

The Relationship Between Training and Job Satisfaction In Halal Certification

Asmawaty @ Siti Asmah Binti Ahmad¹, Fung Chorng Yuan² and Ki Yen Ping^{*3}

^{1,2,3}Faculty of Business, Swinburne University of Technology Sarawak,
Jalan Simpang Tiga, 93350, Kuching

*Corresponding author: yki@swinburne.edu.my

Abstract

This study explores the correlation between training and job satisfaction in the realm of halal certification. It also seeks to identify how various aspects of training, such as organizational support, employee perceptions, and satisfaction, relate to job satisfaction. Conducted among Department of Islamic Affairs of Sarawak (JAIS) divisional office employees responsible for halal certification, the research reveals a robust link between organizational support for training, employee satisfaction with training, and overall job satisfaction. Additionally, it highlights significant differences in employee perceptions of training. These findings emphasize the pivotal role of training in shaping job satisfaction. The recommendations stemming from this research target professionals in training, human resource development, and employers within JAIS, aiming to enhance practices in these domains.

Keywords: Training and Development, Job Satisfaction, Halal Certification, Human Resource Development, Department of Islamic Affairs of Sarawak (JAIS)

Introduction

The introducing of the Action Plan 2010-2020 for the Sarawak Civil Service (SCS 10-20 Plan of Action) signals a concerted effort to transform the Sarawak Civil Service into a world-class entity. Among its seven action plans is the HR Talent Management initiative, designed to align with the State Government's objective of achieving service excellence. This strategic focus reflects a growing acknowledgement among organizations of their personnel's pivotal role in attaining excellence and maintaining competitiveness over the past two decades (SCS, 2012). Thus, organizations must implement a talent management framework for nurturing their human resources to foster high performance and cultivate a strong culture of teamwork in the public sector. Such a framework aims to provide fulfilling professional development opportunities, establish clear career paths, and cultivate a skilled, knowledgeable, and competent workforce.

Another aspect of the action plan is the Management of Customer Needs, which seeks to enhance customer value by offering superior and enhanced services that align with client expectations. The SCS 10-20 elements comprise strategies and endeavours aimed at guaranteeing outstanding customer service to internal and external clients and stakeholders.

E-Government initiatives have been implemented to enhance the government's internal operations and streamline service delivery to the people of Malaysia. The primary objective is to enhance convenience, accessibility, and effectiveness in interactions with the public and businesses. Additionally, these initiatives aim to optimize the flow of information and processes within the government, thus improving efficiency and effectiveness in policy development. Simultaneously, they aim to provide opportunities for enhanced service delivery, cost reduction, and improved coordination and enforcement.

JAIS, a state government agency, provides Islamic affairs services to the public. It operates through two administrative structures. Firstly, the headquarters is central in

disseminating mandated functions and policies, overseeing relevant administrative tasks across departmental sections down to the divisional level. Secondly, at the divisional level, known as JAIS divisional offices or PAIB, the focus is on ensuring each division's responsible and wise management and administration of Islamic affairs. Divisions in Sarawak with PAIB oversight include Kuching, Samarahan, Sri Aman, Betong, Sarikei, Sibul, Kapit, Mukah, Bintulu, Miri, and Limbang. The newly established division, Serian, currently falls under the management of PAIB Samarahan.

In Malaysia, two authorities issue Halal Certificates: the Department of Islamic Development Malaysia (JAKIM), a federal government body, and the State Islamic Affairs Councils. Specifically, the Sarawak Islamic Council (MIS) holds the authority to issue Halal Certificates in Sarawak. In Halal certification, these bodies serve as public or governmental entities in the economic sphere, involved in producing, transmitting, and distributing essential public goods and services at various levels—global, regional, national, or local. Consequently, JAIS, acting as the executor of MIS, manages the Halal certification process and addresses any associated issues.

