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# EMPLOYEE SATISFACTION WITH TRAINING

Case company X

Business Economics
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# TIIVISTELMÄ

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Yritys x aloitti koulutustilaisuuksia sisältävän APPA nimisen ohjelman vuonna 2019, jonka tavoitteena oli auttaa yritystä tulemaan parhaaksi ja positiivisimmaksi asiakaspalvelun tarjoajaksi toimialallaan. Tämän tutkimuksen tarkoituksena oli tarkastella näitä koulutustilaisuuksia työntekijän näkökulmasta. Tavoitteena oli selvittää, kuinka menestyksekkäänä työntekijät pitivät koulutuksia, vaikuttivatko koulutukset heidän työtyytyväisyyteensä ja kuinka motivoituneita he ovat palvelemaan asiakkaita näiden koulutustilaisuuksien jälkeen.

Tutkimuksen alussa käsiteltiin työntekijöiden koulutukseen liittyviä teorioita, jotta voitiin määrittää mikä teoriassa tekee koulutuksesta onnistuneen. Työntekijöiden koulutuksen tarkoitus, sen tavoitteet ja edut käsiteltiin teoreettisessa viitekehyksessä. Työtyytyväisyys ja motivaatioteoriat olivat myös osa tutkimuksen keskeisiä käsitteitä. Tutkittujen teorioiden perusteella laadittiin kyselylomake, jotta saatiin kerättyä aineistoa tutkimuksen tavoitteen saavuttamiseksi. Primääriaineisto kerättiin jakamalla kyselylomake kaikille yrityksen x työntekijöille, sillä jokainen näihin koulutuksiin osallistunut henkilö kuului tutkittuun kohderyhmään.

Tulokset osoittivat, että työntekijät pitivät koulutustilaisuuksia jossain määrin onnistuneina. Tulokset eivät kuitenkaan osoittaneet vahvasti sitä, että koulutus olisi vaikuttanut työntekijöiden työtyytyväisyyteen. Toisaalta tulokset näyttävät kuitenkin osoittavan, että työntekijät ovat motivoituneita palvelemaan asiakkaita paremmin ja tekemään työnsä hyvin. Havaittiin myös, että eri osastojen työntekijät näkevät koulutukset eri tavalla. Vaikuttaa siltä, että keskimäärin osasto B:n työntekijät pitivät koulutusta jossain määrin vähemmän onnistuneena verrattuna muiden osastoiden työntekijöihin. Lisäksi työntekijät, jotka ovat työskennelleet yrityksessä kuudesta kymmeneen vuotta, näyttävät olevan vähemmän tyytyväisiä kuin työntekijät, jotka ovat työskennelleet alle kuusi vuotta tai yli kymmenen vuotta. Tulosten yleistämistä kuitenkin vaikeuttaa kyselyn maltillinen vastausprosentti sekä se, että monessa tapauksessa usea vastaaja valitsi vaihtoehdon neutraali.

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# ABSTRACT

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Company x started a programme called APPA-programme in 2019 whose aim was to help the company to become the best and the most positive customer service provider in their field of business. The APPA-programme included training sessions. The purpose of this study was to examine these training sessions from the employee point of view. The objective was to find out how successful the employees found the trainings, whether the trainings had an influence on their job satisfaction and how motivated they are to serve customers after these training sessions.

In the beginning of the study the theories of employee training were discussed in order to discover what makes a successful employee training in theory. The purpose of employee training, its objectives and benefits were all reviewed in the theoretical frame of references. Job satisfaction and theories about motivation were also part of the key concepts of the study. A questionnaire was established based on the theories explored in order to achieve the purpose of this study. The primary data was gathered by sharing the questionnaire for all the employees in company x since the target group studied was all the employees who participated in these training sessions.

The results showed that the employees found the training sessions successful to some extent. The results did not strongly indicate that the training would have influenced the employees' job satisfaction. However, the results do seem to indicate that the employees are motivated to serve customers better and do their jobs well. It was also observed that employees from different business functions view the trainings differently. It seemed that on average employees from business function B found the training less successful than employees from other functions. In addition, employees that have worked for the company from 6 to 10 years seem to be less satisfied than those who have worked less than that or more than 10 years. Nevertheless, the response rate for the questionnaire was rather moderate and, in many cases, there were respondents who chose option neutral thus making the generalisation of the results difficult.

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# 1 INTRODUCTION

## 1.1 Background of the study

Company x started a new customer service programme for their employees in 2019, called APPA-programme. The company's goal is to be the best and the most positive customer service provider in their field of business. The programme included training sessions which aimed to find obstacles that prevent the company for being the best and the most positive when it comes to customer service in the eyes of their customers. After finding the obstacles, the idea is to provide the employees tools that they can use to tackle these obstacles. Now that the employees have completed the training sessions and the tools have been provided for them and they have had time to implement them, it is important to research the success and usefulness of the training from the employees' point of view.

## 1.2 Purpose of the research and research problems

The purpose of this thesis is to research the success of the APPA-programme trainings from the employee point of view and its impact on employees' job satisfaction and motivation. The company that conducted this training to their employees has used resources in order to improve internal communication as well as the customer service provided by the company to their customers. The assumption is that the employees found the training useful and successful and that it increased their motivation and satisfaction towards their job and readiness to serve customers. Therefore, the objective of this research is to find out the impact of the training on the employees. The results of this research will hopefully give the company information about how successful and useful the employees found the training. Thus, if the results show that the employees found the training successful and motivating then the company could provide similar type of training in the future.

**Research Questions:**

- To what extent did the employees find the training successful?
- To what extent are employees motivated to give better and more positive customer service?
- To what extent did the APPA-programme trainings increase job satisfaction?

# 2   THEORETICAL FRAME OF REFERENCES

This chapter will present theories related to the topic of the research. The chapter will include theories about employee training, and the effect of training on job satisfaction. In addition, theories about motivation will be discussed here. In the end of each subtitle the theories addressed will be summarized in order to present a coherent outcome of the topics discussed.

## 2.1   Purpose and importance of training

A.M. Sarma states that "Training provides knowledge and skills required to perform the job" (Sarma 2008, 125). This already highlights the purpose of training in a simple matter. Training is offered to an employee in order to him or her to acquire tools that will help him or her to cope from the tasks pointed to them. Moreover, nature of training is short-term, unlike for example development, which is a long-term. Development is broader and more general, whereas training is more task specific. (Sarma 2008 125-126; Subba Rao 2008, 72-73) Sarma summarizes the difference between training and development as following "Training emphasises doing, and education emphasises knowing." (Sarma 2008, 126) Education is conducted by lectures and students being talked to, whereas effective training includes the participants being able to contribute to the training by for example discussing between themselves about the topic. Knowing about skills is not the same as internalising them and being able to use them. (Hughey, Mussnug 1997, 53) Both are important parts in the field of Human Resource Management, but this study will focus on the concept of training.

It is important for organizations for multiple reasons to offer trainings to their employees. First, new tasks inside organisations often require new skills and knowledge. Secondly, nowadays the nature of employees' tasks may change rapidly for example creating new performance standards and work methods, and therefore creating a need for training in order to the employee to adapt to these changes. Thus, there are initial training programmes as well as ongoing training programmes (Hughey, Mussnug 1997). Training is also offered by the organisation to its employees in the hope of increased performance levels, so to say enhance their knowledge and skills. Organisations have set goals, and it is in their interest that the employees in the operational level perform so that the organisation is moving towards these goals. (Sarma, 2008, 126)

According to Subba Rao "If the required training is not provided, it leads to performance failure of the employees" (Subba Rao 2008, 73). Employees' performance failure is not beneficial for the organisation, quite the opposite and therefore it is important for the Human Resource department to offer training for their employees and make sure that employees are able to cope well in their tasks now and in the future. However, selecting and hiring employees is as important as offering appropriate training but it comes to optimizing the talent in the workforce that enables a company to differentiate themselves from the competition (Kraiger, Passmore, Santos, Malvezzi, 2014, 1-2).

After discovering the need for training, it is important to define the training objectives. It is clearer to choose the content of the training when the objectives are defined. Common objectives of training include enhancing knowledge, skills and performance capabilities, to prepare employees for tasks with higher responsibility, to improve the understanding of the linkages between functions of an organisation, to promote desirable behaviour and well-functioning relationships. (Subba Rao, 2008, 77-78; Sarma, 2008, 129) Training objectives can be for example categorised into Behavioural and Functional Objectives. Functional objectives relate to skills being improved or new skills being learnt which help the employees to better cope in their tasks. An example of a functional objective could be learning how to use a software. Behaviour objectives as the name suggests are generated to change existing behaviour or foster more desirable behaviour. This could be for example to improve quality of communication amongst the employees. (McClelland, 1994, 4-5)

Employees should after the training have concrete tools which relate to their tasks in the organisation. They should be able to transform the hypothetical training session situations to their on-the-job situations. In other words, the skills taught through training should be target specific and utilizable for the training to be useful. (Hughey, Mussnug 1997)

The Management study guide written by Prachi Juneja offers a list of benefits of training. The list includes the following points: improves morale of employees, less supervision needed, fewer accidents happen, chances of promotion and increased productivity. To elaborate these benefits of training, Prachi Juneja suggests that training employees will most likely improve their job satisfaction and when employees are more satisfied with their job their morale is better. Moreover, less supervision is required when employees are well trained because they are familiar with the tasks, they are responsible for. Next on the list is fewer accidents since well-trained employees are less likely to make errors on the job and therefore accidents are avoided more often. Prachi Juneja also proposes that training increases employees' chances of promotion because training will offer them new skills and efficiency making them an asset for the organisation. Last point on the list is increased productivity due to employee being more able to perform well and wasting less time, money and resources than an employee that is not well trained for the job. (Management Study Guide, Prachi Juneja) The points mentioned about the benefits of training show that there are multiple reasons why training is important both for the organisation as well as for the employees of that organisation. Well trained employees are valuable for a company. And a company that offers training for their employees so that the employees can cope well from their tasks, is a company that will likely have satisfied employees that have greater morale. In addition, company goals are more achievable.

