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The Impact of Training on Career Satisfaction

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Abstract— *The aim of the current study is to investigate the impact of training on career satisfaction among employees in the Sulaymaniyah General Directorate of Health. The study is a Quantitative study, survey based on questionnaire. A survey involving 256 employees was conducted to gather data, and the analysis revealed a positive significant of training on career satisfaction effect of one variable (Training) on another (career satisfaction). The findings suggest that training plays a significant role in enhancing career satisfaction among employees in the health sector. This study contributes to the existing literature by highlighting the importance of training programs in improving employee job satisfaction and overall performance in healthcare organizations. As a recommendation we recommend that Organizations should design training programs that tailored to the specific needs of the organization and the individual employees considering the current skills gaps and future requirements of the workforce.*

Keywords— **Training , Career Satisfaction , Employee , Sulaymaniyah General Directorate Of Health, Kurdistan Region Of Iraq.**

I. INTRODUCTION

Careers represent a series of job positions that an individual holds over their professional life, contributing to their sense of identity and fulfillment. Career satisfaction, therefore, becomes a crucial aspect of an individual's life, prompting them to strive for fulfillment in their professional endeavors. It is a psychological state influenced by the extent to which an individual's career meets their expectations and fulfills their needs.

Career satisfaction is often seen as a personal evaluation of one's career accomplishments throughout their life. It encompasses various elements, including personal growth, financial stability, job advancement, and the acquisition of new skills. Achieving career satisfaction is a multifaceted process influenced by numerous factors, one of which is the individual's own attributes and attitudes towards career development.

Individuals are responsible for actively engaging in their career development and fostering a strong commitment to achieving career satisfaction. Those with a high level of career commitment are more likely to invest significant effort in pursuing their career goals and enhancing their job satisfaction. This commitment is often driven by the desire to achieve personal fulfillment and professional success.

Career satisfaction is often considered a reflection of an individual's career goals, encompassing their

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experiences and job positions. It is also associated with various factors such as income, job advancement opportunities, goal achievement, and the acquisition of new skills. These elements collectively contribute to an individual's assessment of their career success and satisfaction.

Research on career satisfaction often examines it from different perspectives. Some studies focus on the intrinsic aspects of career satisfaction, such as personal fulfillment and self-development, while others emphasize external factors like income and job advancement. Additionally, career success is often considered an important component of career satisfaction, reflecting an individual's ability to achieve their career goals and aspirations.

1.1 Problem Statement

Despite the existence of several impact of training and career satisfaction -related studies conducted at the at the different organization such as (Universities, Hotel, Manufactures) sector (al-mazary et all ; 2015 ,yimam, 2022 ; mcclelland , 2002) (ismail et all , 2021 ; elnaga and imran, 2013 ; joo and j.ready ,2012 ; Anwar and Shukur , 2012). Little is known about the association between impact of training career satisfaction in public sector (wangsapraja and gatary, 2019 ; kumary ,2011 ; inayat and khan, 2021). However, it is necessary to assess the employees responses to impact of training and career satisfaction in public sector(Abbas & Shah, 2018; and Islam et al., 2021).

1.2 Research Objectives

To clarify the concepts of training and career satisfaction.

To identify the level of training among employees in (Sulaymaniyah general directorate of health.

To identify the level of career satisfaction.

To determine the correlation between training and career satisfaction.

To determine the effect of training on career satisfaction.

1.3 Research Framework

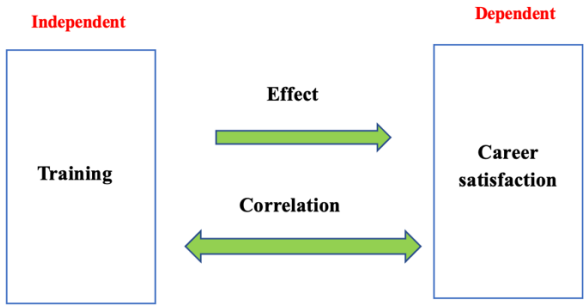

Figure (1). The Model Training of Career Satisfaction

1.4 Research Hypotheses

The following are hypotheses that have been proposed.

H1: There is a significant positive correlation between training and career satisfaction .

H2: training has a significant positive effect on career satisfaction

II. LITERATURE REVIEW

Training is often considered a key factor in enhancing career satisfaction, as it provides employees with the necessary skills, knowledge, and resources to succeed in their roles and progress in their careers .Career satisfaction is a fundamental aspect of employees' well-being and is closely linked to their motivation, engagement, and performance in the workplace. This literature review examines the existing research on the impact of training on career satisfaction, highlighting key findings, trends, and implications for organizations.

