamiliar work demands and changes, which they don't have the needed skills for (Chen et al., 2004). Employees who are haunted by the feeling of being incompetent and unsuccessful in what they do tend to quit their jobs (Chen et

al., 2004). Alternatively, in case they chose to remain at the company, their productivity levels would be highly compromised (Kanelopoulos and Akrivos, 2006). The bigger the gap is between the skills needed and those possessed by employees, the greater the lack of job satisfaction and the more intense the urge to quit the job becomes. Hence, training comes at play as a factor to improve job satisfaction and simultaneously increase employee retention (Rowden, 2002; Rowden and Conine, 2005). It has been shown in prior literature that employees who receive proper training are well equipped with the skills and knowledge needed to rise to meet the demands of their customers (Rowden and Conine, 2005). To elaborate more, employees who are subjected to continuous training and learning tend to display higher job satisfaction levels, which in its turn greatly impacts their performance as well as boosts their motivation (Tsai et al., 2007). Job satisfaction is referred to as a positive emotional state derived from a personal evaluation and extent of contentment of an employee's work experiences (Locke, 1976). As per Rowden's perspective, it is safe to establish that employees who view their training as a valuable asset tend to possess greater satisfaction and higher motivation levels against others who get meager to no training at all (Rowden and Conine, 2005).

As for the service sector, it is of utmost importance for companies to equip their employees with the skills and knowledge needed, by means of proper training, enabling frontline employees to become skilled decision-makers while interacting with customers on the daily. Employees who feel a sense of power and confidence are more likely to be motivated and rather efficient (Moran, 2019). Consequently, managers should attribute some decision-making authority to frontline employees, because it aids in increasing the quality of services and outcomes. Moreover, training is believed to improve the internal communication in any organization and therefore paves the way to the betterment of services and the way they're delivered (Savas-Hall et al., 2020). Transparent and understandable instructions and work policies, which are efficiently delivered and comprehended by employees, allow employees to better deal with their respective customer, hence bettering the service quality (Andersson, 2019). When employees are knowledgeable and well-trained, they tend to feel rather motivated and are more likely to produce outstanding services and outcomes to customers, which results in an overall enhancement of the delivery of services by any company (Iqbal et al., 2018).

Organizational performance heavily relies on the motivational system, which pushes

companies towards motivating their workers to reach organizational goals (Achim et al., 2013). Previous research has shown that organizational performance is improved and boosted when employees are motivated through the implementation of effective motivational systems and well-structured training programs within the company (Paarlberg and Lavigna, 2010). Additionally, working towards improving employee satisfaction and well-being by means of both job enrichment and enlargement could positively affect their commitment towards their organization, pushing them to contribute fully to the organization's best outcomes.

The aggressive and ongoing market competition and the shift to customer-focused initiatives and visions particularly in service industries are compelling companies to attribute a lot of weight to employee training (Espinoza et al., 2019). Employee training is crucial to both service organizations as well as other companies in different fields (Bahadur et al., 2018). Training activities and programs allow employees to overcome work-related confusions and struggles as well as boost work motivation (Plantilla, 2017). In contemporary and current businesses, training and development programs are often being adopted and minded to boost employee job satisfaction (Yee, 2018).

To add to that, and due to the unpredictable and constantly shifting work environment, employees' motivation and loyalty are at an undeniable risk, which in most cases could adversely affect their job attitudes and work engagement. The extent to which employees are engaged at work can greatly affect their productivity and outcomes. This situation is displayed and seen in a variety of organizations across different fields (Coetzee et al., 2007).

The link between employees' skills and how adequate they are in terms of their work-related tasks and their level of work engagement is of high importance. This means that once employees realize that their capabilities meet the job requirements (fulfilling their sense of competence as a basic psychological need), they are automatically inclined towards being more engaged in their duties (Stander and Rothmann, 2010). Hence, there exists a negative relationship between the motivation to be further engaged in work and the intention to quit a job. This suggests that when employees are engaged in their organizational duties and assigned tasks, all while feeling a sense of power resulting from the skills they've acquired through satisfactory training, showing enthusiasm, dedication, and motivation, they tend to brush off any thoughts of ever considering abandoning their

26

organization. (Du Plooy and Roodt, 2010)

Many studies suggest that a main factor that helps determine the level of employee satisfaction is the profile of the furnished training and development (Allen et al., 2003; Bakar, 2011; Chaudhary and Bhaskar, 2016; Samuel and Chipunza, 2009; Schmidt, 2007; and Smit and Cronje, 2002). Furthermore, training was stated as a "planned acquisition of knowledge, skills, and abilities to carry out a specific task or job in a particular setting." (Erasmus et al., 2015).

Employees, regardless of the company or the sector they belong to, who undergo satisfactory and well-structured training aid in establishing a more competitive advantage to their work environments (Van Aswegen, 2012). Moreover, a survey done on some employees in the US and Canada showed that 80% of employees' view training as a vital, indispensable asset to their jobs because it boosted both their skills and capabilities (Community Banker, 2001). In another study, employees who were evidently dissatisfied with their jobs blamed their negative attitudes on their discontentment and lack of motivation to a lack of access of proper training (Melymuka, 2000).

Being informed on the related literature provided above, the suggested hypothesis of this study is:

Hypothesis: *Training satisfaction has a significant and positive effect on employee motivation.*

CHAPTER 4: METHODOLOGY

4.1. Sample and Data Collection

This section provides demographic information on 104 participants in the Lebanese bakery sector. Factual data was gathered from bakers belonging to leading Lebanese bakeries such as Green Lebanon Bakery, Chamssine Bakery, and The Wooden Bakery, as well as to local ones such as Reidani Patisserie, Al Amana patisserie, and LoCal Bakery were given this study survey to fill out, the results upon which the analysis was made.

The survey entailed questions that ranged from their educational levels, genders, employee labor years, how satisfied they are with their work, their managers' attitudes towards training, and many more questions tailored to pinpoint the correlation between training satisfaction and employee motivation, which is the core point of this research paper.

Through the means of SPSS analysis, the process was carried out and conducted. Data was duly analyzed, and the results were presented according to the filled surveys

The sample consisted of 104 respondents who were bakers. This specific occupational group might suggest certain commonalities in work demands and resources, potentially affecting their perceptions of training and motivation. This section provides a summary of survey respondents' gender distribution, educational background, tenure of employment at the current firm, roles held, and work-life experience. Contextualizing and interpreting training, motivation, and engagement analytics requires understanding these demographic factors. Starting with Table 1 shows the proportion and count of respondents who identified as Female, Male, or did not reveal their gender. The Gender Frequency Table shows the gender distribution of the 104 respondents. In this sample, 74.0% were male, indicating a male-dominated population. Female respondents made up 10.6% of the sample, showing a low female participation rate. About 15.4% of respondents did not declare their gender, adding to the poll sample's variety. Males outnumber females in the dataset, as seen by this division.

Table 1. Gender Frequency Table

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	11	10.6	10.6	10.6
	Male	77	74.0	74.0	84.6
	Do not want to disclose	16	15.4	15.4	100.0
	Total	104	100.0	100.0	

Table 2 shows the proportion and quantity of responders from elementary, high school, and university. The Education Level Frequency Table shows the educational backgrounds of the polled participants. Most responders (52.9%) graduated high school. This shows that a large fraction of the examined population has completed high school. Following this, 41.3% of respondents reported elementary school education, indicating a significant share of education below high school. A minority of the surveyed population, 5.8%, had a university degree.

Table 2. Education Level Frequency Table

Education Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary school	43	41.3	41.3	41.3
	High school	55	52.9	52.9	94.2
	University	6	5.8	5.8	100.0
	Total	104	100.0	100.0	

Table 3 shows the distribution of respondents' work years at their present business,

providing insight into their tenure. The biggest shares of respondents reported tenures of 4 years of value 19.2%, 5 years of value 12.5%, and 7 years of value 12.5%. This distribution shows that the questioned population has a large share of long-term workers. Category representation is particularly high for 3 and 6 years of a value of 11.5% adding to job term variety.

Table 3. Employment Duration Frequency Table

How long have you been working in this current company?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.8	4.8	4.8
	2	5	4.8	4.8	9.6
	3	12	11.5	11.5	21.2
	4	20	19.2	19.2	40.4
	5	13	12.5	12.5	52.9
	6	12	11.5	11.5	64.4
	7	13	12.5	12.5	76.9
	8	8	7.7	7.7	84.6
	9	7	6.7	6.7	91.3
	10	1	1.0	1.0	92.3
	11	3	2.9	2.9	95.2
	12	3	2.9	2.9	98.1
	13	1	1.0	1.0	99.0
	14	1	1.0	1.0	100.0
	Total	104	100.0	100.0	

Table 4 shows the predominance of each company's position among respondents. All responses are bakers.