It is also important to evaluate training. One of the most popular models for training evaluation is Kirkpatrick's Model. The model consists of four different categories to evaluate a training. The four categories are Reaction, Learning, Behaviour, and Results. The following table will present the four different levels in the model. (Sarma, 2008, 139; Kraiger, Passmore, Santos, Malvezzi, 2014, 137; Kirkpatrick, Kirkpatrick, 2005, 5)

| Level | Explanation |
|---|---|
| 1. Reaction | Asses the participants reaction towards the training. What they thought of it? Were they pleased with the content, materials, quality and relevance? Helps to get suggestions for improvement. |
| 2. Learning | Evaluate the learning that took place in the training. For example, facts, skills and techniques participants learnt. |
| 3. Behaviour | Were there change in employee behaviour on the job after the training? Refers to the extent of skills and knowledge learned in the training are used on the job. |
| 4. Results | This level explores the improvements on the organisational level as a result of the training. For example, did the training lead to cost savings and work output improvement. |

**Table 1.** Four levels in Kirkpatrick's Model

Kirkpatrick explains that levels 1 and 2 need to be successful in order there to be change in behaviour and therefore, level 3 to be successful. Change in behaviour will not take place if the training facilities are not appropriate and suitable for the participants as well as if the skills and knowledge are not appreciated by the participants. In other words, the participants need to appreciate the training and be motivated to learn. (Kirkpatrick, Kirkpatrick, 2005, 58)

From the paragraphs above it is evident that training works both ways. It is important for the employees so that they can manage in their job and not feel overwhelmed with the tasks appointed to them. Thus, it is equally important for the growth and development of the organisation that needs its employees to have a certain level of performance in order to achieve its goals. Next part of this chapter will go more in depth into the impact of training on employee performance and job satisfaction.

### 2.2 Impact of training on job satisfaction and employee effectiveness

Under the previous subtitle the benefits of training were discussed. It was pointed out that training may increase job satisfaction if it offers skills and knowledge for the employee in order for him or her to cope better in the job. Subba Rao in his book *Human Resource Management* lists "Benefits to the Individual Which in turn Ultimately Should Benefit the Organisation" (Subba Rao 2008, 75). Some of these benefits are presented in the table below.

| Benefits to the Individual Which in Turn Ultimately Should Benefit the Organisation |
|---|
| • Aids in encouraging and achieving self-development and self-confidence |
| • Helps a person handle stress, tension, frustration and conflict |
| • Provides information for improving leadership knowledge, communication skills and attitudes |
| • Increases job satisfaction and recognition |
| • Moves a person towards personal goals while improving interactive skills |
| • Satisfies personal needs of the trainer (and trainee) |
| • Helps eliminate fear in attempting new tasks |

**Table 2.** Individual Benefits of Training

Next let us look at factors that have an impact on job satisfaction. A Study on Job Satisfaction: Focus on Bankers of Bangladesh from the European Journal of Business and Management present some findings what influences job satisfaction on certain group of people from a certain industry. However, in the beginning of the study the author presents general information and background for job satisfaction. Job satisfaction is the collection of feelings and beliefs that people have about their current job and the more positive feelings one has towards one's job generally the more satisfied one is about one's job. Earlier research has found that employee's mindset influences performance. It has been suggested that improved job satisfaction leads to improved performance. Since a satisfied employee is likely to also be a more efficient worker it is important to find out factors that increase job satisfaction among employees. The study showed 'Pay', 'Working Condition', 'Job Status and Security' and 'Recognition and Promotion' have a direct positive influence on the 'Level of Job Satisfaction'. (Murad, Zayed, Mukul 2013) Similar factors that the study found to increase job satisfaction were also found in the benefits of training list.

Another research *"Does the soft aspects of TQM influence job satisfaction and commitment? An empirical analysis"* by Thiruchelvi Arunachalam and Yogesh Palanichamy found through their research that training has important role in enhancing job satisfaction and commitment. A five-point scale was used to measure the variables. Employee training scored the mean of 4.169. They also conducted a multiple regression analysis, which also found training to have positive association with job satisfaction. However, the research was conducted in India where 255 shop floor employees gave their response to the questionnaire. Thus, generalization is should be considered limited. (Arunachalam, Palanichamy, 2017)

Moreover, Subba Rao presents four different theories concerning job satisfaction in his book *Management and Organisational Behaviour* (2010). The theories are Fulfillment Theory, Discrepancy Theory, Equity Theory, Two-factor Theory. The Fulfillment Theory measures to what extent a person's needs are satisfied. The idea is that satisfying expected needs will lead to job satisfaction. However, the problem with the theory is that what a person receives is not the same as what he or she expects to receive, there is a difference between reality and expectation. The Discrepancy Theory considers the problem in the previous theory. In this theory, the expected satisfaction is compared to the actual level of satisfaction and if the actual level of satisfaction is lesser than expected then it will lead to dissatisfaction. The problem in the Discrepancy Theory is that it does not explain the concept of over-satisfaction. In the Equity Theory, the input-output balance concept is explained so that a person's satisfaction derives from the ratio between the person's contribution to the job and the reward. Finally, the Two-factor theory, which explains that there are two types of factors divided into satisfiers and dissatisfiers. Satisfiers are defined as being factors that cause satisfaction if they are present, but will not cause dissatisfaction if not present. Dissatisfiers on the other hand will cause dissatisfaction if not present but will not cause satisfaction when present. For example, achievement and recognition are satisfiers and example of dissatisfiers are salary and supervision. (Subba Rao, 2010, 314-315)

When comparing the benefits of training and job satisfaction with each other there can be found similar themes and factors in these two concepts. When present, both seem to increase the morale of employees. Recognition and promotion are also part of job satisfaction and the benefit of training. And most important increased employee effectiveness is present when training and job satisfaction are been discussed. Moreover, if job satisfaction is defined as the collection of feelings and beliefs that the employee has towards one's job and the more positive those feelings and beliefs are, the more satisfied the employee is, then the training should have a positive impact on job satisfaction since successful training should ultimately increase positive attitude towards one's job. Some examples of these factors can be found in Table 1. where for example point "Aids in encouraging and achieving self-development and self-confidence" is a benefit of training, but also a factor that increase one's positive attitude towards one's job.

Under the next subtitle, employee motivation will be discussed in more detail by exploring different theories related to the topic. Motivation is also an important factor in employee training and job satisfaction. Subba Rao, for example, states that motivation and job satisfaction highly influence employee performance (Subba Rao, 2010, 298). Also, as Kirkpatrick mentioned, employees need to be motivated to learn for a training to be successful. (Kirkpatrick, Kirkpatrick, 2005, 58)

## 2.3 Employee motivation

According to Sarma (2008), motivation in an organisational level means that employees will put an effort on their doings in order for the organisation to achieve its objectives. Moreover, motivation is a feature that managers want their subordinates to possess for them to carry out their responsibilities with a sense of interest and enthusiasm. (Sarma 2008, 217) Herzberg (1987) in his article writes about motivation that motivation is present only when a person has a generator of his or her own, which means that every time one does something it does not happen because there was an outside stimulation. The person performs the task because he or she wants to do it. (Herzberg 1987) Originally the word motivation comes from Latin word movere, which means movement. The definition of the verb "to motivate" in 1860s was actually "to stimulate towards action". (Mathe, Pavie, O'Keeffe 2011, 1)

Motivation is argued to increase efficiency and thus motivated employees are an important asset to a company. When employees are motivated, they tend to work harder and therefore increase productivity, and reduce cost of operations. (Management Study Guide, Juneja) This is logical since if motivation means willingness to act then lacking motivation means that a person is less active. If employees are not willing to act and become stagnant at workplace, they are not creating value for the company and not working towards company objectives. They are in worst case wasting resources.

How do employees get motivated, then? Herzberg's motivation-hygiene theory is one of the well-known motivation theories. Also known as the Two-factor theory briefly mentioned under the previous subtitle explaining the satisfiers and dissatisfiers. According to the theory there are motivation factors that increase motivation and job satisfaction, and then there are hygiene factors that increase job dissatisfaction if they are not present or exist on an insufficient level. Moreover, about the motivation and hygiene factors Herzberg describes the motivator factors being intrinsic to the job, such as growth, responsibility and recognition. Whereas, the hygiene factors that are extrinsic to the job are for example salary, status and working conditions. (Herzberg 1987)

There are different types of motivation that can be classified, for example to intrinsic and extrinsic motivation. Intrinsic motivation arises when a person enjoys completing the tasks appointed to them and they are interested in the task itself. People are generally interested in learning new things and challenging themselves. However, it has been researched that to promote intrinsic motivation, certain conditions are desirable. Self-determination has been found to be connected to increasing intrinsic motivation. People tend to enjoy the sense of autonomy and when it is present completing the tasks feels more enjoyable and thus, increasing intrinsic motivation. Extrinsic motivation means that a person has a motivation to act because of an external force. It is not the act itself that motivates but what happens afterwards causes that stimulation to act. (Jarjoura 2014) As mentioned in the last paragraph, factors that Herzberg describes as extrinsic motivation can be status and salary. For example, a person is motivated to complete a task at work because she or he will get paid afterwards, not because the act itself excites the employee to perform. This is called extrinsic motivation.