2. 1. Training and Skill Development

One of the primary ways in which training influences career satisfaction is through skill development. Training programs are designed to enhance employees' skills and competencies, which can improve their job performance and overall satisfaction with their careers (Faeq et al.,

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2022). For example, a study by Jiang, et al. (2019) found that employees who participated in training programs reported a significant improvement in their skills, leading to higher levels of career satisfaction.

Similarly, Gazioglu and Tansel (2006) observed that employees who received training felt more confident in their abilities and were more satisfied with their careers as a result. This suggests that training can play a crucial role in enhancing employees' sense of competence and mastery in their roles, which can contribute to higher levels of career satisfaction.

2.2. Career Advancement Opportunities

Training programs can also provide employees with opportunities for career advancement, which can have a positive impact on their career satisfaction. Baron, Franklin, and Hmieleski (2016) found that employees who perceived that training programs helped them advance in their careers reported higher levels of job satisfaction. This highlights the importance of training in providing employees with the skills and knowledge needed to progress in their careers and achieve their professional goals (Faeq et al., 2021).

2.3. Job Performance and Recognition

Training programs can also impact employees' job performance, which can in turn influence their career satisfaction. Baldwin and Ford (1988) found that employees who received training performed better in their roles, leading to higher levels of career satisfaction. This suggests that training can contribute to employees' sense of accomplishment and recognition in their careers, which are important factors in job satisfaction.

2.4. Organizational Commitment

Training programs can also foster a sense of loyalty and commitment to the organization, which can impact career satisfaction (Faeq and Ismael, 2022). Arthur, et al. (2003) observed that employees who perceived that their organization invested in their development were more committed to their careers and more satisfied with their jobs. This highlights the importance of training in building a positive organizational culture that values employee development and well-being.

2.5. Implications for Organizations

The findings from the literature suggest that training plays a crucial role in shaping employees' career satisfaction by enhancing their skills, providing opportunities for career advancement, improving job performance, and fostering organizational commitment (Faeq et al., 2021). Organizations that invest in effective training programs are likely to benefit from higher levels of employee satisfaction, retention, and performance.

In conclusion, the literature indicates that training has a significant impact on career satisfaction. By enhancing employees' skills, providing opportunities for career advancement, improving job performance, and fostering organizational commitment, training programs can contribute to higher levels of career satisfaction among employees (Faeq et al., 2022). Organizations that recognize the importance of training in enhancing employee satisfaction and well-being are likely to create a more engaged, motivated, and productive workforce.

III. Research Methods

The quantitative research study aims to investigate the impact of training on career satisfaction among employees of the Sulaymanyah General Directorate of Health. The study will involve surveying 256 employees, using a questionnaire comprising 4 demographic questions, 6 training-related questions adopted from a Training (Boshoff and Allen, 2000), and 5 career satisfaction questions adopted from Karatepe, O. M., & Karadas, G. (2015) . The survey instrument will be distributed to all employees, ensuring confidentiality and anonymity of responses. Data analysis will involve thematic analysis to identify patterns and themes in the responses, as well as an examination of demographic data to understand the

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characteristics of the sample. Ethical considerations include obtaining informed consent, ensuring confidentiality, and adhering to ethical guidelines. The study's limitations include its focus on a specific population and the reliance on self-reported data. The findings will provide insights into the effectiveness of training programs and career development in the organization, with implications for future research and practice.

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IV. Findings and Data Analysis

4.1 Data Preparation and Data Screening:

After the data collection phase, researchers shift their focus to data analysis. If the project has been well planned and executed, the analysis planning carried out using the results of the pilot test. However, the final data cannot be immediately analyzed upon collection. To prepare the data for analysis, several processes are required, including data entry, data cleansing, and data editing. The aforementioned procedures play a crucial role in generating analysis-ready data. It is imperative to adhere to these procedures during data preparation, as inaccurate data may result in improper analysis and conclusions, posing a risk to the research's objectives and potentially compelling the researcher to make suboptimal decisions.

According to Graham (2009), data preparation involves the collection, combination, organization, and arrangement of data, making it suitable for analysis by statistical tools such as SPSS. A key goal of data preparation is to guarantee the accuracy and consistency of the primary data intended for processing and analysis, ensuring the validity of results and analytical applications. In this study, 256 employees participated. To prepare the survey responses for statistical analysis, they underwent cleaning, coding, and input into an Excel matrix.