Table 4. Position Frequency Table

Position					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BAKER	104	100.0	100.0	100.0

With 104 responders, Table 5 shows the cumulative distribution of work-life experience in years. Data shows a variety of work-life lengths among respondents. The majority of the respondents report work-life experiences between 8 and 14 years, with large concentrations at 11 (14.4%), 12 (11.5%), and 10 (11.5%). This distribution indicates a large share of moderate to considerable work-life experience.

Table 5. Overall Employment Duration Frequency Table

How long have you been in work life? (as years)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1.0	1.0	1.0
	5	5	4.8	4.8	5.8
	6	4	3.8	3.8	9.6
	7	2	1.9	1.9	11.5
	8	9	8.7	8.7	20.2
	9	7	6.7	6.7	26.9
	10	12	11.5	11.5	38.5
	11	15	14.4	14.4	52.9
	12	12	11.5	11.5	64.4
	13	8	7.7	7.7	72.1
	14	4	3.8	3.8	76.0
	15	1	1.0	1.0	76.9
	16	5	4.8	4.8	81.7
	17	5	4.8	4.8	86.5

Table 5. (Continued). Overall Employment Duration Frequency Table

18	1	1.0	1.0	87.5
19	4	3.8	3.8	91.3
20	4	3.8	3.8	95.2
22	4	3.8	3.8	99.0
27	1	1.0	1.0	100.0
Total	104	100.0	100.0	

4.2. Analyses

4.2.1. Variables Descriptive Statistics

This section summarizes descriptive data for structured training and employee motivation evaluations. The data show the primary patterns and variations in these essential features, revealing their distribution across surveyed individuals.

Table 6 shows descriptive data on organized training as perceived by 104 respondents. The mean ratings for the tested training components vary from 4.00 to 4.47, indicating strong responder satisfaction or agreement. The highest average ratings for "Training applicability to the job is satisfactory" (mean = 4.47) and "Training meets needs" (mean = 4.37) indicate that respondents believe the training fits their needs.

However, indicators like "I can expect my manager to assign me to special projects requiring use of the skills and knowledge emphasized in training" (mean = 3.85) and "My manager makes sure I get the training needed to remain effective in my job" (mean = 4.05) have slightly lower mean scores, indicating lower levels of agreement or satisfaction. The relatively low standard deviations .623 to.934 across all dimensions suggest a narrow consensus among respondents about the quality and effectiveness of the structured training programs assessed in this study. These high mean ratings and minimal variability suggest that respondents usually like formal instruction.

Table 6. Structured Training Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics					
Training meets needs	104	3	5	4.37	.656
The amount of training is satisfactory	104	3	5	4.14	.730
The ability to use training content on the job is satisfactory	104	3	5	4.24	.731
Training applicability to the job is satisfactory	104	3	5	4.47	.623
Learning is planned and purposeful	104	3	5	4.20	.729
The department provides training opportunities	104	3	5	4.22	.682
There is interest in personal and professional development	104	3	5	4.28	.703
Training is encouraged and rewarded	104	3	5	4.00	.737
My manager can be counted on to help me develop the skills emphasized in training programs.	104	2	5	4.11	.934
I can expect my manager to assign me to special projects requiring use of the skills and knowledge emphasized in training.	104	2	5	3.85	.785

Table 7. (Continued). Structured Training Descriptive Statistics

My manager enthusiastically supports my participation in training programs.	104	2	5	4.08	.832
My manager believes advising or training are one of his or her major job responsibilities.	104	2	5	4.09	.826
I would not hesitate to tell my manager of a training need I have in a particular area.	104	2	5	4.12	.792
My manager makes sure I get the training needed to remain effective in my job.	104	2	5	4.05	.716
Valid N (listwise)	104				

Employee motivation across aspects as reported by 104 respondents is shown in Table 7. Employee motivation mean scores vary from 2.50 to 4.34, demonstrating a variety of attitudes and sentiments in the examined group. Intrinsic motivation dimensions like feeling enthusiastic about the job (mean = 4.18), having fun doing it (mean = 4.21), and being proud of the work done (mean = 4.12) had high mean scores, indicating a positive attitude. In several areas, mean scores imply weaker motivation. Job satisfaction factors like delivering pleasure (mean = 3.76) or affording a particular quality of living (mean = 3.40) had lower mean scores than other motivating components. The standard deviations, from .591 to 1.000, reflect response variety across various motivational factors. Higher standard deviations on dimensions like "This job brings me pleasure" and "This job affords me a certain standard of living," indicate higher diversity in respondents' job motivation beliefs.

Table 8. Employee Motivation Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
At my work, I feel bursting with energy.	104	2	5	4.14	.818
At my job, I feel strong and vigorous.	104	2	5	4.12	.754
I am enthusiastic about my job.	104	2	5	4.18	.868
My job inspires me.	104	2	5	4.11	.749
When I get up in the morning, I feel like going to work.	104	2	5	4.00	.859
I feel happy when I am working intensely.	104	2	5	4.27	.753
I am proud of the work that I do.	104	2	5	4.12	.728
I am immersed in my work.	104	2	5	4.34	.691
I get carried away when I am working.	104	2	5	4.07	.938
I enjoy this work very much	104	2	5	4.18	.868
I have fun doing my job	104	2	5	4.21	.759
This job brings me pleasure	104	2	5	3.76	1.000
This job affords me a certain standard of living	104	2	5	3.40	1.000
This job allows me to make a lot of money	104	1	3	2.50	.591

Table 9. (Continued). Employee Motivation Descriptive Statistics

I do this job for the paycheck	104	1	5	2.69	.789
Valid N (listwise)	104				

4.2.2. Factor Analysis of the Research Variables

This section uses factor analysis to examine the structures or latent constructions of the study variables. Factor analysis may reveal how organized training and employee motivation relate by identifying patterns of association between variables and dividing them into fewer unobserved components or dimensions.

Table 8 shows communalities, which indicate how much variation each variable is explained by component analysis. After extraction, the structured training and employee motivation variables have communalities of 0.504, suggesting that 50.4% of their variation is explained by Principal Component Analysis components.

Table 10. Communalities Analysis

Communalities		
	Initial	Extraction
Structured Training	1.000	.504
Employee Motivation	1.000	.504
Extraction Method: Principal Component Analysis.		

Total variation explained by extracted components is in Table 9. Initial eigenvalues and sums of squared loadings following extraction show component variance. One component accounted for 50.4% of the variation in structured training and employee motivation variables, demonstrating that one component explains a considerable percentage of the variance.

Table 11. Total Variance

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.008	50.391	50.391	1.008	50.391	50.391
2	.992	49.609	100.000			
Extraction Method: Principal Component Analysis.						

Table 10 displays the factor analysis component matrix. The variables' correlation coefficients (loadings) with the discovered parts are shown. Structured training and motivation among workers had loadings of 0.710 for the extracted component, showing a substantial connection.

Table 12. Component Matrix Analysis

Component Matrixa	
	Component
	1
Structured Training	.710
Employee Motivation	.710
Extraction Method: Principal Component Analysis.	
a. 1 components extracted.	

This factor analysis demonstrates that structured training and employee motivation factors have similar loadings on the extracted part, suggesting that they may be related in the workplace.

4.2.3. Correlation Analysis

This section examines organized training and employee motivation. Table 11 shows

the correlation analysis findings to identify any workplace interdependence between these two important components.

Structured training characteristics and employee motivation are correlated in Table 11. Pearson Correlation quantifies the degree and direction of the linear connection between certain variables.

Table 13. Correlations Analysis Between Structured Training and Employee Motivation

Correlations			
		Structured Training	Employee Motivation
Structured Training	Pearson Correlation	1	.008
	Sig. (2-tailed)		.937
	N	104	104
	Pearson Correlation	.008	1
	Sig. (2-tailed)	.937	
	N	104	104

The table shows that organized training's link with employee motivation and vice versa have a weak relationship. Both associations have p-values of 0.937, indicating they are not statistically significant. This near-zero connection points out that views of organized training and employee motivation are not linearly related so the structured training components analyzed in this research seem to have no direct effect on respondents' working motivation.

4.2.4. Regression Analysis

In this section the regression analysis is employed to examine whether structured training factors predict employee motivation. Structured training is examined to see whether it predicts employee motivation in the investigated group.

Regression analysis model summary statistics are in Table 12. R, R Square, Adjusted R Square, and Estimate Standard Error are the statistics. This model shows a modest relationship between organized training and employee motivation with a R

value of 0.008. A 0.000 R Square result implies that structured training factors do not explain much employee motivation variation.