Intrinsic motivation seems stronger as a driving force since it increases job-satisfaction and happiness of the worker, but to achieve this the tasks need to be something the employee enjoys doing and places interest in the tasks. Ankli and Palliam in their article *"Enabling a motivated workforce: exploring the sources of motivation"* point out what an author called Frankl found in 1967: "employee happiness is achieved when one uses core personality and motivation to fulfill a meaningful mission". Happiness about work then arises from the fact that employees feel that the work is meaningful for them. (Ankli, Palliam 2012) Moreover, a Forbes article presenting key factors that fosters employees to go the extra mile from a survey *"The 7 Key Trends Impacting Today's Workplace"* to which more than 200,000 employees from over 500 companies took part and was conducted by a company called TINYpulse. The survey showed that the most answered factor was "*Camaraderie, peer motivation*" which 20 per cent of the respondents chose as the driving force to go the extra mile. The second on the list was "*Intrinsic desire to a good job*" to which 17 per cent of the respondents could relate to. The third factor with 13 per cent of the respondents agreed on was *"Feeling encouraged and recognized"*. Money became seventh on the list of ten factors with 7 per cent support from the respondents. (Lipman 2014) This again shows that people tend to value sources that generate positive environment and feelings. And for example, to many people extrinsic motivator money is not the key element for wanting to go the extra mile for the company they work for.

Furthermore, another motivation theory is the expectancy theory created by Victor Vroom and Edward E. Lawler and Lyman W. Porter which suggests that people tend to think and measure their actions and, therefore act in a way that it would produce expected outcomes. People want to satisfy their needs and accomplish their goals. This gives them motivation to act. The theory also put forward the idea that people value other outcomes more than other and therefore decide to place more effort for some things over others. For an organisation it is important to know what their employees' value and want to put effort on. The theory has three variables: expectancy, instrumentality, and valence. Expectancy is the link between effort and performance, which is the individual's estimation of whether will effort lead to accomplishment. If an employee feels that one's effort will not lead to a desired outcome, it is unlikely that one will put much effort on it. Instrumentality stands for the link between performance and reward. This means that an employee believes that his or her effort will pay off and be rewarded. The rewards may be tangible as well as psychological. A person is unlikely to put a lot of effort on something that he or she believes will not be sufficiently rewarded. Finally, valence stands for perceived value of the expected rewards. An employee will need to value and appreciate the reward to be motivated to attain it. Therefore, communication is needed for the organisation to know what their employees' value is. Employees also need to see the link between performance and reward. (Mathe, Pavie, O'Keeffe 2011, 38-41)

Tharenou's (2001) study about *"The relationship of training motivation to participation in training and development."* explores how training motivation, meaning motivation through expected outcomes, affects participation in training and motivation. Motivation through expectation means that the employee will place as much effort on the training as they expect the training will result in skills and knowledge. Her aim is to seek how motivation to learn and motivation through expectation describe development and participation in training. The study consists of three hypotheses, which are the following: 1. Training motivation and a supportive work environment will predict participation in training and development. 2. Training motivation mediates the prediction by the work environment of participation in training and development. 3. For employees higher than lower in training motivation, a supportive work environment will be more related to participation in training and development. The results of the study were that training motivation and motivation to learn help to explain employee's involvement in training and development. However, the results also implied that participation in training and development is higher if the employee expects that the skills and knowledge learned will help them to gain extrinsic outcomes. Employer support was also found to increase participation. Thus, hypothesis 1 and 3 got support from the results. However, Hypothesis 3 only from the perspective of employer support, and not from other aspects of the work environment. (Tharenou, 2001) This again supports the theory of expectancy, where one puts as much effort as one expects to get back from it.

To conclude the theories of motivation, what arises from them is that if a person values the work he or she is doing, and the tasks are meaningful to him or her, then one will likely have internal motivation stemming from them. To rephrase, if a person does not find tasks important or meaningful for him or her then it is more difficult to find motivation, especially intrinsic motivation to complete them. In these situations, extrinsic motivators and incentives often come in place, such as salary and fringe benefits. However, incentives as well need to be valued by the receiver and as people are different, they value different things.

The same goes with the training that if employee expects that the training is useful for him/her then the employee will most likely to participate with the sense of enthusiasm and interest. Moreover, if the employee finds the content of the training valuable, then she/he will have more motivation to learn. There is evidence that motivation to learn and motivation through expected outcomes results in greater participation in training and development. Thus, motivation is also linked to willingness to gain new skills and knowledge. Likewise, training can increase motivation to work since employee is better able to complete his or her tasks.

Furthermore, from a company point of view, it would be more beneficial to have employees enjoying their tasks and feeling satisfied with their workplace. Whereas, having employees that constantly need to be incentivised for them to work in a certain standard, which in a long-term perspective is not a resourceful use of resources. And for some people extrinsic sources of motivation are not enough for them to go the extra mile as was pointed out in Forbes article *"The 7 Key Trends Impacting Today's Workplace"*.

# 3   RESEARCH METHODOLOGY

This chapter will present and explain the research methodology and methods used in this research. The process of data collection is also dealt in this part of the study. First, the methodology is chosen and then decision of which method is used to collect primary data is argued.

## 3.1   Research methodology and method

Objectives of a research is to test a theory or explain a phenomenon. In order for a researcher to reach this objective one needs research methods. Research methods are practical tools to collect and analyse data. Research problem often determines the methods which are suitable for the specific research. (Walliman, 2010, 29)

There are typically two methods for how to acquire primary data for research and these methods are quantitative and qualitative research methods. They are different in nature and therefore, the aim and type of the research defines which method is more appropriate for that study. In qualitative research the intention is to construct theory and acquire more knowledge of the topic research. Thus, the concentration is to understand and explain. Whereas, quantitative research aims to describe and test theory. The difference between the two methods is that in quantitative research the data gathered is numerical when in qualitative research data type is verbal or graphical description. Therefore, in quantitative research since its purpose is to measure something, questions such as how many, how much and how often are relevant (Vilkka, 2007, 13-14). In qualitative research interactions between people could be observed and therefore, numerical data and questions of how much are not the most appropriate ways to gather data. (Sachdeva, 2008, 182) Another characteristic of a quantitative research is that there are typically large number of respondents, thus suggested number of respondents is at least 100. In larger researches the number can go up to 1,000. (Vilkka, 2007, 17).

For this research the methodology chosen is the quantitative research. The aim is to test the theories of employee training and motivation against the primary data gathered from the company where the customer service training was conducted. Moreover, the purpose of a quantitative research is to explain, describe, map, compare, or predict human-related matters and attributes or nature related phenomena (Vilkka, 2007, 19). Therefore, it is suitable for this research since the aim is investigate to what extent the employees found this type of training successful and to what extent it affected their motivation and job satisfaction.

The research method chosen for this thesis is a questionnaire, which is a popular method for a quantitative research. Questionnaire shall be constructed so that the data can be translated into numerical data thus, every variable is given a numerical value. (Vilkka, 2007, 14-17) With the help of scaling instruments a questionnaire can be constructed so that the data obtained will have quantitative characteristics. There are different types of scaling methods such as Likert scaling, Thurstone scaling and Guttman scaling. (Sachdeva, 2008, 116)

The questionnaire can also be practically distributed to the target group, which is the employees in the company who took part of the training. In order to get a comprehensive picture of the impact of the APPA-programme trainings on the employees' motivation for, and overall picture of the success of the training from employee point of view then all the employees who took part of the training shall be elected as the sample for the research.

### 3.1.1 Questionnaire design

Questionnaire design is an important phase of a research. It aims to transfer the theories into questions that all the respondents understand in a similar way. Firstly, the most important concepts from the relevant theories need to be identified. Secondly, these concepts are subdivided into smaller sections. And thirdly the smaller sections are turned into questions and choices that are applied in the questionnaire. (Vilkka, 2007, 38) Vilkka (2007) presents an example how to derive questions for questionnaire from the theories, and this model will be used as an inspiration when designing the questionnaire for this research. The model can be found from page 39 in Vilkka's book called *Tutki ja Mittaa Määrällisen tutkimuksen perusteet.* (Vilkka, 2007, 39)
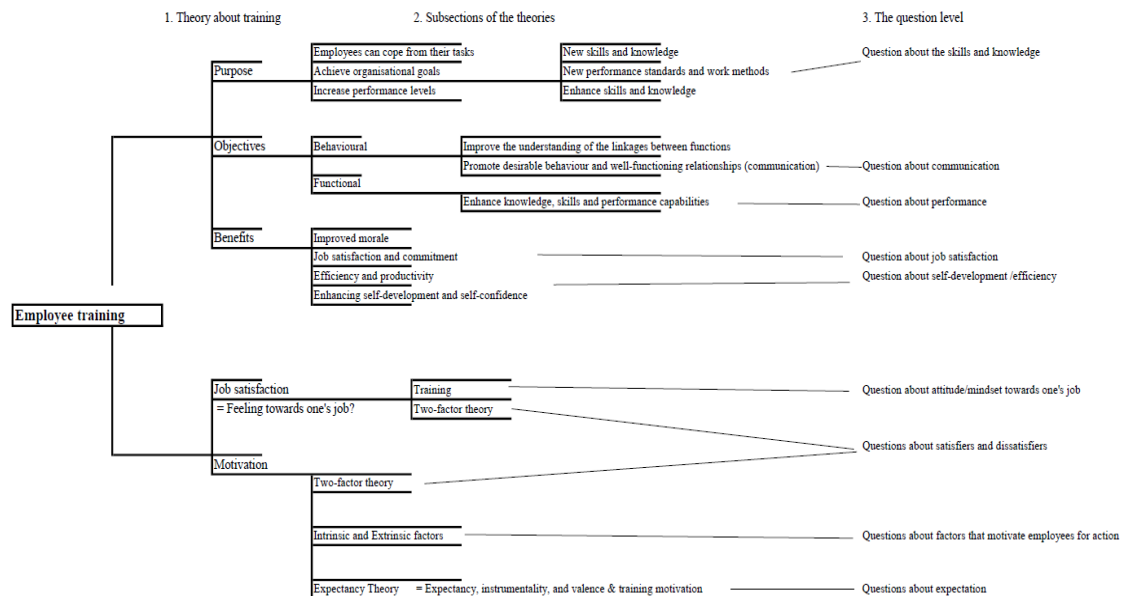
**1. Theory about training** | **2. Subsections of the theories** | **3. The question level**