What stands out in acquiring Halal Certification in Malaysia, particularly in Sarawak, which JAIS oversees, is the emphasis on the quality of services rendered concerning the Halal certification process and procedures. This encompasses various aspects such as consultation, the application process conducted through the MYeHALAL online system, and auditing and enforcement activities related to Halal matters.

In this scenario, the PAIB ideally serves as the primary point of contact for Halal-related concerns, yet the headquarters still manages specific tasks or functions. These include completing applications, auditing Shariah aspects, monitoring and enforcement, and conducting lectures and exhibitions. These functions could be decentralized to the PAIB level. This decentralization would allow clients to access information and guidance on Halal certification applications at their nearby JAIS divisional office, thereby saving time and costs for both parties involved in Halal certification matters. Additionally, delegating these tasks to the divisional level could alleviate the workload for headquarters employees, allowing them to focus on processing applications and managing other administrative tasks related to Halal certification.

Training sessions were conducted for the officers within the PAIB who oversee Halal certification at the divisional level. This training aimed to equip them with the necessary skills to support and guide clients on Halal-related matters within their respective offices. However, specific processes and procedures are still directed to the headquarters. This is because the officers in charge at the divisional level may need more capability to address these issues effectively.

The main aim of this study is to explore the correlation between training and job satisfaction among employees working in JAIS divisional offices who are directly engaged in the Halal Certification process. The primary research question that this study endeavours to address is whether a relationship exists between job satisfaction and training among employees of the Department of Islamic Affairs of Sarawak involved in Halal Certification. This inquiry is articulated through the following questions:

- i. Does organisational support for training has relationship on the job satisfaction?
- ii. Does employee feelings about training and development has relationship on the job satisfaction?
- iii. Does employee satisfaction with training has relationship on the job satisfaction?

Literature Review

Training

Training is characterized as a deliberate activity to enhance employee performance by imparting the necessary level of understanding or skills through relevant information (Landy, 1985; Armstrong, 2000). It is also described as the systematic development of knowledge, skills, and expertise required by employees to be competent in their assigned tasks (Patrick, 2000; Forgacs, 2009). Training offers an opportunity to expand the knowledge base of all employees, providing benefits to both the organization and the employee that justify the investment of time and resources (Girmay & Mare, 2014). Employees who receive the necessary training can execute their duties more effectively, gaining a better understanding of the correct procedures to fulfil their job requirements. Furthermore, training boosts employee confidence by deepening their understanding of their field and job responsibilities (Jehanzeb et al., 2015), potentially motivating them to excel in their work and contribute innovative ideas for job development. Organizational investment in training demonstrates appreciation for employees and fosters a supportive workplace environment. Consequently, employees feel valued and experience greater job satisfaction. Satisfaction with training significantly influences overall job satisfaction and ultimately contributes to customer satisfaction (Schmidt, 2007).

Job Satisfaction

Job satisfaction refers to the contentment an employee experiences in their organizational role. It is essential as it directly or indirectly impacts personal and organizational well-being. Job satisfaction is defined as the perceived correlation between one's expectations and actual experiences in one's job, along with the significance or value attributed to the job (Locke, 1976; Munyewende et al., 2014). Spector (1997) describes it as "how people feel about their jobs and different aspects of their jobs," encompassing the extent to which individuals like or dislike their work. Job satisfaction reflects an individual's feelings toward their work and their perception of its value.

Numerous research endeavours have been conducted to develop theories of job satisfaction. These studies aim to elucidate the factors influencing job satisfaction and the outcomes of satisfaction or dissatisfaction in the workplace (Nurul Afifah & Nurul Sima, 2021). Maslow's hierarchy of needs theory (1943) posits that individuals are driven to fulfil various needs, as depicted in Figure 1. According to this theory, individuals aspire to fulfil higher-level needs hierarchically as one need is satisfied.