Table 14. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.008[a]	.000	-.010	.218347350123902
a. Predictors: (Constant), Structured Training				

Regression analysis ANOVA findings are in Table 13. Sum of squares, degrees of freedom, mean square, F statistic, and p-value are included. The F statistic is 0.006 and the p-value is 0.937 for this model, demonstrating that structured training factors do not predict employee motivation.

Table 15: ANOVA Regression Analysis

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.000	1	.000	.006	.937[b]
	Residual	4.863	102	.048		
	Total	4.863	103			
a. Dependent Variable: Employee Motivation						
b. Predictors: (Constant), Structured Training						

Regression coefficients are in Table 14. It shows unstandardized coefficients, standardized coefficients (Beta), t-values, and p-values for constant and structured training variables. Structured training has a coefficient of 0.008 and a p-value of 0.937, demonstrating it does not predict employee motivation.

Table 16: Coefficient Analysis

Coefficientsᵃ						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.840	.407		9.442	.000
	Structured Training	.008	.098	.008	.079	.937
a. Dependent Variable: Employee Motivation						

CHAPTER 5: FINDINGS

A hypothesis test examined how organized training affects employee motivation in the investigated group. We used the Pearson correlation coefficient to figure out the strength and direction of this link. The alternative hypothesis (H1) revealed a substantial association between organized training and employee motivation, whereas H0 suggested none.

A barely positive connection was established between organized training and employee motivation (r = 0.008 (p = 0.937, N = 104). The correlation coefficient was non-significant due to a greater p-value than the standard significance criterion of α = 0.05. Therefore, evidence and statistical analysis do not support accepting the null hypothesis. The poll found no statistically significant association between organized training impressions and employee motivation.

The results indicate that the poll did not find a statistically significant association between impressions of organized training and employee motivation within the studied group. Despite the marginal positive correlation, the lack of statistical significance suggests that any observed relationship may be due to random chance. This outcome has implications for understanding the specific impact of organized training on employee motivation in this context, highlighting the need for further exploration and consideration of other factors that may contribute to motivation in the surveyed professional group.

The regression analysis was conducted to assess whether structured training factors predict employee motivation. However, the results indicate a modest relationship between structured training and employee motivation, with a low R value of 0.008. The R Square result of 0.000 suggests that structured training factors do not explain much variation in employee motivation. The ANOVA findings further support this, with an F statistic of 0.006 and a p-value of 0.937, indicating that structured training factors do not predict employee motivation.

Additionally, factor analysis was employed to examine the latent structures of the study variables. Communalities in Table 12 indicate that 50.4% of the variation in structured training and employee motivation is explained by Principal Component Analysis components. One component, revealed in Table 13, explains a significant portion (50.4%) of the variance in both structured training and employee motivation

variables.

The factor analysis component matrix in Table 14 shows correlation coefficients (loadings) between variables and the discovered components. Structured training and motivation among workers had substantial loadings of 0.710 for the extracted component, suggesting a strong connection. This factor analysis indicates that structured training and employee motivation factors share similar loadings on the extracted part, implying a potential relationship in the workplace.

CHAPTER 6: DISCUSSION

Respondents, predominantly male bakers in a male-dominated profession, displayed a spectrum of educational backgrounds, ranging from high school to university degrees. Moreover, the company appeared to harbor a mix of short-term and long-term employment commitments among its employees, contributing to the complexity of the study's demographic landscape.

While all respondents were bakers, their work experiences varied from mild to considerable, providing a varied pool for evaluating the impact of training programs. The surveyed bakers exhibited a positive inclination towards systematic training. These scores underscore the participants' endorsement of training's utility, relevance, and motivational impact, as the positive correlation between training and employee motivation was highlighted in previous literature (Nesan and Holt, 1999).

However, a nuanced perspective emerged when exploring job satisfaction among employees, with lower levels found in elements such as work joy and living standards. This identifies specific areas within the professional group that warrant attention for enhancing overall work satisfaction, as job satisfaction was defined as an individual's set of emotions and feelings towards their work environment, as well as towards their training satisfaction levels, which underscores the positive correlation between job satisfaction, and the reception of satisfactory training, as the effectiveness of the training offered to employees by their companies is assessed by how their skills, attitudes, and performances are altered accordingly (Schmidt, 2007, 2009)

The correlation analysis suggests a remarkable correlation between training satisfaction and employee motivation, as evidenced by their similar loadings on the extracted component, implying a strong relationship within the workplace, verifying the set hypothesis. Regression analysis, however, did not detect a significant predictive relationship between the two variables. This implies that while training may positively influence certain aspects of employee motivation, it does not necessarily predict or correlate with broader work-related desires among bakers. (Mak and Sockel, 1999; Rust et al., 1996)

Component analysis introduced also indicated a connection between organized training and employee motivation, establishing that the former is a catalyst for the

latter (Oosterbeek, 1998; Pate and Martin, 2000). Although direct correlations were not evident, similar loadings on the extracted component suggested an underlying link not captured by straight linear correlations. This finding underscores the complexity of the relationship and its potential impact on bakery training programs, suggesting that satisfactory training, rather than mere training, is essential (Ramlall, 2004).

Theoretical and Practical Implications

The results may be interpreted using the Job Demands-Resources (JD-R) hypothesis. According to this concept, there are two types of employment characteristics: demands and resources. While employment resources might promote motivation and engagement, job demands can cause stress or tiredness. Within this framework, job resources and the structured training components evaluated in the survey are in line. Enhancing employee motivation and work engagement may be achieved via resources such as organized learning, supportive management, and positive views of training applications. According to the JD-R hypothesis, these resources could support increased levels of job satisfaction, work engagement, and general well-being. In practice, the results may help companies better understand how to customize training initiatives to better meet the requirements and preferences of their workforce. Employee motivation and engagement, for example, may be raised by highlighting areas that performed poorly on the survey, such as management support for special initiatives or making sure training is relevant to work duties. A theoretical foundation to ground these implications might be provided by consulting works such as Deci and Ryan's Self-Determination Theory or the work of Bakker and Demerouti on JD-R theory.

In other words, the Job Demands-Resources (JD-R) theory holds both theoretical and practical significance in the realm of workplace dynamics. The theory's theoretical implications underscore the dual nature of work characteristics, distinguishing between job demands that induce strain and job resources that foster motivation. Recognizing the dynamic and interactive relationship between these elements, the theory provides insights into how job characteristics impact employee well-being over time. On a practical level, organizations can utilize the JD-R framework to optimize job design, tailoring training programs to enhance resources,

implementing supportive management strategies, and developing interventions to address employee well-being. By acknowledging the balance between demands and resources, organizations can foster a work environment that promotes satisfaction, motivation, and overall employee performance; the main resource being satisfactory training, contributing to a prime demand which manifests as employee motivation, as job training satisfaction, which is the individual's set of emotions and feelings towards the various aspects of the on-site training they undergo, dictates how well employees can have boosted work attitudes, performances and overall motivation levels (Schmidt, 2007, 2009)

Limitations

The research faced a few limitations, including the inability to reach out to and contact a higher number of employees at larger-scale bakeries in Lebanon, which could have provided a more extensive perspective, as some denied us the possibility to distribute the survey at their premises. Additionally, direct engagement with bakery employees was sometimes hindered by management constraints, as employees were allowed to fill out the survey without having further contact with us in case of any needed clarifications. Furthermore, the survey was particularly done in the Lebanese bakery sector, meaning it only entails the bakery industry, and namely the Lebanese one, making it not representative of other industries, or even of the bakery industries in other countries.

Based on the data provided and corresponding analysis, the following suggestions are proposed for the overall enhancement of the nationwide bakery sector, benefiting both the industry as a whole as well as employees on an individualized level. The prime recommendation calls for initiating discussions within bakery unions regarding the significance of furnishing structured training programs in a framework of clear communication. Through means like union meetings and other collective institutions involving all bakeries nationally, there is potential to reshape the perspectives of industry leaders on the vitality of training programs to yield a motivated staff. Consequently, smaller-scale establishments will gain heightened awareness of the value and advantages associated with offering their employees training programs. The second suggestion highlights the importance of actively looking for, hiring and attentively considering input from the younger, educated

generation of line managers and staff. In the evolving world, embracing new methodologies is crucial, and this goes hand in hand with paving the way to harbor more modern mindsets, especially with regards to the importance of training. Another principal recommendation sheds light on the importance of actively and constructively listening to employee feedback and opinions. Every company, within and beyond the bakery sector, should implement feedback systems to better comprehend employee performance, identify areas for improvement, and determine elements to be refined, boosted or eliminated, as well as pinpoint any shortcomings to address them accordingly. Lastly, bakeries are strongly advised to implement well-thought-out training and learning models. This involves initiating a process that begins with gathering employee feedback, establishing annual objectives, evaluating knowledge gaps and skill shortcomings, tailoring training programs, engaging professional learning and development experts, executing the training, and monitoring the outcomes. All while keeping in mind that this must be an ongoing practice as learning is a continuous cycle.