Employee training

Purpose
- Employees can cope from their tasks
- Achieve organisational goals
- Increase performance levels
  - New skills and knowledge
  - New performance standards and work methods — Question about the skills and knowledge
  - Enhance skills and knowledge

Objectives
- Behavioural
- Functional
  - Improve the understanding of the linkages between functions
  - Promote desirable behaviour and well-functioning relationships (communication) — Question about communication
  - Enhance knowledge, skills and performance capabilities — Question about performance

Benefits
- Improved morale
- Job satisfaction and commitment — Question about job satisfaction
- Efficiency and productivity — Question about self-development /efficiency
- Enhancing self-development and self-confidence

Job satisfaction
= Feeling towards one's job?
  - Training — Question about attitude/mindset towards one's job
  - Two-factor theory — Questions about satisfiers and dissatisfiers

Motivation
- Two-factor theory
- Intrinsic and Extrinsic factors — Questions about factors that motivate employees for action
- Expectancy Theory = Expectancy, instrumentality, and valence & training motivation — Questions about expectation

**Figure 1.** From theory to questionnaire

**Figure 1.** From theory to questionnaire presents Vilkka's (2007) three levels explained above but reconstructed for the purpose of this research. Figure 1. includes firstly identification of the main theories demonstrated as 1. Theory about training. The central concepts of this research are explored in chapter two: Theoretical Frame of References. The main theory is employee training. As this theory is explored in chapter two it presents the concepts of purpose, objectives and benefits of training. Job satisfaction and motivation are also topics that are repeated when exploring the theory and researches made about employee training and therefore, seen as part of the main concepts of employee training in this research. As the purpose of this research is to investigate the success of an employee training from the point of view of the participants and in addition do, they feel that the training increased job satisfaction and how motivated they are to serve customers, therefore the theories concentrate in these factors.

Next level is the division of the main concepts into smaller sections which can be found under heading 2. Subsections of the theories in Figure 1. Considering the theories and how they relate to what is being researched, the subsections were chosen according to relevance. The purpose of the training is employees being able to cope in their tasks and increase level of performance as well as reaching organisational goals. In order to achieve this training should provide participants with skills, knowledge and work methods which help them to cope in their tasks and increase level of performance. Therefore, the question level of the model shall include a question related to the skills and knowledge gained through the training.

Objectives of training can be divided into behavioural and functional objectives where behavioural objectives are those that promote desired behaviour, understanding of linkages between functions as well as well-functioning relationships. Whereas functional objectives are those that relate to hard skills such as usage of a new software on a computer. Thus, the question level shall include a question related to communication between employees and a question related to skills and performance capabilities.

Next in the model are the benefits of training which were broken into improved morale, job satisfaction and commitment, efficiency and productivity, enhancing self-development and self-confidence. Employee training theory, when considering the benefits especially from the employee perspective, claimed these mentioned benefits to occur when an employee training has been successful. Therefore, a question about job satisfaction and self-development with respect to the training shall be included on the question level.

Moreover, as job satisfaction and motivation have been found closely related to the theory of employee training, then these factors shall be explored in the questionnaire design. Job satisfaction and motivation are part of the benefits of a successful employee training, however, they are also factors that influence how an employee views and takes part in an employee training and therefore, are important factors to consider when determining the success of an employee training.

It is pointed out in chapter two that motivation is a desired element since it helps employees to carry out their tasks with a sense of enthusiasm (Sarma 2008, 217). Thus, motivated employees are most likely to enthusiastically participate in training and learn from them than unmotivated employees. Level two Subsections of the theories in the model considering job satisfaction includes training and Two-factor theory. The third level the question level then includes a question about employee's attitude towards one's job and questions about satisfiers and dissatisfiers which in more spoken language are factors that increase or decrease job satisfaction. The Two-factor theory is also part of motivation theories and is therefore shown on the model twice. Other subsections of motivation theory are intrinsic and extrinsic factors and expectancy theory. Intrinsic and extrinsic factors help to understand from where person's motivation arises. Level three shall then have questions about factors that motivate employees to act. Whereas the expectancy theory presents an idea that people will place a certain amount of effort on their doings based on how much they expect to gain from the act. In other words, a person will most likely place effort on what they are doing if it will result a valued outcome (Mathe et al. 2011, 38-41). Level three shall then include questions of what employees expect and do they see the outcome valuable.

The questionnaire is constructed by using the Figure 1. findings to establish the questions but also taking inspiration from Kirkpatrick's model presented in chapter 2.1. The levels 1. Reaction and 2. Learning from Kirkpatrick's model are included in the questionnaire from which questions such as satisfaction towards the content and how the training was conducted are asked under the level 1. Reaction. Level 2. Learning is covered with the questions derived from the Figure 1. From theory to questionnaire where respondents are asked about skills and knowledge learned from the training.

The idea is to research how much the respondents agree to the questions derived from the theory and from those statistics determine how successful the employees found the training and do the respondents feel that the training influenced their job satisfaction and how motivated they are. Respondents answer to the questions with a Likert 5-stage scale where the numbers represent the following: 1 as disagree, 2 as disagree to some extent, 3 as neutral, 4 as agree to some extent, and 5 as agree. The Likert scale is popularly used in opinion statements, where the scale can vary from 4-scale to 9-scale, but the idea is that from the centre down agreeing decreases and from centre upwards agreeing increases (Vilkka, 2007, 46).

The questionnaire includes two demographic questions which are the approximate years that the respondent has worked for this company and in which business function the person works. This information is gathered in order to learn more about the respondents. It can also be observed if there are differences for example between different business function and their level of satisfaction towards the training. Thus, comparisons between different type of respondents can be made. This information will also give an indication of the heterogeneity of the group in order to see whether there are respondents with different qualities thus representing more comprehensive picture of the employees in the organisation.

The questions derived from the theory were shown to the company's Head of HR, who gave comments and suggestions for improvement. Few corrections were made to the questions to make them clearer and more understandable.

### 3.1.2 Piloting the questionnaire

After questionnaire design it is important to test the functionality of the questionnaire. The questionnaire cannot be edited after distributed to the respondents and therefore, it is important to pilot the questionnaire in order to test is there errors that need to be amended. People testing the questionnaire can be for example colleagues and instructors. The idea is to find out whether the questions measure what is being researched, are the questions clear, are the instructions clear, and is the length and answering time of the questionnaire reasonable. (Vilkka, 2007, 78)

It was agreed with the company's Head of HR and Executive Assistant to test the questionnaire before final distribution. The questionnaire is made with a software called Questback. It is a tool that the company uses when they make questionnaires to their employees. Company's Executive Assistant created a test questionnaire into the software, to which she and company's Head of HR answered to test the functionality. The test questionnaire functioned, and the raw data derived from the replies was checked and accepted as applicable. The Executive Assistant commented that there is fair amount of questions, however, overall does not take long to fill in the questionnaire. The Head of HR agreed that the questionnaire is straightforward and quick enough to fill in. It was mutually agreed that the questionnaire is ready to be distributed to the respondents.

# 4   PRESENTATION AND ANALYSIS OF RESULTS

This chapter will present the results from the questionnaire and will go on by analysing them. Firstly, the link to the questionnaire was sent via email to an email address that consists of all the people working for the company. Thus, the email was sent to the employees' work email address. The link to the questionnaire along with the cover letter was sent to 152 persons. Respondents were given two weeks' time to answer the questionnaire. During the two weeks' time two reminders were sent to the respondents, reminding how much time there is left to leave a respond. The first reminder was sent in the beginning of the week two and second reminder on a Wednesday of the second week.

After the two weeks the raw data from the questionnaire responds was transferred from the Questback software onto Excel. IBM SPSS Statictics software is used to organise and analyse primary data derived from the questionnaire.