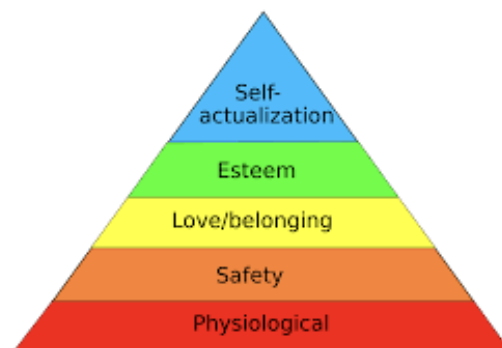


Figure 1: Maslow's Hierarchy of Needs Theory

The two-factor theory also referred to as Herzberg's motivation-hygiene theory or dual-factor theory, suggests that some aspects of the workplace contribute to job satisfaction. At the same time, a distinct set of factors leads to dissatisfaction. Herzberg posits that job

dissatisfaction arises from hygiene factors, including company policies, supervision, relationships with supervisors and peers, working conditions, salary, and status. Conversely, motivation factors, such as achievement, recognition, the nature of the work, responsibility, advancement, and growth, can address this dissatisfaction and enhance job satisfaction. A high level of job satisfaction among employees can boost organizational productivity and, indirectly, overall organizational performance (Mustapha, 2013; Sone et al., 2013).

Development of Research Framework and Hypotheses

The hypotheses and framework below were posited to examine the relationship between training and job satisfaction in halal certification in Malaysia.

Organizational Support for Training

The relationship between organizational support for training and job satisfaction has been a focal point in studies about training. Bartlett (2001) identified a positive association between workplace training and organizational commitment, suggesting that human resources should offer support and incentives for employees engaging in training. The organization's commitment to prioritizing training initiatives significantly influences employee job satisfaction (Dysvik & Kuvaas, 2008; Zumrah & Boyle, 2015). Recent research further confirms a positive correlation between perceived organizational support for training and employee job satisfaction (Maan et al., 2020). Consequently, the following hypothesis was put forth:

H₁: There is a significant relationship between organisational support for training and job satisfaction in halal certification.

Employee Feelings about Training and Development

Training enables employees to enhance their skills, knowledge, and behaviour in alignment with the norms and values of the organization. Employees perceive training and development initiatives by the organization as crucial in enhancing their performance and nurturing their potential to tackle future challenges (Blanchard & Thacker, 2007). Numerous studies have demonstrated the influence of training and development on employees' work behaviour. However, a recent study by Sesen and Ertan (2022) challenges this relationship, suggesting that access to training and its benefits did not significantly affect employees' job satisfaction. This study hypothesized that:

H₂: There is a significant relationship between employee feeling about training and development with job satisfaction in halal certification.

Employee Satisfaction with Training

Training has consistently influenced employees' evolving attitudes toward their work. Insufficient training can result in employee dissatisfaction, although there is no direct correlation in the literature between training and job satisfaction (Truitt, 2011). However, trained employees are better equipped to meet the needs of both customers and colleagues (Rowden & Conine, 2005; Rowden & Ahmad, 2010). Satisfied employees are likelier to demonstrate various behaviours, including delivering high-quality service. While multiple factors influence job satisfaction, training plays a significant role. According to the data from the Society for Human Resource Management, job satisfaction increasingly depends on the opportunity to utilize skills and abilities (DiGiovanni, 2011). Organizations further support this

by enhancing employee job satisfaction through training initiatives (Jehanzeb et al., 2015; Dysvik & Kuvaas, 2008). Studies have indicated that employees' satisfaction with training at work is linked to their overall job satisfaction (Nauman et al., 2021; Asgarova, 2019). Therefore, the following hypothesis was proposed:

H₃: There is a significant relationship between employee satisfaction with training and job satisfaction in halal certification.