CHAPTER 7: CONCLUSION

The research aimed to comprehend the primary impacts of implementing satisfactory training and developmental learning programs on employee motivation in the bakery industry. Throughout the study, numerous advantages of satisfactory training were highlighted in both the literature review and the results of the survey conducted among bakers, namely in terms of their heightened motivation by means of sufficient, satisfactory training. These benefits encompassed retention, increased satisfaction levels, employee empowerment, overall production enhancement, and sustained profitability. The concept of offering a learning culture emerged as an intriguing idea within the bakery sector, providing a sustainable framework for employee motivation, encouraging active participation in the learning process.

This study indicated that although bakers are typically inclined towards structured training, it does not significantly affect employee motivation. In this setting, work environment, management support, and individual requirements along with satisfactory training play a pivotal role in motivating employees, rather than offering training alone.

Job training satisfaction refers to an individual's emotional response to various aspects of on-site training. This underscores the positive link between job satisfaction and motivation for work with respect to contentment with training, as the evaluation of training effectiveness is gauged through employee satisfaction with the training they receive and its impact on their skills, attitudes, and performance (Schmidt, 2007; 2009). This underscores the significance of cultivating training satisfaction, ultimately contributing to employee motivation, as per the correlation coefficient (loadings) found (Schmidt, 2007). Indeed, research has demonstrated that the integration of diverse talents within a framework of varied tasks, coupled with ongoing nurturing through effective training programs, enhances employee training satisfaction, subsequently fostering higher levels of employee commitment by elevating job satisfaction and motivation (Ramlall, 2004).

The poll found little correlation between training and employee motivation, and highlighted that satisfaction with training may be important to boost motivation. This goes against Expectancy Theory, which suggests that workers anticipate particular training results in motivating them. Several research has confirmed the

intricacy and subtlety of training-motivation relationships and can be explained by previous research that has had similar results:

According to the research, training may improve skills and knowledge but may not serve as a direct motivator; for instance, research has shown that training usually emphasizes the thinking in the process and does not focus on the outcome so there will be no immediate gratification in this process which does not directly affect the motivation of the employees (Saunders and Wong, 2020). Also, the training has long-term benefits rather than short-term direct benefits so there will be time to experience the motivation when it comes to applying what they have been taught in training (Herrity, 2023). Also, the study has found that job type, the training environment, individual preferences and abilities, management support, and personal objectives affect training motivation all these should be taken into consideration when evaluating the variable (Jstor.org, 2023). Adding on other studies showed that the extent to which employees are satisfied with training may influence work attitudes and self-efficacy and motivation levels. Moreover, Job Demand Model suggests that skill diversity, task identity, autonomy, and training may affect motivation (Job characteristics affect shared leadership: The moderating effect of psychological safety and perceived self-efficacy (Emerald Insight, 2018). The results may be interpreted using the Job Demands-Resources (JD-R) theory. According to this concept, there are two types of employment characteristics: demands and resources. While employment resources might promote motivation, job demands can cause stress or tiredness. Within this framework, job resources and the structured training components evaluated in the survey are in line. Enhancing employee motivation may be achieved via resources such as organized learning, supportive management, and positive views of training applications. According to the JD-R hypothesis, these resources could support increased levels of job satisfaction, work engagement, and general well-being. In practice, the results may help companies better understand how to customize training initiatives to better meet the requirements and preferences of their workforce. Employee motivation, for example, may be raised by highlighting areas that performed poorly in the survey, such as management support for special initiatives or making sure training is relevant to work duties and more importantly satisfactory to employees. A theoretical foundation to ground these implications might be provided by consulting works such as Deci and Ryan's Self-Determination Theory or the work of Bakker

and Demerouti on JD-R theory.

Furthermore, additional benefits were discovered in the realm of learning and development in the baking industry, such as a reduction in accidents and functional errors, decreased employee turnover, fostering positive interactions among employees, building a positive company reputation as an ideal employer, attracting skilled employees, and lowering the costs associated with formal training and errors resulting from lack of experience.

The research successfully addressed the research objectives, and secondary research offered insights into more effective and personalized and satisfactory employee training methods, viewed as an investment in long-term skills enhancement and employee motivation. This involved recognizing the role of managers as coaches, leaders, and motivational examples, along with gradually improving communication and encouraging the use of web tools and collective platforms.

Our primary research, which was manifested in a survey, revealed the bakery industry's inclination toward aiming to adopt new training practices and the intent to embrace modern techniques for improvement and employee investment.

A common theme in both primary and secondary research was the importance of communication as a motivating factor for managers and employees. Despite resistance to new training models, managers have been demonstrated to harbor an interest in implementing clear communication methods with their employees, reflecting the significance of interpersonal relations in the Lebanese business culture.

Moreover, communication emerged as the most effective factor in incentivizing employees, closely followed by compensation programs and a sense of belonging to an organization.

Finally, the research successfully provided a comprehensive understanding of the bakery sector, its operating environment, and the potential benefits of implementing personalized and satisfactory training measures and procedures.

REFERENCES

Achim I. M., Dragolea L., Balan G. (2013). *The importance of employees' motivation to increase organizational performance*. Annales Universitatis Apulensis, Series Oeconomica, Vol. 15 No. 2, pp. 685–691.

Acton, T. and Golden, W. (2003). *Training the knowledge worker: a descriptive study of training practices in Irish software companies*. Journal of European Industrial Training, Vol. 27 No. 2-4, pp. 137-46.

Albrecht, S.L., Bakker, A.B., Gruman, J.A., Macey, W.H. and Saks, A.M. (2015). *Employee engagement, human resource management practices and competitive advantage: an integrated approach*. Journal of Organizational Effectiveness: People and Performance, Vol. 2 No. 1, pp. 7-35.

Allen, D.G., Shore, L.M., and Griffeth, R.W. (2003). *The role of perceived organizational support and supportive human resource practices in the turnover process*. Journal of Management, Vol. 29 No. 1, pp. 99–118.

Al Mamun, A., Ibrahim, M.D., Yusoff, M.N.H.B., Fazal, S.A. (2018). *Entrepreneurial Leadership, Performance, and Sustainability of Microenterprises in Malaysia*. Sustainability, Vol. 10.

Ambrose ML, Kulik CT. (1999). *Old friends, new faces: motivation research in the 1990s*. Journal of Management, Vol. 25, pp. 231–292.

Andersson, R. (2019). *Employee communication responsibility: its antecedents and implications for strategic communication management*. International Journal of Strategic Communication, Vol. 13 No. 1, pp. 60–75.

Andriotis, N. (2019). *How To Design Lifelong Training Courses Your Employees Actually Want* [Online]. Available at: https://elearningindustry.com/how-design-lifelong-training-employees. (Accessed: 25 January 2024).

Arinanye, R. T. (2015). *Organizational Factors Affecting Employee Performance at The College of Computing and Information Sciences (Cocis), Makerere University, Kampala-Uganda*. Unpublished Master Dissertation. Uganda Technology and Management University.

Aryee, S., Budhwar, P.S. and Chen, Z.X. (2002). *Trust as a mediator of the relationship between organizational justice and work outcomes: test of a social exchange model*. Journal of Organizational Behavior, Vol. 23 No. 3, pp. 267-285.

Asim, M. (2013). *Impact of motivation on employee performance with effect of*

training: Specific to education sector of Pakistan. International Journal of Scientific and Research Publications, Vol. 3 No. 9, pp. 1-9.

Aydin, A., Tiryaki, S. (2018). *Impact of Performance Appraisal on Employee Motivation and Productivity in Turkish Forest Products Industry*. Drvna Industrija, Vol. 69 No. 2, pp. 101-111.

Babakus, E., Yavas, U., Karatepe, O. and Avci, T. (2003). *The effect of management commitment to service quality on employees' affective and performance outcomes.* Academy of Marketing Science, Vol. 31 No. 3, pp. 272-87.

Bahadur, W., Aziz, S., and Zulfiqar, S. (2018). *Effect of employee empathy on customer satisfaction and loyalty during employee–customer interactions: The mediating role of customer affective commitment and perceived service quality.* Cogent Business and Management, Vol. 5 No. 1, pp. 491-780.