## 4.1   Response rate and demographics

The questionnaire reached 152 people in total. However, 12 of those did not participate in the APPA-program and could not therefore answer the questionnaire. In addition, the researcher herself is included in the email address to which the link to the questionnaire was sent. This leaves 139 persons who could answer the questionnaire, from which 61 left a response. Therefore, the response rate for the questionnaire is approximately 43 per cent. The response rate was calculated by dividing the actual amount of responses by the number of persons that received the email and were able to fill in the questionnaire.
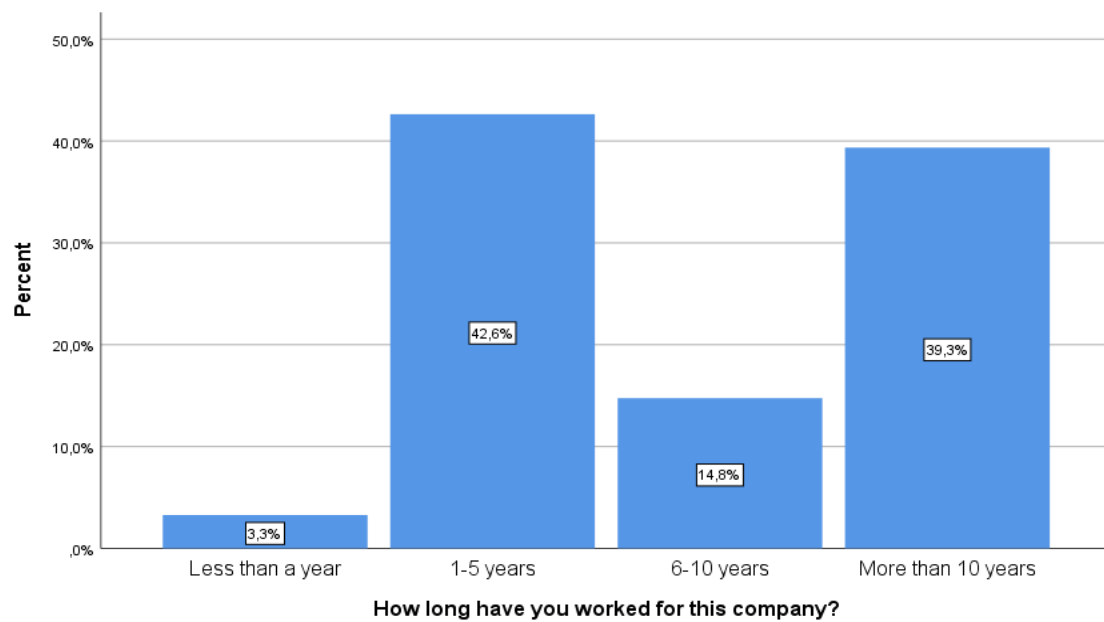
**Figure 2.** How long have you worked for this company?

Figure 2. above illustrates the percentages of approximately how long the respondents have worked for the company. A majority of the respondents have worked from one to five years for the company, which approximately 42 per cent of the respondents chose. Approximately 39 per cent of the respondents have worked for the company more than 10 years, which became the second most selected options. All the options are represented, which shows that respondents show heterogeneous characteristics.
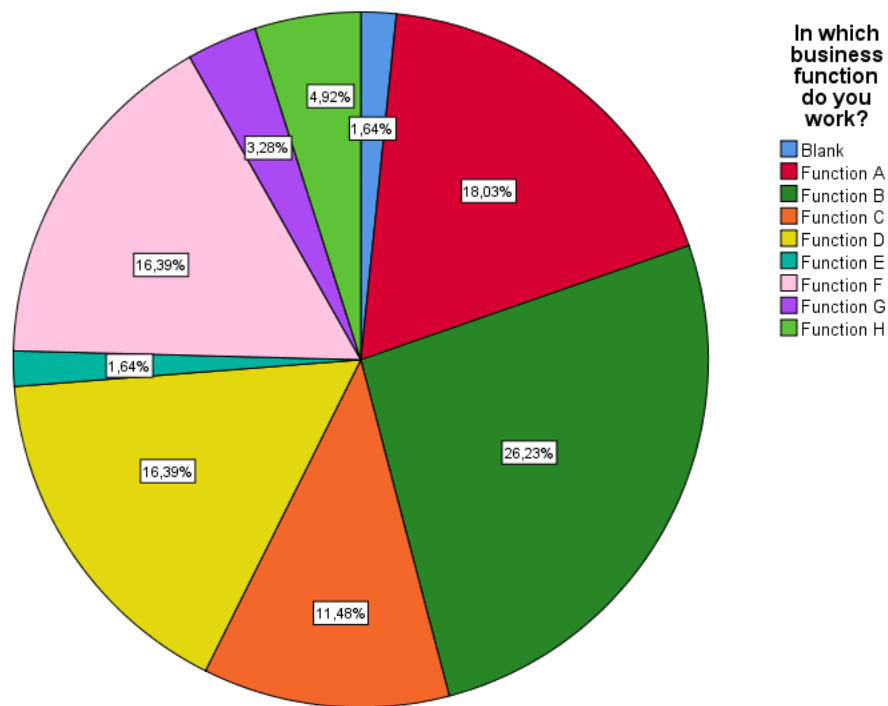
**Figure 3.** In which business function do you work?

Figure 3. represents the distribution of the different business functions from which the respondents come. One respondent left this part unanswered, hence the figure includes a blank section with a value of 1.64 per cent. Moreover, the figure illustrates that there were respondents from every business function defined. The most frequent is Function B from which approximately 26 per cent of the respondents answered to be the business function which they work in.

Although, response rate for the questionnaire is rather low being less than 50 per cent, the demographic data indicates that there are respondents represented from each business function as well as respondents that have been working for the company different amount of time.

## 4.2  Training satisfaction

At the beginning of the questionnaire there are questions about general satisfaction towards the content of the training and how it was conducted. These were included in the questionnaire in order to measure participants reaction towards the training suggested by level 1 in the training evaluation model by Kirkpatrick.
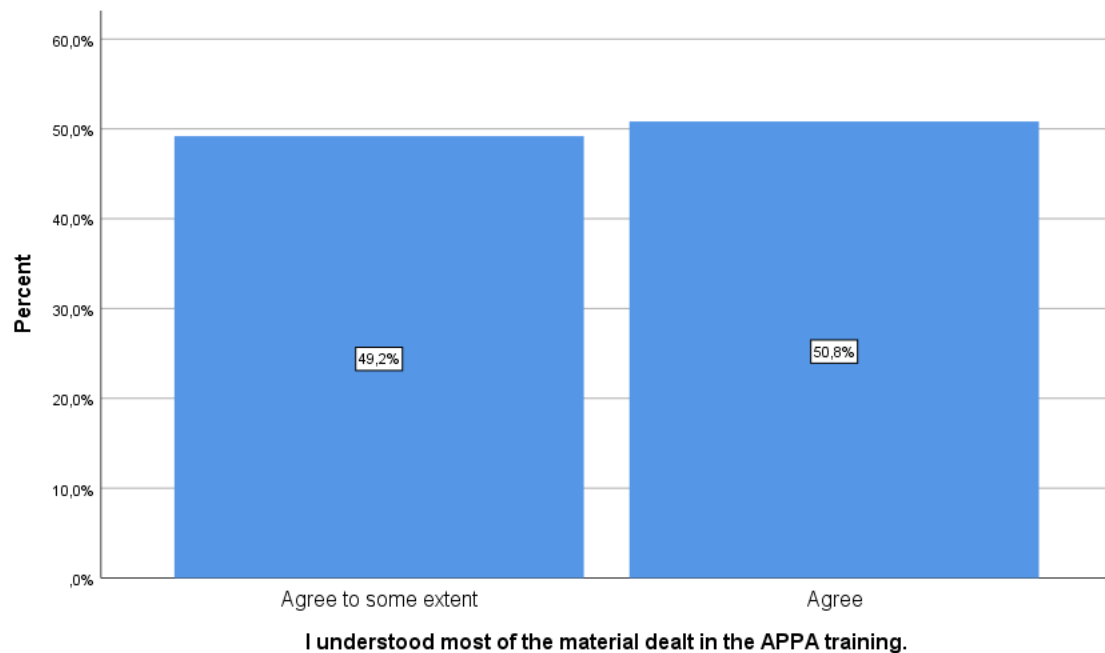


**Figure 4.** I understood most of the material dealt in the APPA training

All the respondents chose either agree to some extent or agree, thus it can be stated that most of the material covered during the training was understandable according to the participants.
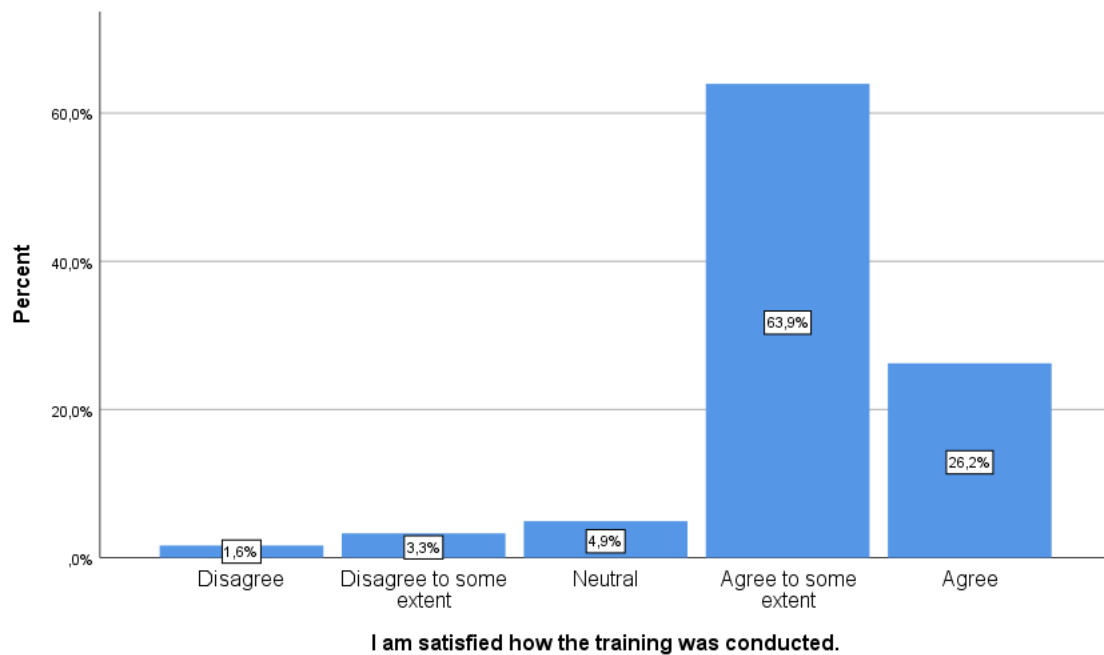
**Figure 5.** I am satisfied how the training was conducted

Although a majority either agreed or agreed to some extent that they are satisfied with how the training was conducted, there are respondents that are not satisfied how the training was conducted. Yet, the mode is 4 as well as the mean is approximately 4, thus implying that most of the respondents found that the training was conducted in an adequate manner.