4.2 Identifying Missing Data and Outliers.

In various domains within the natural and social sciences, the occurrence of missing values and outliers is a common phenomenon during the data-gathering phase of observational or experimental studies, as noted by Graham (2009). Missing values can arise from factors such as data loss, participant dropouts, and nonresponses. Their presence leads to a smaller sample size than anticipated, ultimately posing a threat to the validity of the study's findings. Drawing conclusions about a population based on such a diminished sample can result in skewed results, undermining the overall validity of the data, as highlighted by Allison (2003).

The SPSS v24 application employs through the frequency distribution method used to identify potential data lost by examining whether certain data values are missing. In this particular analysis, no missing items identified, indicating that the dataset is complete. The absence of missing data

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facilitates the seamless execution of the remaining tests for the researchers.

4.3 Reliability Analysis test:

A reliability analysis conducted for all study variables using the Cronbach-Alpha method, renowned for its effectiveness in assessing the reliability of descriptive phrases. The aim was to gauge the questionnaire's reliability amidst changing conditions and over time for the respondents. Internal reliability, as described by Rahlin et al. (2019), reflects the extent to which the selected items cohere when measuring the construct. Reliability analysis involves scrutinizing the measuring items of each construct to ascertain their freedom from errors (Sekaran and Bougie, 2016). Meeting the requirement of at least 0.70 is essential for Cronbach's Alpha (Rahlin et al., 2019; Hair et al., 2019; Kerlinger and Lee, 2000; Sekaran and Bougie, 2016). In this study, data analyzed using the SPSS program (Version 24), and the results presented in the table below:

Table (3). Reliability Statistics

	Cronbach's Alpha	N of Items
All Questions	.879	11
Training	.893	6
areer Satisfaction	878	5

Source: SPSS Software Output

The Cronbach's Alpha for the eleven questions calculated, the value of Reliability Statistics through Cronbach's Alpha is (.879), indicating good reliability standards. Besides, The Cronbach's Alpha for the Training questions and Career Satisfaction calculated, the values of Reliability Statistics through Cronbach's Alpha are (.893), (.878) respectively indicating good reliability standards. As a result, the findings indicate that reliability measures for the study questions have been higher than the necessary value of 0.70.

4.4 Exploratory Factor Analysis (EFA)

The Exploratory Factor Analysis (EFA) process calculates factor loadings for each question, indicating their effectiveness in measuring the construct and elucidating the dimensionality of the questions. As suggested by Hair et al. (2019), a factor loading value of at least 0.50 is considered acceptable. EFA is typically conducted as a preliminary step before proceeding to subsequent analyses, such as Confirmatory Factor Analysis (CFA). In the realm of social science research, EFA stands out as one of the most frequently employed statistical techniques. Research indicates that the results of the EFA system are more accurate when there is a sufficient number of measurable variables representing each common component, whether they are endogenous or exogenous constructs in the study (Hair et al., 2019).

To ensure the validity and reliability of the collected data, Exploratory Factor Analysis (EFA) conducted through Principal Component Analysis (PCA). Factor analysis employed for a more in-depth analysis of the data. The indication for proceeding with factor analysis was based on the KMO (Kaiser-Meyer-Olkin) statistic's values surpassing the recommended threshold of 0.5 and attaining significant levels of probability for Bartlett's test ($p < 0.001$) (Williams et al., 2012).

Table (4) Exploratory Factor Analysis (EFA) Results

		Extraction
Training	X1	.846
	X2	.918
	X3	.858
	X4	.828
	X5	.795
	X6	.782
Career Satisfaction	Y1	.700
	Y2	.741
	Y3	.789
	Y4	.787

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	Y5	.727
Extraction Method: Principal Component Analysis.		

Source: SPSS Software Output

4.5 Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy/Bartlett's Test of Sphericity

The KMO index, which ranges between zero and one, with 0.50 considered adequate for factor analysis (Williams et al., 2012). To proceed with factor analysis, Bartlett's Test of Sphericity needed to be significant ($p < 0.05$) (Williams et al., 2012). The data fit of the study variables for factorial analysis presented in Table (5). The results indicate that the data fit index reached (0.805), surpassing the standard value of 0.50, with support from the Bartlett test. The calculated chi-square value of (2202.119) exceeds the tabular chi-square value of (67.505) at the degree of freedom (df=55). Additionally, the significant value of this test (0.000), being less than the study's default significance level of 0.05, confirms the appropriateness of the study questions' data for the factorial analysis in the current study.