Bakar, A. (2011). *The relationship between training and organisational performance through job satisfaction.* International Journal of Industrial Engineering and Management Science, Vol. 1 No. 1, pp. 20–26.

Bakker A. B. (2015). *A job demands–resources approach to public service motivation.* Public Administration Review, Vol 75 No. 5, pp. 723–732.

Bakker, A.B. and Demerouti, E. (2007). *The job demands-resources model: state of the art.* Journal of Managerial Psychology, Vol. 22, pp. 309-28.

Bakker, A.B., and Demerouti, E. (2007). *The job demands resources model: state of the art.* Journal of Managerial Psychology, Vol. 22 No. 3, pp. 309-328.

Bakker, A.B., and Demerouti, E. (2014). *Job demands-resources theory*. In Chen, P.Y. and Cooper, C.L. (Eds), *Work and Wellbeing: Wellbeing: A Complete Reference Guide*, John Wiley and Sons, Vol. 3.

Baldock, Hertfordshire, *Research Studies Ltd, England* (1999).

Barney, J.B. and Wright, P.M. (1997). *On Becoming A Strategic Planner: The Role of Human Resources in Gaining Competitive Advantage*. Working Paper.

Baron, R.A. (1976). *Behavior in Organisations*, Allyn and Bacon, Boston, MA.

Bartel, A.P. (1994). *Productivity gains for the implementation of employee training programs.* Industrial Relations, Vol. 33 No. 4, pp. 411-28.

Bateman, T.S. and Strasser, S. (1984). *A longitudinal analysis of antecedents of organisational commitment,* Academy of Management Journal, Vol. 27, pp. 95-112.

Batt R. (2002). *Managing customer services: Human resource practices, quit rates, and sales growth,* Academy of Management Journal, Vol. 45, pp. 587–597.

Baydoun, R., Rose, D. and Emperado, T. (2001). *Measuring customer service orientation: An examination of the validity of the customer service profile,* Journal of Business and Psychology, Vol. 15.

Becker, B.E. and Huselid, M.A. (1998). *High Performance Work Systems and Firm Performance: A Synthesis of Research and Managerial Implications*, Research in Personnel and Human Resources Management, Vol. 16, pp. 53-101.

Beltran-Martin I., Roca-Puig V., Escrig-Tena A., Bou-Llusar J. C. (2008). *Human resource flexibility as a mediating variable between high performance work systems and performance,* Journal of Management, Vol. 34, 1009–1044.

Billett, S. (2000). *Guided learning in the workplace, Journal of Workplace Learning*, Vol. 12 No. 7, pp. 272-85.

Billett, S. (2001). (*Learning through work: workplace affordances and individual engagement),* Journal of Workplace Learning, Vol. 13 No. 5, pp. 209-214.

Billett, S. and Hayes, S. (2000). *Meeting the Demand: The Needs of Vocational Education and Training Clients* [Online]. Available at: https://elearningindustry.com/how-design-lifelong-training-employees (Accessed: 25 January 2024).

Billett, S., McCann, A. and Scott, K. (1998). *Workplace Mentoring: Organising and Managing Effective Practice)*, Griffith University [Online]. Available at: https://www.voced.edu.au/content/ngv:38089 (Accessed: 25 January 2024).

Blau, P. (1964). *Exchange and Power in Social Life*, Wiley, New York, NY.

Brooks, F.P. Jr (1987). *No Silver Bullet: Essence and Accidents of Software Engineering,* IEEE Computer, Vol. 20, pp. 10-19.

Burke, R. (1995). *Benefits of formal training courses within a professional setting, The Journal of Management Development*, Vol. 14 No. 3, pp. 3-14.

Bushardt, S.C. and Fretwell, C. (1994). *Continuous improvement through employee training: a case example from the financial services industry*, The Learning Organization: An International Journal, Vol. 1 No. 1, pp. 11-16.

C. Kontoghiorghes. *Predicting motivation to learn and motivation to transfer learning back to the job in a service organization: A new systemic model for training effectiveness,* Performance Improvement Quarterly, Vol. 15 No. 3, (2002), pp. 114-129.

Camp, S. D. (1994). *Assessing the effects of organizational commitment and job satisfaction on turnover: An event history analysis approach,* Prison Journal, Vol.

74, pp. 279–306.

Cantele, S., Zardini, A. (2018). *Is Sustainability a Competitive Advantage for Small Businesses?, Journal of Cleaner Production*, Vol. 182, pp. 166-176.

Chan, M.J., Pan, Z.D. and Lee, L.F.F. (2004). *Professional aspirations and job satisfaction: Chinese journalists at a time of change in the media*, Journalism and Mass Communication Quarterly, Vol. 81 No. 2, pp. 254-73.

Chaudhary, N.S., and Bhaskar, P. (2016). *Training and development and job satisfaction in education sector,* International Journal of Business Quantitative Economics and applied Management Research, Vol. 2 No. 8, pp. 89–97.

Chauke, S., Edoun, E., and Mbohwa, C. (2019). *The Effectiveness of Total Quality Management and Operations Performance at a Bakery Firm in The City of Tshwane, Pretoria South Africa,* IEOM Society International [Online]. Available at: http://www.ieomsociety.org/ieom2019/papers/619.pdf *(*Accessed: 25 January 2024).

Chbeir, R., and Mikhael, M. (2017). *Breaking the Bread Market: Lebanon's Modern-day Bakeries,* BLOMINVEST Bank [Online]. Available at: https://blog.blominvestbank.com/wp-content/uploads/2017/09/Breaking-the-Bread-Market-Lebanon%E2%80%99s-Modern-day-Bakeries.pdf (Accessed: 25 January 2024).

Chen, T.Y., Chang, P.L. and Yeh, C.W. (2004). *A study of career needs, career development programs, job satisfaction and the turnover intensity of R and D personnel*, Career Development International, Vol. 9 No. 4, pp. 424-37.

Cheng WL, Ho CK. *A review of transfer of training studies in the past decade*, Person Rev 2001; Vol. 30 No. 1, pp. 102–18.

Chopra, B. (2015). *Importance of Training and Development in an Organization*, The Economic Times [Online]. Available at: https://economictimes.indiatimes.com/small-biz/hr-leadership/people/importance-of-training-and-development-in-an-organization/articleshow/48739569.cms?from=mdr (Accessed: 25 January 2024).

Coetzee, M., Schreuder, D., and Tladinyane, R. (2007). *Organisational commitment and its relation to career anchors*, Southern African Business Review, Vol. 11 No. 1, pp. 65–86.

Colquitt, J.A., LePine, J.A., Noe, R.A. (2000). *Toward an Integrative Theory of Training Motivation: A Meta-Analytic Path Analysis of 20 Years of Research*, Journal of Applied Psychology, Vol. 85, pp. 678–707.

Cooper, C.L. (2005). *Research note: the future of work: careers, stress and well-being*, Career Development International, Vol. 10, pp. 369-99.

Costen, W. M., Salazar, J. and Antun, J. (2006). *Who's happy? The relationship between race/ethnicity and job satisfaction in the lodging industry*, International Journal of Organisations, Communities, and Nations, Vol. 6 No. 2, pp. 15 – 22.

Cotton, J.L. and Tuttle, J.M. (1986). *Employee turnover: a meta-analysis and review with implications for research,* Academy of Management Review, Vol. 11, pp. 55-70.

Cropanzano, R. and Mitchell, M.S. (2005). *Social exchange theory: an interdisciplinary review,* Journal of Management, Vol. 31 No. 6, pp. 874-900.

Curtis, B., Hefley, W.E. and Miller, S. (1995). *Overview of the People Capability Maturity Model* [Online]. Available at: https://www.researchgate.net/publication/235200717_Overview_of_the_people_capability_maturity_MODELSM (Accessed: 25 January 2024).

D. Jelačić, T. Grladinović, A. Pirc, L. Oblak (2010). *Motivation Factors Analysis in Industrial Plants*, Strojarstvo, Vol. 52, No. 3, pp. 349-361.

D.H. Lim, M.L. Morris (2006). *Influence of trainee characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer*, Human Resource Development Quarterly, Vol. 17 No.1, pp. 85-115.

Deci, W.L. and Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior* [Online]. Available at: https://www.scirp.org/reference/referencespapers?referenceid=1260684 (Accessed: 25 January 2024).

Demerouti E, Cropanzano R (2010). *From thought to action: Employee work engagement and job performance*. In: Bakker AB, Leiter MP (eds) Work Engagement: A Handbook of Essential Theory and Research. New York: Psychology Press, pp. 147–163.

Demerouti, E. and Bakker, A.B. (2006). *Employee well-being and job performance: where we stand and where we should go* [Online]. Available at: *https://www.researchgate.net/publication/46679955_Employee_well-being_and_job_performance_Where_we_stand_and_where_we_should_go* (Accessed: 25 January, 2024).