According to Figure 4. and Figure 5. respondents' reaction to the training indicates a positive response. A majority of the respondents demonstrate satisfaction with how the training was conducted and that the materials were mostly understandable according to the respondents. The results from figure 4. and figure 5. suggest that according to Kirkpatrick's training evaluation model level 1. Reaction shows success to a large extent. Hence, respondents' reaction to the material and how the training was conducted is mostly satisfactory.

## 4.3   Learning, Purpose and Objectives of training

This subchapter will present results from the parts of the questionnaire whose purpose was to investigate the learning, purpose and objectives of the training.
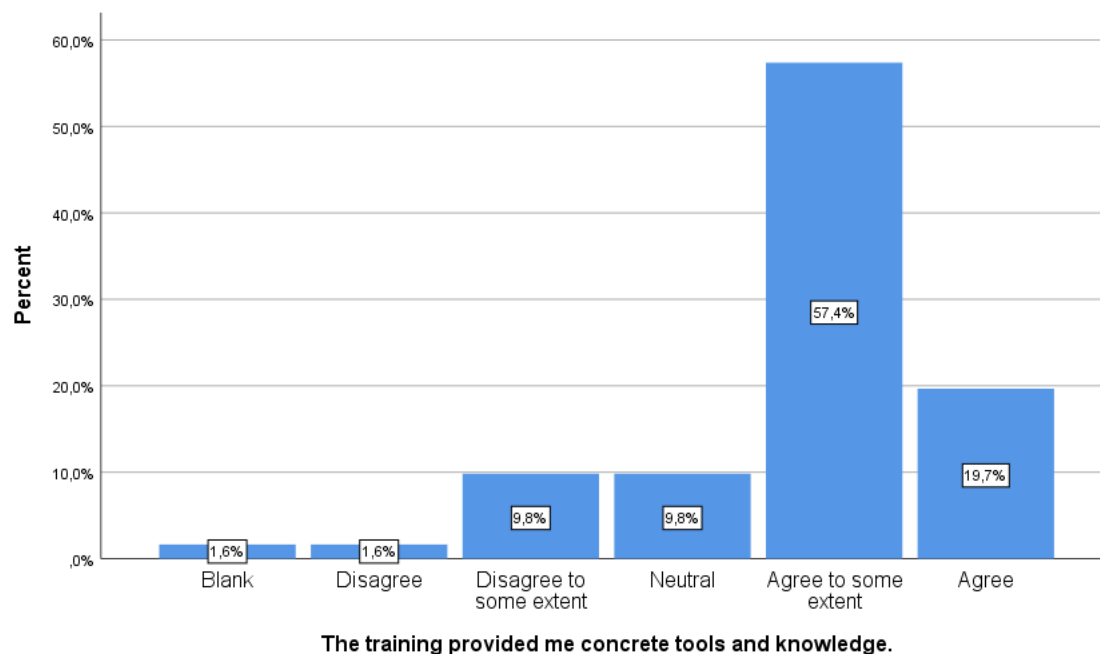


**Figure 6.** The training provided me concrete tools and knowledge

Firstly, respondents were asked to rate how much do they agree that the training provided concrete tools and knowledge. Figure 6. demonstrates these findings. A majority of the respondents agreed to some extent or agreed that the training provided concrete tools and knowledge. The mean value is approximately 3.8 since there are respondents that did not find that the training provided them with any concrete tools and knowledge. One respondent left this part blank and approximately 10 per cent did not lean towards either agreeing or disagreeing and thus chose option neutral. One disagreed and about 10 per cent disagreed to some extent that the training provided them concrete tools and knowledge.
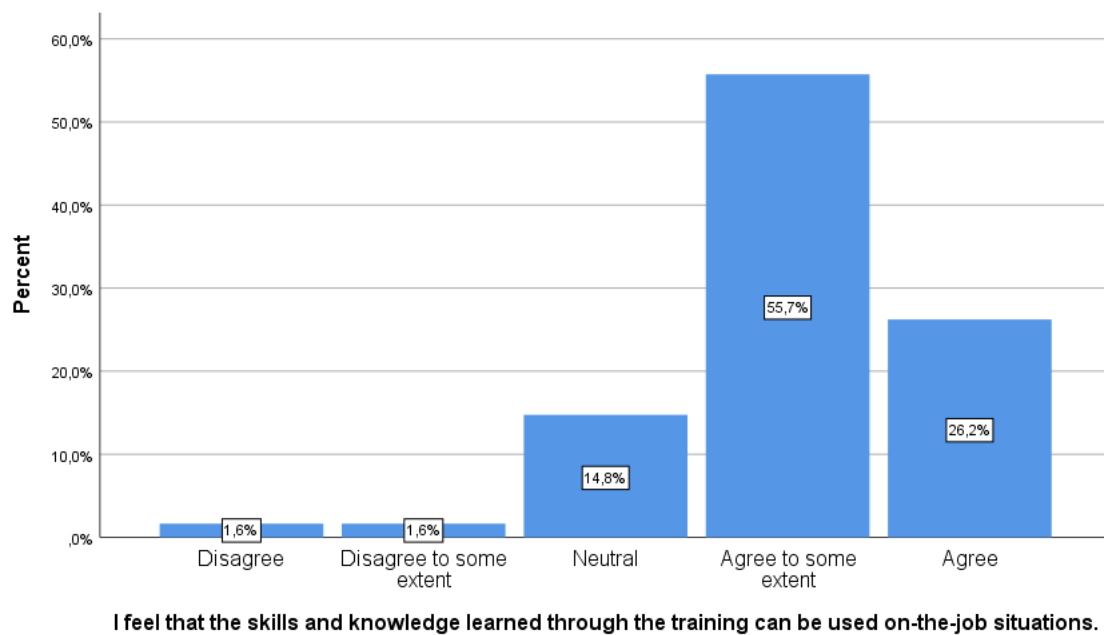
**Figure 7.** I feel that the skills and knowledge learned through the training can be used on-the-job situations

Again, a majority agreed or agreed to some extent to claim, "I feel that the skills and knowledge learned through the training can be used on-the-job situations.". The mean is approximately 4. Hence, the data indicates that most of the respondents at least agree to some extent that skills and knowledge learned through the training is applicable to on-the-job situations.

Chapter 2 presented theory related to the topic being researched where it was for example stated that in order a training to be beneficial the skills taught should be target specific and utilizable. Thus, the results that Figure 6 and 7 represent suggest that to some extent the respondents found that the training provided them with concrete tools and knowledge which can be used in on-the-job situations. This indicates that to the majority of the respondents the training was beneficial in a way that they can utilise the teachings in their jobs.
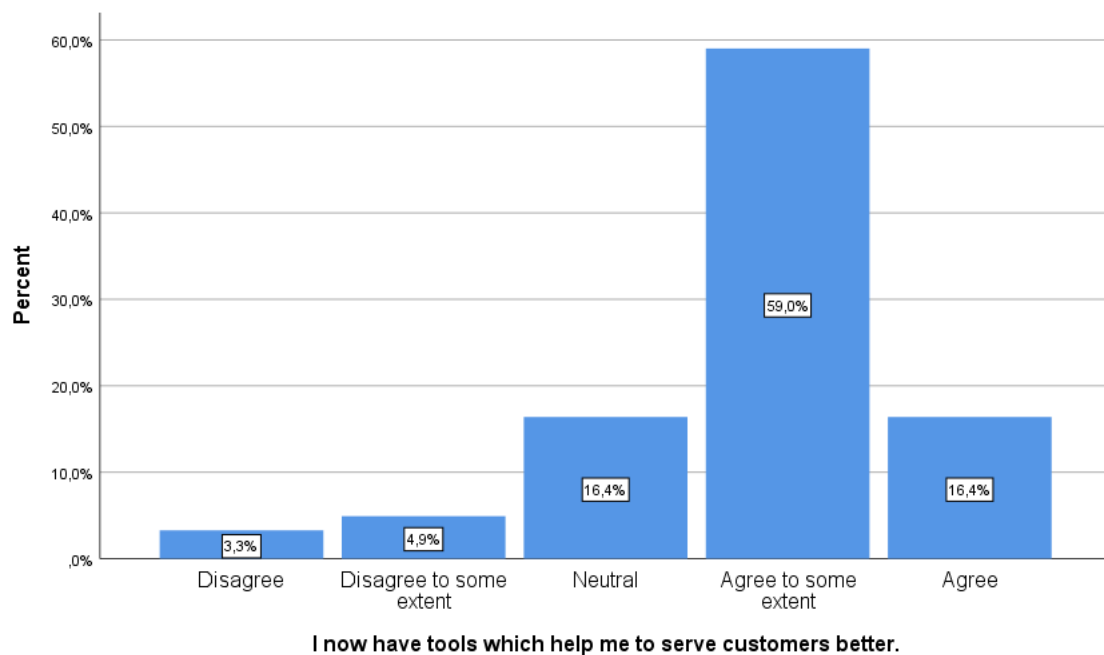
**Figure 8.** I now have tools which help me to serve customers better

The mean for "I now have tools which help me to serve customers better" is approximately 3.8. Yet again showing that majority of the respondents either agreed or agreed to some extent to the claim. However, as figure 8 indicates some respondents did not agree that they now have the tools that help them to serve customers better. About three per cent of the respondents disagreed and about five per cent disagreed to some extent. Of the respondents approximately 16 per cent also chose the option neutral.