Table (5). KMO and Bartlett's Test results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.805
Bartlett's Test of Sphericity	Approx. Chi-Square	2202.119
	Df	55
	Sig.	.000

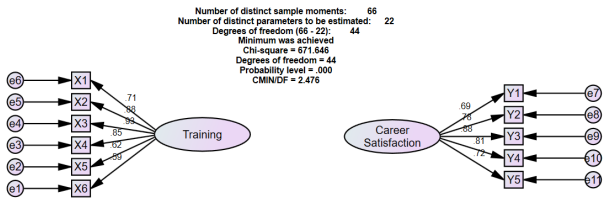
Source: SPSS Software Output

4.6 Confirmatory Factor Analysis (CFA) Test

In this study, the validation of factor loading and measurements conducted through Confirmatory Factor Analysis (CFA). Unlike Exploratory Factor Analysis (EFA), CFA involves researchers assessing a given theory or model with predetermined expectations and assumptions based on prior theory regarding the number of factors and the best-fitting factor theories or models. CFA is a form of structural equation modelling that allows researchers to determine the extent to which the indicators and measurements in the study model are determined by its implementation. A reliable measuring model, established through CFA, aids researchers in accurately interpreting their findings (Williams et al., 2012).

Confirmatory Factor Analysis (CFA) specifically employed to validate the measurement of the construct, while the Exploratory Factor Analysis (EFA) approach used to explore and assess the utility of the items measuring the construct. Both techniques, EFA and CFA, carried out using data from the field study.

The initial step in assessing how well the measurement model fits the data involves evaluating the fit of the complete model. Following the guidance of Hair et al. (2019), various indices, including degrees of freedom, chi-square value, absolute fit index, and incremental fit index, provide essential information to assess the model against the original data. This study adhered to the recommendations of Hair et al. (2019) and utilized the primary indices listed below: degrees of freedom, Normed chi-square (χ^2/df), Chi-square (χ^2) values, parameter estimates exceeding 40% considered practical and acceptable (Byrne, 2016).



Source: SPSS Software Output

Figure (2) Confirmatory Factor Analysis (CFA) Test

The results depicted in the figure above illustrate that each estimate of the standard parameters for the questions related to study variables has surpassed 0.40, represented by the percentages on the arrows connecting the variables with their respective questions.

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Table (6). Standardized Regression Weights

			Estimate
X6	<---	Training	.587
X5	<---	Training	.621
X4	<---	Training	.846
X3	<---	Training	.930
X2	<---	Training	.877
X1	<---	Training	.712
Y1	<---	Career Satisfaction	.694
Y2	<---	Career Satisfaction	.778
Y3	<---	Career Satisfaction	.878
Y4	<---	Career Satisfaction	.805
Y5	<---	Career Satisfaction	.715

Source: SPSS Software Output

Furthermore, each estimate is deemed significant, as they all exceed 2.56 at a significance level of 0.01, as indicated by the critical ratio (CR) values shown in the table below (7). This collective evidence underscores the viability and reliability of the study.

Table (7) Regression Weights

			Estimate	S.E.	C.R.	P
X	<---	Training	1.000			
X	<---	Training	1.212	.147	8.24	.000
X	<---	Training	1.671	.165	10.1	.000
X	<---	Training	1.741	.163	10.6	.000
X	<---	Training	1.573	.152	10.3	.000
X	<---	Training	1.478	.163	9.08	.000
Y	<---	Career Satisf.	1.000			
Y	<---	Career Satisf.	.998	.088	11.2	.000
Y	<---	Career Satisf.	1.041	.084	12.4	.000
Y	<---	Career Satisf.	.977	.084	11.6	.000
Y	<---	Career Satisf.	.876	.084	10.4	.000

Source: SPSS Software Output

A good fit is indicated by the Chi-square calculated value which is (671.646) at Degrees of freedom (44) which is greater than its tabular value of (55.758) at Probability level = .000. Besides, according to (Hair et al, 2019) the ratio of the degrees of freedom to the CMIN values must be less than (5). This model's CMIN/DF value was (2.476), this result considers acceptable value. In conclusion, the measurement model fits the data quite well according to all absolute fit indices.

4.7 Internal Consistency of the Study Variables

The questionnaire's validity was assessed and ensured by relying on the internal consistency of the questions that conveyed the study variables. The correlation values provide evidence of the accuracy in depicting the questions under discussion. The internal consistency analysis conducted through the SPSS program yielded the following results.