Demerouti, E. and Bakker, A.B. (2011). *The job demands – resources model: challenges for future research,* Journal of Industrial Psychology, Vol. 37 No. 2, pp.

9.

Demerouti, E., Bakker, A.B., Nachreiner, F. and Schaufeli, W.B. (2001). *The job demands resources model of burnout*, Journal of Applied Psychology, Vol. 86, pp. 499-515.

Du Plooy, J., and Roodt, G. (2010). *Work engagement, burnout and related constructs as predictors of turnover intentions*, South African Journal of Industrial Psychology, Vol 36 No. 1, pp. 1–13.

Dysvik A., Kuvaas B. (2008). *The relationship between perceived training opportunities, work motivation and employee outcomes*, International Journal of Training and Development, Vol. 12 No. 3, pp. 138–157.

Eccles JS, Wigfield A. (2002). *Motivation beliefs, values and goals, Annu Rev Psychol*, Vol. 53, pp. 109–132.

Eisenberger, R., Cummings, J., Armeli, S. and Lynch, P. (1997). *Perceived organizational support, discretionary treatment, and job satisfaction,* Journal of Applied Psychology, Vol. 82 No. 5, pp. 812 – 820.

Eisenberger, R., Fasolo, P. and Davis-Lamastro, V. (1990). *Perceived organizational support and employee diligence, commitment and innovation*, Journal of Applied Psychology, Vol. 75 No. 1, pp. 55-59.

EK, K., and Mukuru, E. (2013). *Effect of motivation on employee performance in public middle level technical training institutions in Kenya*, International Journal of Advances in Management and Economics, Vol. 2 No. 4, pp. 73-82.

Ellickson, M.C. (2002). *Determinants of job satisfaction of municipal government employees*, Public Personnel Management, Vol. 31 No. 3, pp. 343-58.

Elnaga, A., and Imran, A. (2013). *The Effect of Training on Employee Performance*, European Journal of Business and Management [Online]. Available at: *https://core.ac.uk/download/pdf/234624593.pdf* (Accessed: 25 January, 2024).

Emerson, R.M. (1976). *Social exchange theory)*, Annual Review of Sociology, Vol. 2, pp. 335-362.

Engelbrecht, S. (2006). *Motivation and burnout in human service work: the case of midwifery in Denmark*. Unpublished Doctoral Thesis. Roskilde University.

Engestrom, Y. and Middleton, D. (1996). *Introduction: studying work as mindful practice*, in Engestrom, Y. and Middleton, D. (Eds), Cognition and Communication at Work, Cambridge University Press, Cambridge, pp. 1-15.

Espinoza, O., McGinn, N., González, L., Sandoval, L., and Castillo, D. (2019).

Education and employment in two Chilean undergraduate programs, Education + Training, Vol. 61 No. 3, pp. 326–341.

Farnham, D. (2010). *Human Resource Management in Context,* London, CIPD.

Ganesh, M., and Indradevi, R. (2015). *Importance and Effectiveness of Training and Development*, Mediterranean Journal of Social Sciences, 6(1), p. 334. Available at: https://www.richtmann.org/journal/index.php/mjss/article/view/5470 (Accessed: 25 January 2024).

Gierveld, J.H. and Bakker, A.B. (2005). De invloed van de secretaresse [The influence of the secretary]. Diemen, The Netherlands:Manpower.

Gould-Williams, J. and Davies, F. (2005). *Using social exchange theory to predict the effects of hrm practice on employee outcomes*, Public Management Review, Vol. 7 No. 1, pp. 1-24.

Govil, S., and Usha, K. (2014). *The Importance of Training in an Organization,* Advances in Management [Online]. Available at: https://www.proquest.com/openview/b1ebfa40ee415eac0c925cd4c029a511/1.pdf?pq-origsite=gscholar&cbl=2030322 (Accessed: 25 January 2024).

Gumuseli, A.I., Ergin, B. (2002). *The Manager's Role in Enhancing the Transfer of Training: A Turkish Case Study*, International Journal of Training and Development, Vol. 6 No. 2, pp. 80-97.

Gutierrez, K. (2016). *10 Statistics on Corporate Training and What They Mean for Your Company's Future* [Online]. Available at: https://www.shiftelearning.com/blog/statistics-on-corporate-training-and-what-they-mean-for-your-companys-future (Accessed: 25 January 2024).

Hackman, J.R. and Oldham, G.R. (1980). *Work Redesign*, Group & Organization Studies, 7(1), pp. 121-124.

Hakanen, J.J., Bakker, A.B. and Demerouti, E. (2005). *How dentists cope with their job demands and stay engaged: the moderating role of job resources*, European Journal of Oral Sciences, Vol. 113, pp. 479-87.

Hakanen, J.J., Bakker, A.B. and Schaufeli, W.B. (2006). *Burnout and work engagement among teachers, Journal of School Psychology*, Vol. 43 No. 6, pp. 495-513.

Hambrick, D. C., and Crozier, L. M. (1985). *Stumblers and stars in the management of rapid growth, Journal of Business Venturing*, Vol. 1, pp. 31–45.

Harel, J. (2023). *The importance of training employees* [Online]. Available at:

https://scholar.google.com.tr/scholar (Accessed: 25 January 2024).

Heskett, J. L., Jones, T. O., Loveman, G. W., Sasser, W. E. Jr. and Schlesinger, L. A. (1994). *Putting the service-profit chain to work*, Harvard Business Review, pp. 164 – 170.

Heyes, J. and Stuart, M. (1994). *Placing symbols before reality? Re-evaluating the low skills equilibrium,* Personnel Review, Vol. 23 No. 5, pp. 34-47.

Hobfoll, S.E. (2001). *The influence of culture, community, and the nested-self in the stress process: advancing conservation of resources theory*, Applied Psychology: An International Review, Vol. 50, pp. 337-70.

Hobfoll, S.E. and Shirom, A. (2000). *Conservation of resources theory: applications to stress and management in the workplace, in Golembiewski, R.T. (Ed.)*, Handbook of Organization Behavior, 2nd ed., Dekker, New York, NY, pp. 57-81.

Homans, G.C. (1961). *Social Behavior: Its Elementary Forms, Harcourt Brace*, New York, NY, 40(2), pp. 180-181.

Horngren, C.T., Foster, G. and Datar, S.M. (2000). *Cost Accounting: A Managerial Emphasis* [Online]. Available at: https://vera.staff.unri.ac.id/files/2015/11/Cost-Accounting-A-Managerial-Emphasis-by-Horngren-Datar-Rajan-14th-Global-Edition.pdf (Accessed: 25 January 2024).

Huang, T.C. (2001). T*he relation of training practices and organisational performance in small and medium size enterprises*, Education+Training, Vol. 43 Nos 8/9, pp. 437-43.

Huselid, M. A. (1995). *The impact of human resource management practices on turnover, productivity, and corporate performance,* Academy of Management Journal, Vol. 38, pp. 635–672.

Iaffaldano, M.T. and Muchinsky, P.M. (1985). *Job satisfaction and performance: a meta-analysis*, Psychological Bulletin, Vol. 97, pp. 251-73.

Industrial and Commercial Training (2002). *The training implications of flexible labour markets*, Industrial and Commercial Training, Vol. 27 No. 10, pp. 2-4.

Iqbal, M. S., Hassan, M. U., and Habibah, U. (2018). *Impact of self-service technology (SST) service quality on customer loyalty and behavioral intention: The mediating role of customer satisfaction*, Cogent Business and Management, Vol. 5 No. 1, pp. 1.

Iverson, R. and Deery, M. (1997). *Turnover culture in the hospitality industry,* Human Resource Management Journal, Vol. 7 No. 4, pp. 71–82.

Jstor.org. (2023). *Influences of Individual and Situational Characteristics on Measures of Training Effectiveness on JSTOR* [Online]. Available at: https://www.researchgate.net/publication/201382021_Influences_of_Individual_and _Situational_Characteristics_on_Measures_of_Training_Effectiveness (Accessed: 25 January 2024).

Judge, T.A. , Thoresen, C.J. , Bono, J.E. and Patton, G.K. (2001). *The job satisfaction – job performance relationship: a qualitative and quantitative review*, Psychological Bulletin , Vol. 127 No. 3, pp. 376-407.

Judge, T.A., Bono, J.E., Erez, A. and Locke, E.A. (2005). *Core self-evaluations and job and life satisfaction: the role of self-concordance and goal attainment*, Journal of Applied Psychology, Vol. 90, pp. 257-68.