The objective of the APPA-programme training was to improve the quality of customer service and as it is specified in chapter two that the common objectives of employee trainings are to enhance knowledge, skills and performance capabilities. Thus, the claim's "I now have tools which help me to serve customers better" purpose was to investigate that was the objective of the training reached according to the participants. The results suggest that to some extent the objective of the training was fulfilled since majority of the respondents agreed to some extent to the claim and in addition about 16 per cent totally agreed to it.
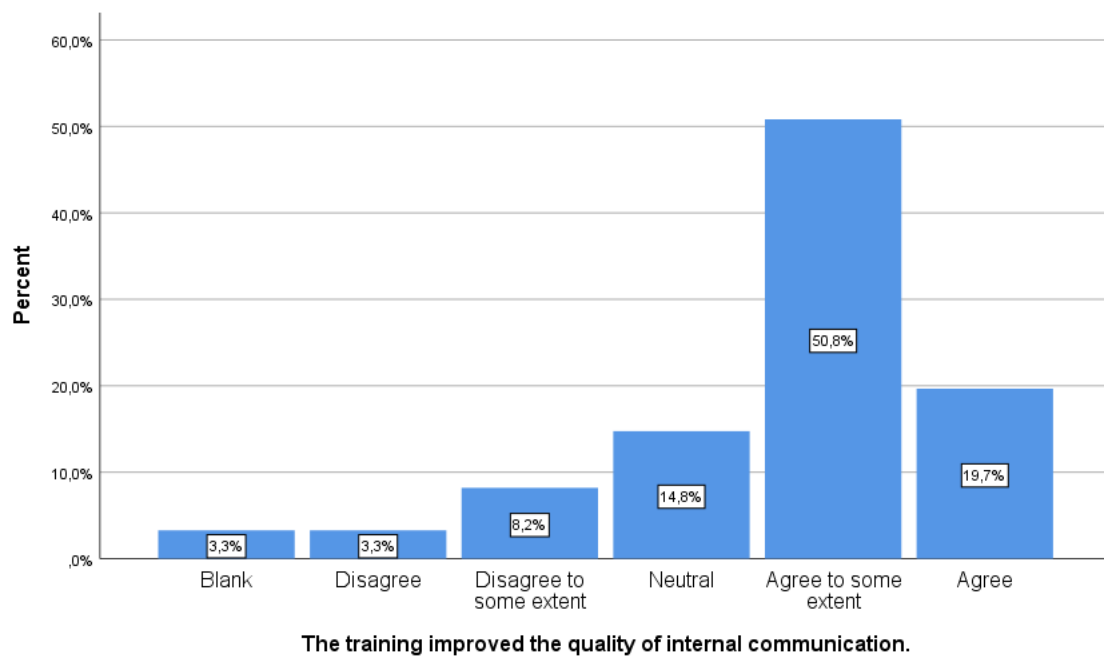
**Figure 9.** The training improved the quality of internal communication

Figure 9. presents the improved quality of internal communication has mean of 3.7. Two respondents left this part blank. About three per cent did not agree that the training improved the quality of internal communication and about eight per cent disagreed to some extent. Approximately 15 per cent of the respondents felt neutral towards the claim. Yet, most of the respondents agreed to some extent and about 20 per cent fully agreed that the training improved the quality of internal communication.
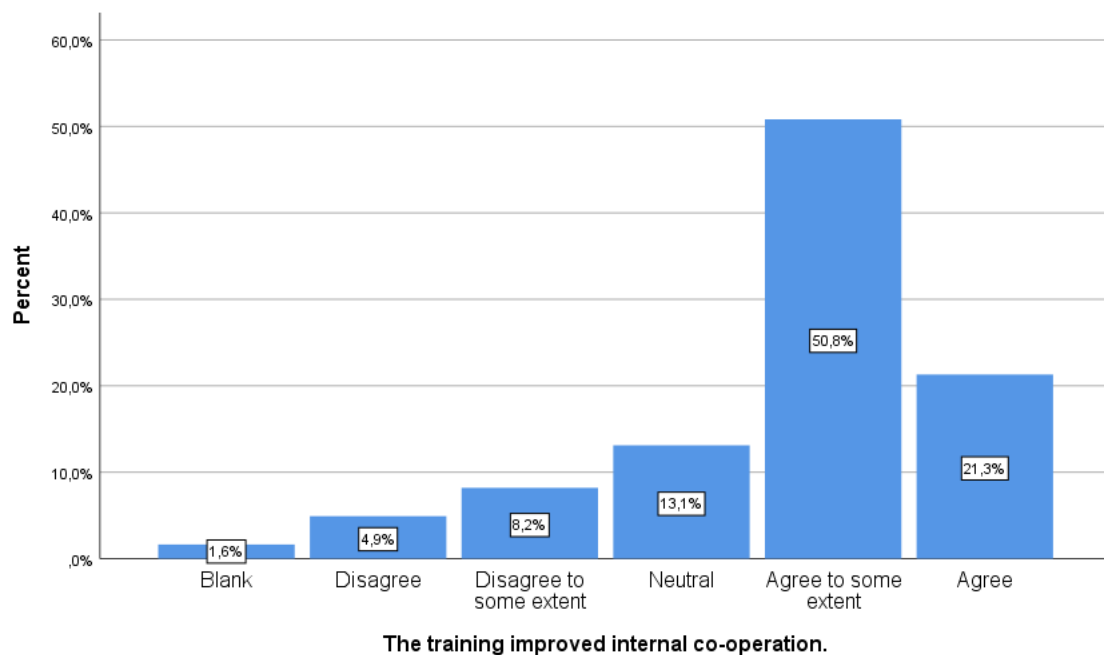
**Figure 10.** The training improved internal co-operation

Figure 10 appears similar compared to figure 9, since in both cases about 51 per cent agreed to some extent to the claim and second most selected option was to agree. The mean for the claim "The training improved internal co-operation" is approximately 3.7. Yet, there are respondents that did not agree that the training improved internal co-operation or did not either agree or disagreed and thus, selected option neutral.

Going back to the theory of employee training as the theory suggests that common behaviour objectives of a training are for example to promote desirable behaviour and well-functioning relationships. Therefore, the purpose of the statements "The training improved the quality of internal communication" and "The training improved internal co-operation" was to investigate whether the participants feel that the training reached these behavioural objectives. The results indicate that to some extent the respondents feel that the training had a positive impact on the internal communication and co-operation. Nevertheless, there are still participants that do not agree with these matters.

The figure below illustrates the mean values from the data represented in figures 6 to 10. As can be seen, the mean values are close to each other. Every value is above 3, meaning that on average respondents leaned more towards agreeing to some extent than disagreeing to the claims presented in figure 6 to 10. By connecting these results to the theory covered in chapter 2 from which the questions were derived the results can be better examined. Firstly, the questionnaire design part presents argumentation for the chosen questions. From that part we can divide the data presented in figures 6-10 into two subsections of the theories. Figures 6 and 7 are part of learning and purpose of training whereas figures 8 to 10 are part of objectives of training.
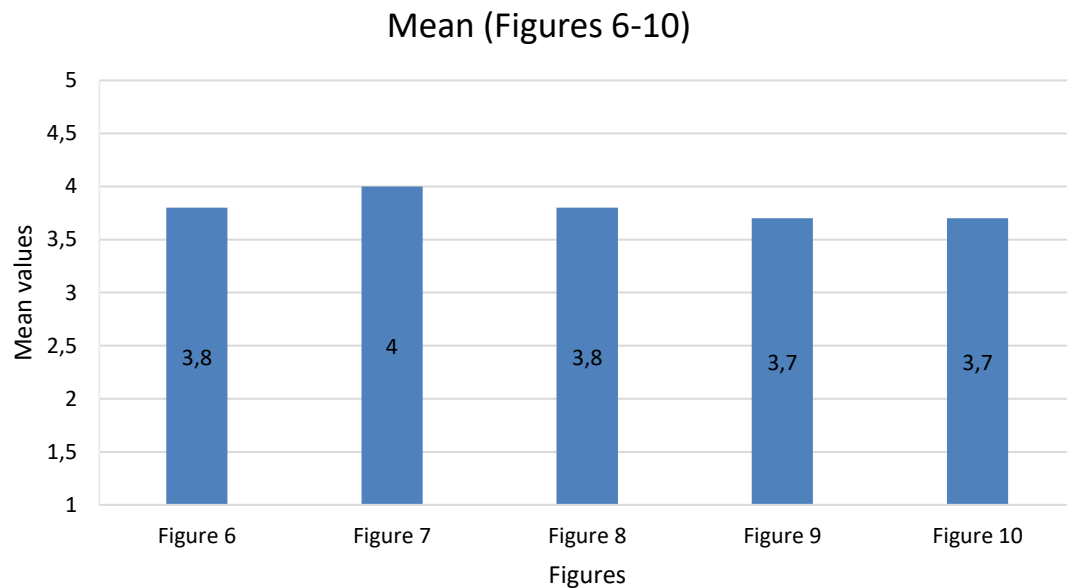
## Mean (Figures 6-10)

| Figure | Mean value |
|--------|-----------|
| Figure 6 | 3,8 |
| Figure 7 | 4 |
| Figure 8 | 3,8 |
| Figure 9 | 3,7 |
| Figure 10 | 3,7 |

**Figure 11.** Mean values from data presented in Figures 6 to 10

Thus, the results of the questions that are represented in figures 6 and 7 indicate the success of the training as far as learning and purpose of training is considered. As the theory suggests that purpose of training is to promote skills, knowledge and work methods which help employees to cope better from their tasks and increase level of performance as well as teaching participants something new. Results show success to some extent for this part as for claim "The training provided me concrete tools and knowledge" the average of the answers is 3.8. And the claim's "I feel that the skills and knowledge learned through the training can be used on-the-job situations" mean is 4, indicating that on average the participants agree to some extent to this claim.