4.7.1. Internal Consistency of Training Questions:

Table (8) shows the values of the correlation coefficients between the questions of Training Questions. The results indicate that there are significant correlations between the questions at the level (0.01) and this indicates the existence of internal consistency between the questions of Training Questions.

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Table (8). Internal Consistency of Training Questions

		X1	X2	X3	X4	X5	X6
X1	Pearson Correlation	1	.811**	.665**	.476**	.232**	.262**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	256	256	256	256	256	256
X2	Pearson Correlation	.811**	1	.830**	.680**	.422**	.450**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	256	256	256	256	256	256
X3	Pearson Correlation	.665**	.830**	1	.794**	.553**	.488**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	256	256	256	256	256	256
X4	Pearson Correlation	.476**	.680**	.794**	1	.740**	.674**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	256	256	256	256	256	256
X5	Pearson Correlation	.232**	.422**	.553**	.740**	1	.708**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	256	256	256	256	256	256
X6	Pearson Correlation	.262**	.450**	.488**	.674**	.708**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	256	256	256	256	256	256
**. Correlation is significant at the 0.01 level (2-tailed).							

Source: SPSS Software Output

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4.7.2. Internal Consistency of Career Satisfaction

Table (9) shows the values of the correlation coefficients between the questions of Career Satisfaction. The results indicate that there are significant correlations between the questions at the level (0.01) and this indicates the existence of internal consistency between the questions of Career Satisfaction.

Table (9) Internal Consistency of Career Satisfaction questions

		Y1	Y2	Y3	Y4	Y5
Y1	Pearson Correlation	1	.788**	.604**	.445**	.354**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	256	256	256	256	256
Y2	Pearson Correlation	.788**	1	.679**	.550**	.460**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	256	256	256	256	256
Y3	Pearson Correlation	.604**	.679**	1	.718**	.620**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	256	256	256	256	256
Y4	Pearson Correlation	.445**	.550**	.718**	1	.754**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	256	256	256	256	256
Y5	Pearson Correlation	.354**	.460**	.620**	.754**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	256	256	256	256	256
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: SPSS Software Output

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4.8 Data Normality Distribution Test

The assessment of the degree to which the sample data distribution aligns with a normal distribution was conducted by scrutinizing the data for normality, as indicated by Hair et al. (2019). While not always imperative for data analysis, Tabachnick and Fidell (2007) argue that variables are typically better suited if they exhibit a regular distribution. Various statistical and graphical techniques are employed to test the normal distribution of the data. Initially, statistical values of skewness and kurtosis were utilized to gauge the normalcy of the distribution. Unlike kurtosis, which assesses how peaked or flat a distribution is compared to a normal distribution, skewness measures the symmetry of a distribution (Bai & Ng, 2005). Elevated skewness or kurtosis in the distribution of data indicates non-normality, which can influence estimates to some extent (Hall & Wang, 2005). A distribution considered normal when both skewness and kurtosis values are equal to zero. As per Tabachnick and Fidell (2007), skewness and kurtosis values between -2 and +2 suggest a substantially normal distribution.
Blanca et al. (2013) classify skewness values between 2.00 and 3.00, and kurtosis values between 7.00 and 21.00, as moderately non-normal. Skewness values exceeding 3.00 and kurtosis values surpassing 21.00 considered extremely non-normal. However, Blanca et al. (2013) emphasize that there is no formal cut-off point indicating when variables are no longer considered normal. Based on the information above, the results presented in table (10) indicate that the data exhibits a normal distribution, as both skewness and kurtosis values fall within the acceptable range.

Table (10). Assessment of Normality

Variable	Min	Max	Skew	C.R.	Kurtosis	C.R.
Y5	1.000	5.000	-.326	-2.131	-.130	-.424
Y4	1.000	5.000	-.304	-1.989	-.055	-.178
Y3	1.000	5.000	-.292	-1.906	.072	.234
Y2	1.000	5.000	-.085	-.556	-.680	-2.221
Y1	1.000	5.000	.044	.288	-1.001	-3.270
X1	1.000	5.000	1.643	10.734	1.261	4.120
X2	1.000	5.000	1.447	9.451	1.322	4.318
X3	1.000	5.000	.748	4.885	-.354	-1.157
X4	1.000	5.000	.528	3.446	-.875	-2.859
X5	1.000	5.000	.578	3.776	-.533	-1.740
X6	1.000	5.000	.187	1.224	-.729	-2.380
Multivariate					79.679	37.692

Source: SPSS Software Output

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4.9 Common Method Bias (CMB)

Common Method Bias (CMB) is defined as a "systematic error variance shared among variables measured with and introduced as a function of the same method and/or source" (Richardson et al., 2009: 763). This systematic error variance, known as common method bias, has the potential to distort the estimated connections between measures. The common method considered a confounding variable that systematically influences both substantive variables when there is bias in the estimated relationship between the two variables. Consequently, the observed relationship between the significant substantive variables may be either inflated or deflated.