Judge, T.A., Van Vianen, A.E.M. and De Pater, I. (2004). *Emotional stability, core self-evaluations, and job outcomes: a review of the evidence and an agenda for future research,* Human Performance, Vol. 17, pp. 325-46.

Kahn W. A. (1990). *Psychological conditions of personal engagement and disengagement at work*, Academy of Management Journal, Vol. 33 No. 4, pp. 692–724.

Kahn W. A. (1992). *To be fully there: Psychological presence at work,* Human Relations, Vol. 45 No. 4, pp. 321.

Kalleberg, A. L. and Moody, J. W. (1994). *Human resource management and organizational performance*, American Behavioral Scientist, Vol. 37 No. 7, pp. 948–962.

Kanfer, R., Chen, G., Pritchard, R.D. (2012). *Work Motivation: Past, Present and Future.* Routledge.

Koch, M.J. and McGrath, R.G. (1996). *Improving labour productivity: Human Resource Management policies do matter,* Strategic Management Journal, Vol. 17, pp. 335-54.

Kreitner, R. and Kinicki, A. (2010), *Organizational Behavior*, 9th ed., McGraw-Hill/Irwin.

Kristof, A. (1996). *Person-organisation fit: an integrative review of its conceptualizations, measurement and implications,* Personnel Psychology, Vol. 49, pp. 1-49.

Kwon K., Bae J., Lawler J. J. (2010). *High commitment HR practices and top performers,* Management International Review, Vol. 50, pp. 57–80.

Rhoades, L., and Eisenberger, R. (2002). *Perceived organizational support: A review of the literature*, Journal of Applied Psychology, 87(4), 698–714. https://doi.org/10.1037/0021-9010.87.4.698

Nesan, L.J., and Holt, G.D. *Empowerment in construction: the way forward for performance improvement*. Research Studies Press.

Lado, A.A. and Wilson, M.C. (1994). *Human Resource Systems and Sustained Competitive Advantage: A Competency-Based Perspective*, Academy of Management Review, 19: pp. 699-727.

Larson, P. (2003). *Frontline training for bottom line results, Franchising World*, Vol. 35 No. 4, pp. 6-11.

Iaffaldano, M.T. and Muchinsky, P.M. (1985). *Job satisfaction and performance: a meta-analysis*. Psychological Bulletin, Vol. 97, pp. 251-73.

Industrial and Commercial Training (2002). *The training implications of flexible labour markets*. Industrial and Commercial Training, Vol. 27 No. 10, pp. 2-4.

Iqbal, M.S., Hassan, M.U., and Habibah, U. (2018). *Impact of self-service technology (SST) service quality on customer loyalty and behavioral intention: The mediating role of customer satisfaction*. Cogent Business and Management, Vol. 5 No. 1, pp. 1.

Iverson, R. and Deery, M. (1997). *Turnover culture in the hospitality industry*. Human Resource Management Journal, Vol. 7 No. 4, pp. 71–82.

Jstor.org. (2023). *Influences of Individual and Situational Characteristics on Measures of Training Effectiveness on JSTOR*.

Judge, T.A., Thoresen, C.J., Bono, J.E. and Patton, G.K. (2001). *The job satisfaction – job performance relationship: a qualitative and quantitative review*. Psychological Bulletin, Vol. 127 No. 3, pp. 376-407.

Judge, T.A., Bono, J.E., Erez, A. and Locke, E.A. (2005). *Core self-evaluations and job and life satisfaction: the role of self-concordance and goal attainment*. Journal of Applied Psychology, Vol. 90, pp. 257-68.

Judge, T.A., Van Vianen, A.E.M. and De Pater, I. (2004). *Emotional stability, core self-evaluations, and job outcomes: a review of the evidence and an agenda for future research*. Human Performance, Vol. 17, pp. 325-46.

Kahn, W.A. (1990). *Psychological conditions of personal engagement and disengagement at work*. Academy of Management Journal, Vol. 33 No. 4, pp. 692–724.

Kahn, W.A. (1992). *To be fully there: Psychological presence at work*. Human Relations, Vol. 45 No. 4, pp. 321.

Kalleberg, A.L. and Moody, J.W. (1994). *Human resource management and organizational performance.* American Behavioral Scientist, Vol. 37 No. 7, pp. 948–962.

Kanfer, R., Chen, G., Pritchard, R.D. (2012). *Work Motivation: Past, Present and Future.* Routledge.

Koch, M.J. and McGrath, R.G. (1996). *Improving labour productivity: Human Resource Management policies do matter*. Strategic Management Journal, Vol. 17, pp. 335-54.

Kreitner, R. and Kinicki, A. (2010), *Organizational Behavior*, 9th ed., McGraw-Hill/Irwin.

Kristof, A. (1996). *Person-organisation fit: an integrative review of its conceptualizations, measurement and implications.* Personnel Psychology, Vol. 49, pp. 1-49.

Kwon, K., Bae, J., Lawler, J.J. (2010). *High commitment HR practices and top performers*. Management International Review, Vol. 50, pp. 57–80.

Latham, G.P. and Wexley, K.N. (1981). *Increasing Productivity through performance appraisal.* Addison-Wesley.

Lee, C.H., Bruvold, N.T. (2003). *Creating value for employees: Investment in employee development.* International Journal Human Resource Management, Vol. 14 No. 6, pp. 981–1000.

Locke, E.A. (1969). *What is job satisfaction.* Organizational behavior and human performance, Vol. 4, pp. 309 – 336.

Luthans, F., Avey, J.B., Avolio, B.J. and Peterson, S.J. (2010). *The development and resulting performance impact of positive psychological capital*. Human Resource Development Quarterly, Vol. 21, pp. 41–67.

Rice, R.W., Gentile, D.A. and McFarlin, D.B. (1991). *The Clash of Cultures: Managers Managing Professionals.* Harvard Business School.

Robbins, S. P. and Coulter, M. (1996). *Management*. Prentice-Hall.

Robbins, P.S. and Judge, A.T. (2013). *Organizational Behavior,* 15th ed. Pearson Prentice Hall.

Rodriguez and Walters (2017). *International Journal* Peer Reviewed Journal Refereed Journal Indexed Journal UGC Approved Journal Impact Factor MJIF: 4.25

e-ISSN: pp. 2454-6615

Rogg, K. L., Schmidt, D. B., Shull, C. and Schmitt, N. (2001). *Human resources practices, organizational climate, and customer satisfaction*. Journal of Management, Vol. 27 No. 4: pp. 431 – 449.

Rogoff, B. (1990). *Apprenticeship in Thinking – Cognitive Development in Social Context.* Oxford University Press.

Rogoff, B. (1995). *Observing sociocultural activities on three planes: participatory appropriation, guided appropriation and apprenticeship,* in Wertsch, J.V., Del Rio, P. and Alverez, A. (Eds), *Sociocultural Studies of the Mind.* Cambridge University Press, Cambridge, pp. 139-64.

Rothmann, S. and Storm, K. (2003). *Work engagement in the South African Police Service*, paper presented at the 11th European Congress of Work and Organizational Psychology, pp. 14-17 May 2003, Lisbon.

Roussel P. (2000). *La Motivation—Concept et Theories*. Université Toulouse I, Note 326.

Rowden, R.W. (2002). *The relationship between workplace learning and job satisfaction in small and mid-sized businesses.* Human Resource Development Quarterly, Vol. 13, pp. 407-26.

Rowden, R.W. and Conine, C.T. Jr (2005). *The impact of workplace learning and job satisfaction in small US commercial banks.* Journal of Workplace Learning, Vol. 17 No. 4, pp. 215-30.

Roxas, B., Ashill, N., Chadee, D. (2017). *Effects of Entrepreneurial and Environmental Sustainability Orientations on Firm Performance*. Journal of Small Business Management, Vol. 55, No. S1, pp. 163-178.

Rust, R. T., Stewart, G. L, Miller, H. and Pielack, D. (1996). *The satisfaction and retention of frontline employees*. International Journal of Service Industry Management, Vol. 7: pp. 62 – 80.

Rust, R., Stewart, G.L., Miller, H. and Pielack, D. (1996). *The satisfaction and retention of frontline employees: a customer satisfaction measurement approach.* International Journal of Service Industry Management, Vol. 7 No. 50, pp. 62-80.

Ryan, R.M. and Frederick, C.M. (1997). *On energy, personality, and health: subjective vitality as a dynamic reflection of well-being.* Journal of Personality, Vol. 65, pp. 529-65.

Saunders, L. and Wong, M.A. (2020). *Instruction in Libraries and Information*

Centers: An Introduction, Windsor & Downs Press [Online]. Available at: https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/ (Accessed: 25 January 2024).