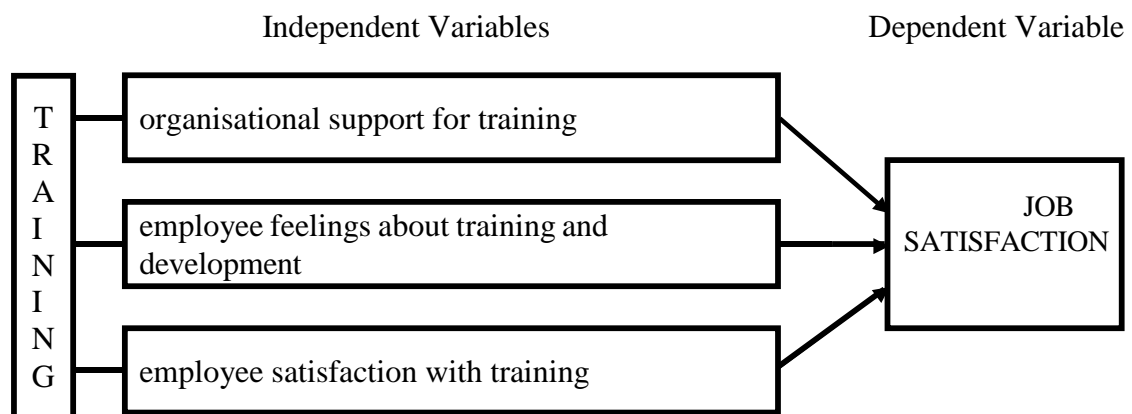


Figure 2: Research Framework

Methodology

Research Design

This study employs a cross-sectional survey methodology, which involves simultaneously examining multiple groups of individuals (Salkind, 2014). This method is chosen due to its efficiency in meeting time constraints and cost-effectiveness. The descriptive study design will be utilized to explore the relationship between dependent and independent variables and to ascertain any connections between these variables. This approach facilitates information collection, summarization, presentation, and interpretation for explanation purposes.

The questionnaire will be distributed either via email or directly to the respondents. A cover letter will accompany the questionnaire to introduce the respondents to the research topic, thereby mitigating any potential confusion or suspicion regarding the study. The survey collection process will span three weeks after distribution to the identified respondents via email or fax. Upon collection, the primary data captured will undergo editing to ensure completeness, consistency, and reliability. Subsequently, the data will be transferred to Statistical Package for Social Science (SPSS version 22) software or a database, and any necessary data will be coded and recoded (especially for negatively worded items) before data cleaning. This meticulous process aims to minimize errors before conducting data analysis.

Sample Size and Sampling Technique

This study focuses on officers within PAIB who are directly engaged in Halal Certification processes. While 28 samples were initially identified, only 25 responded to the survey, resulting in an 89.3% response rate. The selection process was deliberate, as not all employees from JAIS divisional offices possess the necessary capabilities to handle Halal Certification procedures. Additionally, not all officers in PAIB have received training or certification in Halal matters. The 25 respondents who participated in the study are involved explicitly in Halal

Certification processes, representing 89.3% of the study population in this field. Each division in the state, except Betong, was included in the study, thus representing all divisions in Sarawak except for Betong. Demographic factors indicate that employees involved in Halal Certification are experienced and well-educated in their respective roles.

Research Instrument

The Job Training and Job Satisfaction Survey (JT&JSS), developed by Schmidt (2014), was chosen for this study due to its alignment with the research criteria. This survey comprises a 43-item, nine-facet scale to assess employee attitudes toward various job satisfaction and training aspects. Each facet is evaluated using between three to 12 questions. The job training (JT) facets gauge employee satisfaction with training and encompass three subscales: organizational support for training, employee perceptions of training and development, and employee satisfaction with training. Meanwhile, the job satisfaction aspects of the survey are derived from Paul Spector's 36-item, nine-factor Job Satisfaction Survey (JSS). Eight of these subscales are used in the survey, measuring facets such as pay, promotion, contingent rewards, supervision, fringe benefits, operating procedures, co-workers, and the nature of work performed. Additionally, demographic questions regarding gender, age group, education level, years of work experience, and job grade are included in the survey. Responses are measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The constructs of the instrument are outlined in Tables 1 & 2.