The Common Method Bias (CMB) test conducted using the Harman Single-Factor method. There are no specific guidelines on the exact percentage of variation explained by this factor that would conclusively establish the presence of common method bias. However, a common heuristic sets the threshold at 50% (MacKenzie and Podsakoff, 2012). In this study, the recorded result for Common Method Bias (CMB) was 40.887%, which considered an acceptable value.

4.10 Description of the demographic information of the study sample:

The results recorded in table (11) provide a summary of the demographic data for the study sample, and described in the following sentences:

4.10.1 Gender

Table (11) shows that the majority of the sample are males, whose percentage was equal to (51.2%) of the total sample, with a frequency of (131) individuals, while the percentage of females was equal to (48.8%) of the sample, with a frequency of (125) individuals.

Tale (11) Distribution of Respondents - Gender Wise

	Frequency	Percent
Male	131	51.2
Female	125	48.8
Total	256	100.0

Source: SPSS Software Output

4.10.2 Age

It is clear from the results of Table (12) that the age group (36 – 49 years) constituted the majority of the sample, which came at a rate of (43.4%) of the sample size. Then, the age group (28 – 35 years) ranked second, with a rate of (28.9%) of the sample, and the age group (above 50 years) came in the third place, with a rate equal to (20.7%) of the sample. As for the last rank, the age group was (23-27 years), with a rate of (7.0%) of the sample size.

Table (12) Distribution of Respondents - Age Wise

	Frequency	Percent
23-27 years	18	7.0
28 – 35 years	74	28.9
36 – 49 years	111	43.4
Above 50 years	53	20.7
Total	256	100.0

Source: SPSS Software Output

4.10.3 Education Level

The majority of the sample are holders of a Bachelor's degree, and their percentage was (42.6%) of the sample size, while the rest are distributed in different proportions, as the percentage for the academic qualification category (some college credit, no degree) amounted to (32.4%) of the sample size. Then the (Master's degree) category, with a rate of (16.4%) of the total size of the study sample, followed by No schooling completed, with a rate of (4.7%).

Tale (13) Distribution of Respondents – Education Level Wise

	Frequency	Percent
No Schooling Completed	12	4.7
Some college credit, no degree	83	32.4

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	Bachelor's degree	109	42.6
	Master's degree	42	16.4
	Doctorate "PhD" degree	10	3.9
	Total	256	100.0

Source: SPSS Software Output

4.10.4 Material Status

It is clear from the results of Table (14) that the group (married) constituted the majority of the sample, which came at a rate of (56.6%) of the sample size. Then, the group (single) ranked second, with a rate of (21.5%) of the sample, and the group (in a relationship) came in the third place, with a rate equal to (13.3%) of the sample. As for the last rank, the group was (divorced), with a rate of (8.6%) of the sample size.

Tale (14). Distribution of Respondents - Material Status Level Wise

		Frequency	Percent
	Single	55	21.5
	Married	145	56.6
	In A Relationship	34	13.3
	Divorced	22	8.6
	Total	256	100.0

Source: SPSS Software Output

4.11 Descriptive Statistics of the study sample perspectives:

The five-point Likert scale used to measure attitudes and perspectives of study sample, which represented five degrees for each questions of the questionnaire, and the analysis of opinions and individual study responses using statistical analyzes (such as frequency distributions, percentages, means, standard deviation, and agreement rate). For each of the study variables using the (SPSS) program and they explained as follows:

4.11.1 Descriptive Statistics of Training Variable

The results of the six questions (X1- X6) that structure the descriptive statistics of Training shown in Table (15). The total mean, standard deviation, Agreement rate, and T value calculated of this variable are (2.20), (1.163), (44.06%), and (-10.81) respectively at the significance value (2-tailed) of (0.000). The study sample's agreement on the questions of Training is low. Additionally, question (X6), which had a mean of (2.69) and a standard deviation of (1.045) recorded the highest mean. This question states, "I was trained to deal with customer or employee organizations.". However, the lowest mean achieved by question (X1), which mean of (1.70) and had a standard deviation of (1.275). Question (X1) states that "I receive continued training to provide good service."