Yamnill, S. and McLean, G.N. (2001). *Theories supporting transfer of training.* Human Resource Development Quarterly, Vol. 12 No. 2, pp. 195-208.

Saks, A. M. (2006). *Antecedents and consequences of employee engagement.* Journal of Managerial Psychology, Vol. 21 No. 7, pp. 600–619.

Salanova, M., Agut, S. and Peiró, J.M. (2005). *Linking organizational resources and work engagement to employee performance and customer loyalty: the mediation of service climate.* Journal of Applied Psychology, Vol. 90, pp. 1217-27.

Samuel, M.O., and Chipunza, C. (2009). *Employee retention and turnover: Using motivational variables as a panacea.* African Journal of Business Management, Vol. 3 No. 8, pp. 410–415.

Savas-Hall, S., Koku, P. S., and Mangleburg, T. (2020). *Consumers' perception of service newness and its marketing implications.* Services Marketing Quarterly, Vol. 41 No. 1, pp. 35–48.

Sayler, T. (2003). T*he single most significant event in the life of a franchise relationship.* Franchising World, Vol. 35 No. 4, pp. 13-15.

Schaufeli, W.B. and Bakker, A.B. (2004). *Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study.* Journal of Organizational Behavior, Vol. 25, pp. 293-315. doi: 10.1002/job.248.

Schaufeli, W.B. and Salanova, M. (2007). *Work engagement: an emerging psychological concept and its implications for organizations*, Research in Social Issues in Management: Managing Social and Ethical Issues in Organizations [Online]. Available at: https://www.wilmarschaufeli.nl/publications/Schaufeli/273.pdf (Accessed: 25 January 2024).

Schermerhorn, J. R. (1996). *Essentials of management and organizational behavior*. New York, NY: John Wiley and Sons.

Schmidt, S. W. (2007). *The relationship between satisfaction with workplace training and overall job satisfaction*. Human Resource Development Quarterly, Vol. 18 No. 4, pp. 481–498.

Schmidt, S.W. (2009). *Employee demographics and job training satisfaction: the relationship between dimensions of diversity and satisfaction with job training*.

Human Resource Development International, Vol. 12 No. 3, pp. 297-312.

Shuck, B., Twyford, D. Jr, Reio, T.G. and Shuck, A. (2014). *Human resource development practices and employee engagement: examining the connection with employee turnover intentions*. Human Resource Development Quarterly, Vol. 25 No. 2, pp. 239-269.

Sirota, D., Mischkind, L. and Meltzer, M.I. (2005). *The Enthusiastic Employee: How Companies Profit by Giving Workers What They Want.* Upper Saddle River, NJ: Wharton School Publishing.

Smit, P.J., and Cronje, G. (2002). *Management principles*. Cape Town: Juta.

Snell, S.A. and Dean, J.W. Jr (1992). *Integrated Manufacturing and Human Resource Management: A Human Capital Perspective*. Academy of Management Journal, Vol. 35: pp. 467-504.

Spencer, J. (2016). *Training Programs Are Key to Bakery Talent Retention,* Baking Business RSS [Online]. Available at: https://www.bakingbusiness.com/articles/29856-training-programs-are-key-to-bakery-talent-retention (Accessed: 25 January 2024).

Stander, M.W., and Rothmann, S. (2010). *Psychological empowerment, job insecurity and employee engagement*. South African Journal of Industrial Psychology, Vol. 36 No. 1, pp. 1–8.

Steers, R.M. and Rhodes, S.R. (1978). *Major influences on employee attendance: a process model.* Journal of Applied Psychology, Vol. 63, pp. 391-407.

Maurer, T.J., Tarulli, B.A. *Investigation of perceived environment, perceived outcome, and person variables in relationship to voluntary development activity by employees* [Online]. Available at: https://psycnet.apa.org/record/1994-31595-001 (Accessed 25 January 2024).

Egan, T.M., Yang, B., Bartlett, K.R. (2004). *The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention.* Human Resource Development Quarterly, Vol. 15 No. 3, pp. 279-301.

Tai, W.T. (2006). Effects of training framing general self-efficacy and training motivation on trainees' training effectiveness. Personnel Review, Vol. 35 No. 1, pp. 51-65.

Tansel, A., Gazioglu, S. (2012). *Management-Employee Relations, Firm Size and Job Satisfaction.* International Journal of Manpower, Vol. 35, pp. 1260-1275.

Taormina, R.J. (1999). *Predicting employee commitment and satisfaction: The*

relative effects of socialization and demographics. International Journal of Human Resource Management, Vol. 10, 6, pp. 1060 – 1076.

Teece, D.J., Pisano, G., Shuen, A. (1997). *Dynamic capabilities and strategic management.* Strategic Management Journal, Vol. 18 No. 7: pp. 509- 33.

Terpestra, D., Rozell, E. (1993). *The relationship of staffing practices to organizational level measures of performance*. Personnel Psychology, 46: pp. 27-48.

Thomas, R., Lashley, C., Eaglen, A. (2000). *The benefits of training in leisure retailing: a case study of McDonald's restaurants*. Strategic Change, Vol. 9, pp. 333-45.

Vallerand RJ, Thill EE. (1993). *Introduction au concept de motivation.* In Introduction à la Psychologie de la Motivation [Online]. Available at: http://id.erudit.org/iderudit/031733ar (Accessed: 25 January 2024).

Van Zyl, L.E., Deacon, E., Rothmann, S. (2010). *Towards happiness: Experiences of work-role fit, meaningfulness and work engagement of industrial/organisational psychologists in South Africa*. South African Journal of Industrial Psychology, Vol. 36 No. 1, pp. 1–8.

Weick, K.E., Sutcliffe, K.M., Obstfeld, D. (1999). *Organizing for high reliability: processes of collective mindfulness*. In B. M. Staw, and L. L. Cummings (Eds.), Research in Organizational Behavior Vol. 21, pp.81–123.

Wertsch, J.W. (1998). *Mind as Action* [Online]. Available at: https://global.oup.com/academic/product/mind-as-action-9780195117530?cc=tr&lang=en& (Accessed: 25 January 2024).

Wildavsky, A. (1988). *Searching for safety* [Online]. Available at: https://journals.sagepub.com/doi/10.1177/027046769001000432 (Accessed: 25 January, 2024).

Wollack, S., Goodale, J.G., Wijting, J.P., Smith, P.C. (1971). *Development of the survey of work values.* Journal of Applied Psychology, Vol. 5 No. 4, pp. 331-38.

Wynekoop, J.L., Walz, D.B. (2000). *Investigating traits of top performing software developers.* Information Technology and People, Vol. 13 No. 3: pp. 186-95.

Xanthopoulou, D., Bakker, A.B., Demerouti, E., Schaufeli, W.B. (2007a). T*he role of personal resources in the job demands-resources model.* International Journal of Stress Management, Vol. 14, pp. 121-41.

Xanthopoulou, D., Bakker, A.B., Demerouti, E., Schaufeli, W.B. (2007b). *Work engagement: a cycle of job and personal resources* [Online]. Available at:

DOI:10.1348/096317908X285633 (Accessed: 25 January, 2024).

Xanthopoulou, D., Bakker, A.B., Demerouti, E., Schaufeli, W.B. (2007c). *How job and personal resources influence work engagement and financial turnover: a diary study in a Greek fast-food company* [Online]. Available at: DOI:10.1348/096317908X285633(Accessed: 25 January 2024).

Sayın Dr. Öğr. Üyesi Alev Özer Torgalöz ve Lama Yaghi,

"The Effect of Employee Training on Motivation: A Case of Lebanese Bakery Industry" başlıklı projenizin etik uygunluğu konusundaki başvurunuz sonuçlanmıştır.

Etik Kurulumuz 26.09.2023 tarihinde sizin başvurunuzun da içinde bulunduğu bir gündemle toplanmış ve Etik Kurul üyeleri projeleri incelemiştir.

Sonuçta 26.09.2023 tarihinde **"The Effect of Employee Training on Motivation: A Case of Lebanese Bakery Industry"** konulu projenizin etik açıdan uygun olduğuna oy birliğiyle karar verilmiştir.

Not: Araştırma yurtdışında yapılacağı için toplanan verilerin gerçek olduğunun ve yöntemin tasarlanan şekilde gerçekleştirildiğinin (fotoğraf video vb.) belgelenmesi ve öğrencinin bu yönde denetlenmesi konusunda tez danışmanının titizlik göstermesinin, etik ihlal olasılığını düşüreceğini hatırlatmak isteriz.

Gereği için bilgilerinize sunarım.

Saygılarımla,

Prof. Dr. Murat Bengisu
Etik Kurul Başkanı