Table 1: Job Training Scale and Items

Scale	Items
Organisational Support for training	Learning is planned and purposeful Department provides training opportunities Interest in personal and professional development Training is encouraged and rewarded
Employee feelings about training and development	Seeks out learning opportunities Views job training as continuous endeavour Proactive in seeking ways to improve Learning goals established for present and future positions
Employee satisfaction with training	Training meets needs Amount of training is satisfactory Ability to use training content on job Training applicability to job

Table 2: Job Satisfaction Scale and Items

Scale	Items
Opportunities and rewards	Chances for salary increase Chances for promotion Feeling that efforts are rewarded Appreciated by the organisation based on salary Those who do well are promoted Paid fairly Frequency of raises Good job receives recognition Quantity of rewards Chances for advancement Work is appreciated
Supervision	Supervisor competence Supervisor fairness Supervisor interest in subordinates Like supervisor

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Fringe benefits	Benefits we should have Satisfied with benefits received Benefits comparable to other organisations Benefits equitable	
Operating rules and procedures	Amount of work Amount of paperwork Work rules and procedures Ease of effort	
Co-workers	Enjoy co-workers Enjoy people at work Amount of bickering and fighting	
The nature of work performed	Enjoy work tasks Job is enjoyable Sense of pride in job Meaningful nature of job	

Data Analysis

The collected data was analyzed using SPSS version 29 for Windows software. Reliability, descriptive statistics, and Spearman correlation tests were employed in this study. Descriptive statistics were utilized to elucidate the fundamental characteristics and provide summaries of the sample and other measurements. This approach enables the presentation of quantitative descriptions in a manageable format, focusing on what the data reveals without interpretation (Trochim & Donnelly, 2001). Descriptive statistics serve to simplify large datasets into concise summaries. Spearman correlation analysis was conducted to ascertain the degree of relationship between two variables. This method is commonly employed to assess relationships involving ordinal variables. It examines the monotonic relationship between two continuous or ordinal variables, where variables tend to change together, albeit not at a constant rate. The Spearman correlation coefficient is based on the ordinal positions of values for each variable rather than the raw data.

Validity of the Instrument

Before data collection from the targeted participants, face and content validity was ensured by subjecting the research instrument to pre-testing with five experienced experts and non-experts (Gillen, 2009). These individuals provided extensive feedback on the questionnaire items, which were subsequently reviewed and modified based on their input. This process aimed to assess the clarity and precision of the questionnaire items, ensuring that they accurately reflected the constructs being measured. The validity of the job training and job satisfaction items was also supported by previous studies (Traut et al., 2000; Mau & Kopischke, 2001).

Reliability of the Instrument

A reliability test was conducted to assess the consistency of measurement obtained from the questionnaire administered to the sample. Reliability pertains to measurement quality, referring to the "consistency" or "repeatability" in everyday measurements. The reliability test revealed Cronbach's alpha values of 0.890 and 0.830 for the Job Satisfaction and Training Scales, respectively (Schmidt-Manual, 2004). According to Nunnally (1978), a Cronbach's alpha value exceeding 0.70 indicates that the variables are appropriate and acceptable for research studies. Table 3 indicates that the reliability coefficients were 0.818 and 0.836 for Job Satisfaction and Training, respectively.

Table 3: Reliability for Training and Job Satisfaction

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Scale	Cronbach's Alpha	Standard Cronbach's Alpha	No. of Items
Job Satisfaction	.818	.890	31
Training	.836	.830	12
Organisational support for training.	.682	.770	4
Employee feelings about training.	.388	.610	4
Employee satisfaction with training.	.797	.850	4

Results

Characteristics of the Respondents

The demographic profile of the respondents is examined concerning gender, age group, education level, years of working experience, job grade, and PAIB, as presented in Table 4. This demographic profile encompasses the 25 respondents selected for this study, all actively involved in the Halal Certification process at PAIB.