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Table (15). Descriptive Statistics of Training Questions

Questions	Mean	Standard Deviation	Agreement rate %100	T value calculated	Sig. (2-tailed)	Rank
X1	1.70	1.275	34	-16.378	.000	6
X2	1.82	1.101	36	-17.087	.000	5
X3	2.11	1.149	42.2	-12.397	.000	4
X4	2.39	1.213	47.8	-8.041	.000	3
X5	2.53	1.198	50.6	-6.262	.000	2
X6	2.69	1.045	53.8	-4.724	.000	1
Total of Training	2.20	1.163	44.06	-10.81	.000	
Test Value = 3, df = 255, T value tabulated = 1.646						

Source: SPSS Software Output

Tale (16) .Distribution of Respondents – Training

	Strongly Disagree		**Disagree**		**Uncertain**		**Agree**		**Strongly agree**	
	N.	**%**	**N.**	**%**	**N.**	**%**	**N.**	**%**	**N.**	**%**
X1	185	72.3	17	6.6	21	8.2	13	5.1	20	7.8
X2	130	50.8	81	31.6	16	6.3	18	7.0	11	4.3
X3	104	40.6	62	24.2	58	22.7	22	8.6	10	3.9
X4	70	27.3	91	35.5	32	12.5	51	19.9	12	4.7
X5	51	19.9	95	37.1	56	21.9	31	12.1	23	9.0
X6	31	12.1	89	34.8	73	28.5	54	21.1	9	3.5

Source: SPSS Software Output

4.11.2 Descriptive Statistics of Career Satisfaction Variable

The results of the five questions (Y1- Y5) that structure the descriptive statistics of Career Satisfaction shown in Table (17). The total mean, standard deviation, Agreement rate, and T value calculated of this variable are (3.38), (1.009), (67.64%), and (6.152) respectively at the significance value (2-tailed) of (0.000). The study sample's agreement on the questions of Career Satisfaction is medium. Furthermore, question (Y5), which had a mean of (3.51) and a standard deviation of (0.974) recorded the highest mean. This question states, "I am satisfied with the progress I have made toward meeting my goals for the development of new skill.". On the other hand, the lowest mean achieved by question (Y1), which mean of (3.20) and had a standard deviation of (1.146). Question (Y1) states that "I am satisfied with the success I have achieved in my career."

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Table (17). Descriptive Statistics of Career Satisfaction Questions

Questions	Mean	Standard Deviation	Agreement rate %100	T value calculated	Sig. (2-tailed)	Rank
Y1	3.20	1.146	64	2.782	.006	5
Y2	3.32	1.020	66.4	4.963	.000	4
Y3	3.43	.943	68.6	7.227	.000	3
Y4	3.45	.965	69	7.387	.000	2
Y5	3.51	.974	70.2	8.405	.000	1
Total of Career Satisfaction	3.38	1.009	67.64	6.152	.000	
Test Value = 3, df = 423, T value tabulated = 1.646						

Source: SPSS Software Output

Tale (18) Distribution of Respondents - Career Satisfaction

	Strongly Disagree		**Disagree**		**Uncertain**		**Agree**		**Strongly agree**	
	N.	**%**	**N.**	**%**	**N.**	**%**	**N.**	**%**	**N.**	**%**
Y1	12	4.7	71	27.7	67	26.2	66	25.8	40	15.6
Y2	7	2.7	51	19.9	85	33.2	80	31.3	33	12.9
Y3	9	3.5	23	9.0	106	41.4	86	33.6	32	12.5
Y4	9	3.5	25	9.8	100	39.1	87	34.0	35	13.7
Y5	8	3.1	24	9.4	94	36.7	89	34.8	41	16.0

Source: SPSS Software Output

According to the results of the description of the study variables that are based on the measures of the mean, standard deviation, agreement rate, and T value calculated the Career Satisfaction variable ranked first with a total mean, standard deviation, agreement rate, and T value calculated of (3.38), (1.009), (67.64%), and (6.152) respectively. This done in order to determine the levels of significance and employ of the study variables through the perspectives of the respondents who work in the organizations under study. Training variable came second with a total mean, standard deviation, agreement rate, and T value calculated of (2.20), (1.163), (44.06%), and (-10.81) respectively.