Most respondents were male, comprising 60% of the total, while female respondents accounted for 40%, with 15 males and ten females in total. This result indicates a predominance of male participation in the Halal Certification process. Regarding age distribution, 48% of respondents fell within the 21–30 age bracket, indicating that most were young adults and the largest age group among the respondents. Meanwhile, 32% of respondents were between 31–40 years old, and 20% were aged 41–50. None of the respondents were aged 20 years and below or 50 years and above. Concerning educational attainment, the majority of respondents held STPM or Diploma qualifications (52%), while only one respondent (4%) held a Master's degree. Additionally, 12% of respondents had SPM qualifications, and 32% held Bachelor's degrees.

The table above illustrates the respondents' distribution based on their tenure length in JAIS. It reveals that seven respondents (28%) have worked for 3–4 years, while six (24%) have been employed for 4–5 years. Additionally, eight respondents (32%) have worked for over five years. There is a smaller proportion of respondents (12%) with 5–6 years of work experience, and only one respondent (4%) has served in the department for 2–3 years. None of the respondents have less than two years of service in Halal certification. Respondents are also classified according to their job grades within the civil service. The majority, comprising 11 respondents (44%), fall within the 27–40 scale. The remaining respondents are divided between the 17–26 and 41–44 scales, each accounting for seven respondents (28%). All PAIB offices except for Betong are represented in the study. The highest number of respondents are from Sibuluan, accounting for six respondents (24%), followed by Bintulu (20%) and Miri (16%). Sri Aman, Mukah, and Limbang have two respondents, while Kuching, Samarahan, Sarikei, and Kapit have one.

Table 4: Demographic Profile of Respondents

	Characteristics	Frequency	Percent (%)
Gender	Male	15	60.0
	Female	10	40.0
Age	21 to 30 years	12	48.0
	31 to 40 years	8	32.0
	41 to 50 years	5	20.0

Highest Education Attainment	Sijil Pelajaran Malaysia (SPM)	3	12.0
	Sijil Tinggi Persekolahan Malaysia (STPM)/ Diploma	13	52.0
	Bachelor's Degree	8	32.0
	Master's Degree	1	4.0
Working Experience	2-3 years	1	4.0
	3-4 years	7	28.0
	4-5 years	6	24.0
	5-6 years	3	12.0
	6 years or more	8	32.0
Job Grade	17-26	7	28.0
	27-40	11	44.0
	41-44	7	28.0
PAIB	Kuching	1	4.0
	Samarahan	1	4.0
	Sri Aman	2	8.0
	Sarikei	1	4.0
	Sibu	6	24.0
	Kapit	1	4.0
	Mukah	2	8.0
	Bintulu	5	20.0
	Miri	4	16.0
Limbang	2	8.0	

Source: Authors

Means and Standard Deviations of the Variables

Descriptive statistics were employed to provide further insight into organizational support for training, employee perceptions of training and development, and employee satisfaction with training. The findings are presented in Tables 5, 6, and 7, summarizing the information for each variable.

The average level of organizational backing for training stands at 3.26. The most significant level of support, at a mean of 3.40, is observed in personal and professional development interests. This result is trailed by the provision of training opportunities by the department, both planned and purposeful learning, with means of 3.28, 3.20, and 3.16 respectively.

Table 5: Level of Organisational Support for Training

Research Variables	Overall Mean	Std. Dev.
Organisational support for training	3.26	0.68
Learning is planned and purposeful.	3.16	1.03
Department provides training opportunities.	3.28	0.89
Interest in personal and professional development.	3.40	0.76
Training is encouraged and rewarded.	3.20	1.08

The average sentiment among employees regarding training and development stands at 3.68. At a mean of 4.04, the most elevated sentiment is their proactive efforts to seek improvement. This finding is followed by perceiving job training as an ongoing pursuit, actively seeking

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 learning opportunities, and setting learning objectives for current and future roles, with means of 3.84, 3.60, and 3.24, respectively.