Table (19). Significance and Employ of the Study Variables

Variables	Mean	Standard Deviation	Agreement rate %100	T value calculate	Sig. (2-tailed)	Significance Level
Total of Training	2.20	1.163	44.06	-10.81	.000	2
Total of Career Satisfaction	3.38	1.009	67.64	6.152	.000	1

Source: SPSS Software Output

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4.12 Testing the study hypotheses:

Table (20) illustrates the analysis result of the first hypotheses. Pearson's (r) correlation used to test the correlation between the study variables. The analysis result shows that the variables positively and significantly related. Table (20) explains that training were positively correlated with Career Satisfaction as the value of the correlation coefficient was above moderate (.362**) at the level of significance (0.01) and reached the value of significant at (0.000). Consequently, the first hypotheses accepted that states there is a significant positive correlation between training and Career Satisfaction.

Table (20). Correlation Analysis between the Study Variables

		Training	Career Satisfaction
Training	Pearson Correlation	1	.362**
	Sig. (2-tailed)		.000
	N	256	256
Career Satisfaction	Pearson Correlation	.362**	1
	Sig. (2-tailed)	.000	
	N	256	256
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: SPSS Software Output

Besides, in order to analysis the second hypotheses, the researchers conducted a multiple linear regression analysis in order to discover the impact of training on Career Satisfaction. From the analysis it shows that training illustrate 13.1% of the Career Satisfaction as described by the (R^2). The significance value is 0.000, which is less than 0.05. Thus, the model is statistically significance in predicting how the training affects Career Satisfaction. At 5% level of significance, the f calculated was 38.263, which explains that the overall model was significant. As a result, the second hypotheses accepted that states training has a significant positive effect on Career Satisfaction.

Table (21). Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.362[a]	.131	.127	.77490	.131	38.263	1	254	.000
a. Predictors: (Constant), Training									

V. Discussion and Conclusion

One complex and ever-changing feature of professional development is how training affects career satisfaction. Training programs have a big impact on individual's abilities, knowledge, and general job performance, which in turn affects how happy they are with their careers. Employees can improve their current talents or learn new ones through training. Increased competence and self-assurance in their roles may result from this, which will enhance job happiness.

Continuously trained employees are frequently in a better position to grow in their careers. Having prospects for advancement and growth can help one feel more satisfied with their work. The modern workplace is changing quickly, therefore flexibility is essential. By lowering perceptions of obsolescence, training initiatives that keep staff members abreast of technology developments and industry trends might improve their job happiness.

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Investing in training communicates to staff members that the organization appreciates their personal development. This acknowledgment may result in increased pleasure and loyalty. Effective training initiatives can boost staff engagement by adding excitement and challenge to their work. Higher levels of career satisfaction positively correlated with this increased engagement. Employee confidence in completing duties bolstered by training. A more self-assured worker is probably happier with their accomplishments and contributions.

In conclusion, training has a significant and diverse influence on career satisfaction. Workforce satisfaction and engagement are higher in organizations that prioritize and fund staff training. The development of new abilities, chances for professional growth, flexibility in the face of change, acknowledgment, and a supportive work environment are all elements that affect an individual's overall career satisfaction.

It is important for organizations to continuously assess the effectiveness of their training programs and tailor them to meet the evolving needs of their employees and the industry. By doing so, they can not only enhance individual career satisfaction but also foster a dynamic and resilient workforce ready to tackle future challenges.

VI. Recommendations

Based on the discussion and conclusion of the impact of training on career satisfaction, the researchers presented some recommendations for individuals and organizations to enhance the positive effects of training programs on career satisfaction:

1. Organizations should design training programs that tailored to the specific needs of the organization and the individual employees considering the current skills gaps and future requirements of the workforce.
2. Organizations should establish clear career development paths for employees. Provide a roadmap that shows how training opportunities can lead to career progression within the organization.
3. Organizations should recognize and reward employees who actively engage in training and professional development along with acknowledge their efforts and celebrate achievements to reinforce a positive training culture.
4. Organizations should conduct regular skills assessments to identify areas where training needed. This ensures that training programs remain relevant and address the evolving needs of the workforce.
5. Organizations should implement mentorship programs that connect experienced employees with those undergoing training. Mentorship enhances the transfer of knowledge and provides additional support for individuals in their career journeys.
6. Organizations should establish feedback mechanisms to evaluate the effectiveness of training programs. Regularly assess the impact of training on job satisfaction and make adjustments as needed.
7. Organizations should offer flexible learning options, including online courses, workshops, and mentorship, to accommodate different learning styles and preferences among employees.

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