Table 6: Level of Employee Feelings About Training and Development

Research Variables	Overall Mean	Std. Dev.
Employee feeling about training and development	3.68	0.47
Seeks out learning opportunities.	3.60	0.96
Views job training as continuous endeavour.	3.84	0.69
Proactive in seeking ways to improve.	4.04	0.68
Learning goals established for present and future positions.	3.24	0.78

The average level of employee satisfaction with training stands at 3.24. The highest level of satisfaction, at a mean of 3.52, is derived from the relevance of training to job tasks. This finding is followed by the amount of training offered, alignment of training with individual needs, and the ability to use training content on the job, with means of 3.32, 3.24, and 2.88, respectively.

Table 7: Level of Employee Satisfaction With Training

Research Variables	Overall Mean	Std. Dev.
Employee satisfaction with training	3.24	0.71
Training meets needs.	3.24	1.09
Amount of training is satisfactory.	3.32	0.85
Ability to use training content on job.	2.88	0.97
Training applicability to job.	3.52	0.59

Table 8 shows that the overall mean of job satisfaction is 3.21. The highest mean of job satisfaction is from the nature of work performed, while the lowest mean is from the opportunities and rewards provided, with 3.78 and 2.77, respectively.

Table 8: Level of Employee Job Satisfaction

Research Variables	Overall Mean	Std. Dev.
Job Satisfaction	3.21	0.30
Opportunities and rewards	2.77	0.53
Supervision	3.39	0.47
Fringe benefits	2.88	0.44
Operating rules and procedures	2.80	0.49
Co-workers	3.61	0.42
The nature of work performed	3.78	0.48

Hypotheses Testing

Spearman rho was used in this analysis due to the sample size of less than 30. The correlation results for organisational support for training, r value as 0.539. This show that it has positive moderate relationship with job satisfaction. So, H₁ is supported.

Table 9: Organisational Support for Training

Spearman's rho		Job Satisfaction
Organisational support for training	Correlation Coefficient	.539**
	Sig. (2-tailed)	.005
	N	25
Job Satisfaction	Correlation Coefficient	1.000
	Sig. (2-tailed)	
	N	25

The correlation results for employee feelings about training and development, r value as 0.092. This show that it has a very weak relationship with job satisfaction. Hence, H₂ is not supported.

Table 10: Employee Feeling About Training and Development

Spearman's rho		Job Satisfaction
Employee feeling about training	Correlation Coefficient	.092
	Sig. (2-tailed)	.661
	N	25
Job Satisfaction	Correlation Coefficient	1.000
	Sig. (2-tailed)	
	N	25

The correlation results for employee satisfaction with training, r value as 0.622. This show that it has positive strong relationship with job satisfaction. Therefore, H₃ is supported.

Table 11: Employee Satisfaction with Training

Spearman's rho		Job Satisfaction
Employee satisfaction with training	Correlation Coefficient	.622**
	Sig. (2-tailed)	.001
	N	25
Job Satisfaction	Correlation Coefficient	1.000
	Sig. (2-tailed)	
	N	25

The correlation results for training and job satisfaction, r value as 0.608. This show that training has positive strong relationship with job satisfaction, in general.

Table 12: Training and Job Satisfaction

Spearman's rho		Training	Job Satisfaction
Training	Correlation Coefficient	1.000	.608**
	Sig. (2-tailed)		.001
	N	25	25
Job Satisfaction	Correlation Coefficient	.608**	1.000
	Sig. (2-tailed)	.001	
	N	25	25

Table 13: Summary of Hypotheses Testing Results

Relationship	r-value	Hypothesis
H ₁ : Organisational Support for Training → Job Satisfaction	0.539	Supported
H ₂ : Employee Feeling about Training → Job Satisfaction	0.092	Not Supported
H ₃ : Employee Satisfaction with Training → Job Satisfaction	0.622	Supported

Discussion

The initial hypothesis that training is closely linked to job satisfaction is corroborated by the organizational level of support for training. This is evidenced by a Spearman correlation coefficient of .539. The study reveals a moderate correlation between organizational backing for training and job satisfaction among employees engaged in halal certification. These results are consistent with the findings of Maan et al. (2020), indicating that employees who perceive their company as investing in their growth through training initiatives tend to experience higher job satisfaction.

The second hypothesis, asserting a significant connection between training and job satisfaction, must be substantiated by employees' perceptions of training and development. This is evidenced by a Spearman correlation coefficient of .092. The study demonstrates a weak association between employees' sentiments regarding training and development and their job satisfaction within halal certification. This result is in line with the findings of Sesen and Ertan (2022), indicating that access to training and training-related benefits did not notably impact employees' job satisfaction.

The third hypothesis, asserting a significant correlation between training and job satisfaction, is confirmed by employees' contentment with the training process. This is supported by a Spearman correlation coefficient of .622. Within the scope of halal certification, the study demonstrates a robust connection between employees' satisfaction with training and their overall job satisfaction. These findings align with recent research indicating that employees' satisfaction with workplace training is linked to their levels of job satisfaction (Nauman et al., 2021; Asgarova, 2019).

Theoretical Implications

From a theoretical standpoint, this research offers empirical substantiation to existing literature. Utilizing a sample from the Malaysian public sector offers a form of cross-verification of prior empirical observations, which had previously focused on respondents within Western private sector environments and developed Asian countries. This is particularly pertinent within the context of halal certification at the state level. The findings endorse the significance of training in fostering favourable work attitudes and behaviours, echoing conclusions drawn from previous studies. Moreover, they illustrate the applicability of management concepts within the Malaysian public sector overall and specifically within Sarawak.

Practical Implications

The practical implications of this study's findings highlight the importance of organizations actively prioritizing and enhancing their training initiatives. Despite the perception of training as a costly endeavour and a potential liability for organizations, it emerges as a valuable strategy for enhancing employees' perceptions of their organization and work attitudes. The study indicates that the opportunity for employees to engage in training programs is not significantly linked to their satisfaction levels or confidence in the organization. Therefore, ongoing evaluation of employees who have undergone training, including receiving regular

feedback from their supervisors, is strongly recommended to yield positive outcomes. Furthermore, organizations should ensure that their training programs are relevant to employees' current and future roles in business development. Additionally, trainers should possess the requisite knowledge and experience in delivering training content specific to the organization's needs. This underscores the importance of aligning training programs with employee job descriptions and business objectives to maximize effectiveness.

Conclusion

This study has demonstrated the significant influence of training on job satisfaction. To leverage training to enhance job satisfaction, organizations need to ensure that opportunities and incentives for employee training are structured to enhance performance and work quality. It is essential to recognize that training is not solely aimed at new employees; it should be an ongoing endeavour. Moreover, training needs should be perceived as essential to ensure that employees can effectively apply the knowledge acquired from their training.

One limitation of this study is that it uses a cross-sectional design, allowing only data collection at a single point. While common in training research, this approach poses challenges in interpreting the results comprehensively. Additionally, the study's scope is restricted to one state's halal certification process, limiting its generalizability and the applicability of its findings to broader policy development or training module adjustments related to halal certification. Future research endeavours could address these limitations by incorporating more profound qualitative data collection methods from respondents. Utilizing qualitative and quantitative methodologies would enable a more thorough and nuanced understanding of how training influences job satisfaction. Moreover, expanding the sample population to include all employees involved in halal certification throughout Malaysia would enhance the study's representativeness, given that the standards and procedures for halal certification are uniform across the country.

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