Moreover, the claims whose results figure 8 to 10 represent, the purpose of them was to investigate the objectives of training and how well they come true in this case. Common objectives of the training, as theory suggest, include matters such as promotion of well-functioning relationships, improve the understanding of the linkages between functions of an organisation and to enhance knowledge, skills and performance capabilities. The claim "I now have tools which help me to serve customers better" mean value is 3.8 indicating that on average the respondents lean more towards agreeing to some extent that they have tools that help them to serve customers better. Thus, their skills regarding customer service have been enhanced to some extent. The next claim's "The training improved the quality of internal communication" mean value is 3.7 therefore, also indicating that on average the respondents agree to some extent to the claim more than disagree. The last claim from the objectives of training is "The training improved internal co-operation" whose mean value also scored 3.7.

Overall, Learning, Purpose and Objectives of training according to the results gained through the questionnaire show success to a certain extent. Although there are respondents that chose disagree or disagree to some extent to the claims made in this part still the mean value of the results for each claim is above 3. This means that on average the respondents mostly chose the option agree to some extent.

### 4.4   Benefits of training

The purpose of this subchapter is to present and analyse the results gained through the answers of the questions regarding the theory about benefits of training. The questions that were chosen to measure the benefits of training and how well they came true in this case are "I feel more positive towards my job after the training" and "The training gave me ideas how to perform my job better".
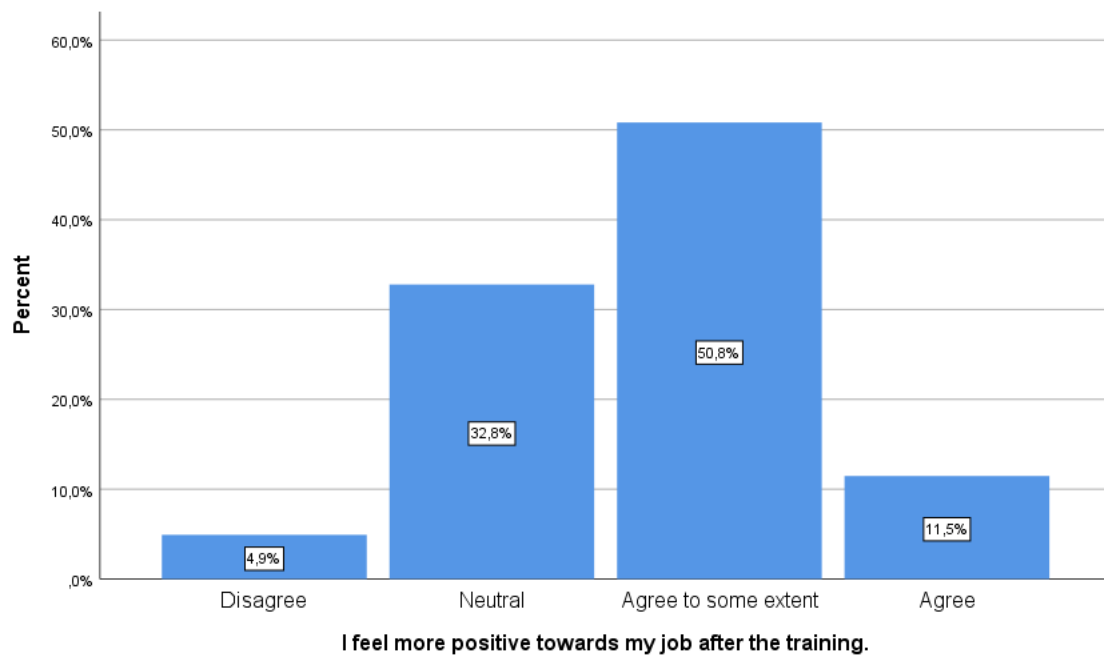


**Figure 12.** I feel more positive towards my job after the training

The mean value is approximately 3.6, indicating that the support for "I feel more positive towards my job after the training" is not strong. Although, 50.8 per cent of the respondents agreed to some extent that they feel more positive towards their job after the training still 32.8 per cent of the respondents chose option neutral. Thus, it appears that approximately one third of the respondents are not sure whether the training made them feel more positive about their job or not. 4.9 per cent of the respondents even responded that they do not agree to feel more positive towards their job after the training.

If the mean values of the responses of the statement "I feel more positive towards my job after the training" are explored within each sections of the demographic variable of how long the respondent have worked for the company the results are the following. Respondents that have worked for the company less than a year mean response is 3.5. Respondents that have worked for the company from 1 to 5 years scores mean value of approximately 3.6. Respondents that have worked for the company from 6 to 10 years mean value is approximately 3.1. Lastly, respondents that have worked for the company more than 10 years scores mean value of approximately 3.9. There are no significant differences between the mean values but those who have worked for the company more than ten years seem to agree more that they feel more positive towards their jobs after the training whereas those that have worked for the company from 6 to 10 years since their mean response is closer to neutral.

Moreover, if the mean values of the responses of the statement "I feel more positive towards my job after the training" are explored within each sections of the demographic variable of in which business function the respondent works the results are the following. For Function A the mean value is about 4.1. For Function B the mean is about 3.1. For Function C the mean is about 3.1. For Function D the mean is about 3.8. For Function F the mean is about 3.7. For Function G the mean is about 4.5. And lastly for Function H the mean is about 4.7. These results show more variation in the mean values. For example, Functions B's and C's average answer is close to option neutral whereas Function A's average answer is close to agree to some extent and Function H's average answer is close to agree. Thus, it can be interpreted that respondents from different business functions feel differently about this matter.
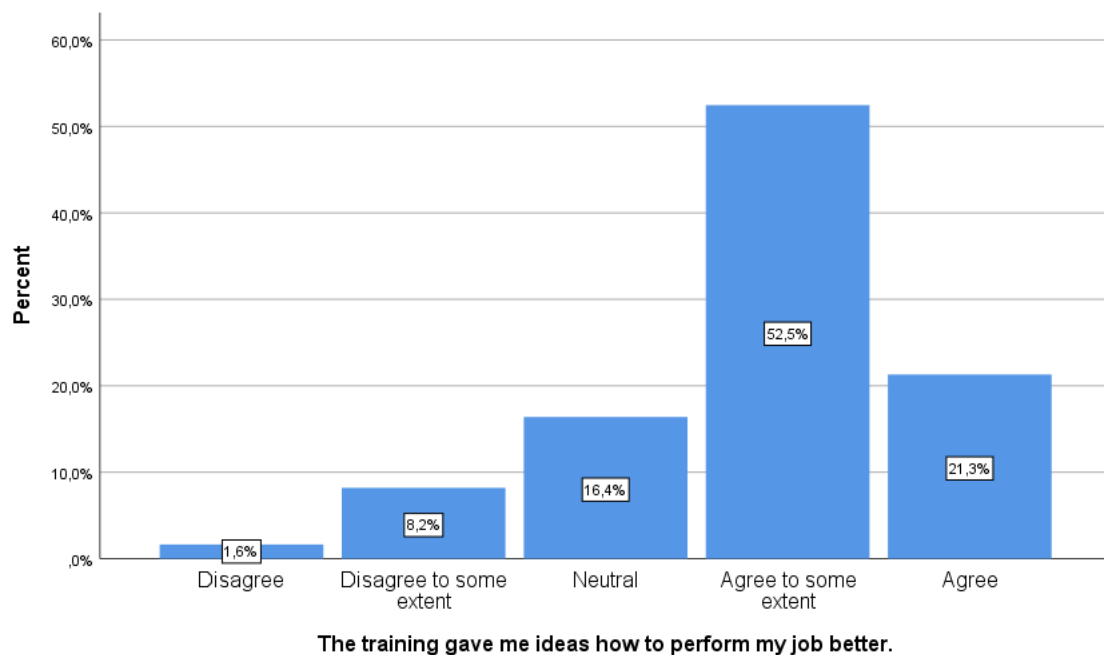
**Figure 13.** The training gave me ideas how to perform my job better

The mean value is approximately 3.8. Agree to some extent collected largest percentage of the responses. The answers are more spread in this case than on the above. However, majority of the respondents either agree to some extent or agree that the training gave them ideas how to perform their jobs better.

In conclusion to the benefits of training part the summaries of the responds for claims "I feel more positive towards my job after the training" and "The training gave me ideas how to perform my job better" both have mean values over 3. Former claim's mean value is 3.6 and later claim's 3.8 thus, both claims average answer is closer to an answer of agree to some extent than neutral or disagree to some extent answers. The answers do not however indicate strong evidence that the benefits of the training have come true in this case.

As the theory in chapter two suggests that the benefits of training include for example greater morale and increased job satisfaction thus have the possibility to increase effectiveness and motivation of an employee. All these factors help an organisation in achieving goals since the employees are willing and able to work towards these common goals. The results do not indicate strongly that the benefits of training occurred in this case or that they did not occur. Thus, it can be said that to some extent the respondents experienced the benefits of training.

## 4.5   Job Satisfaction

In this subchapter the results and analysis of matters concerning job satisfaction will be presented.
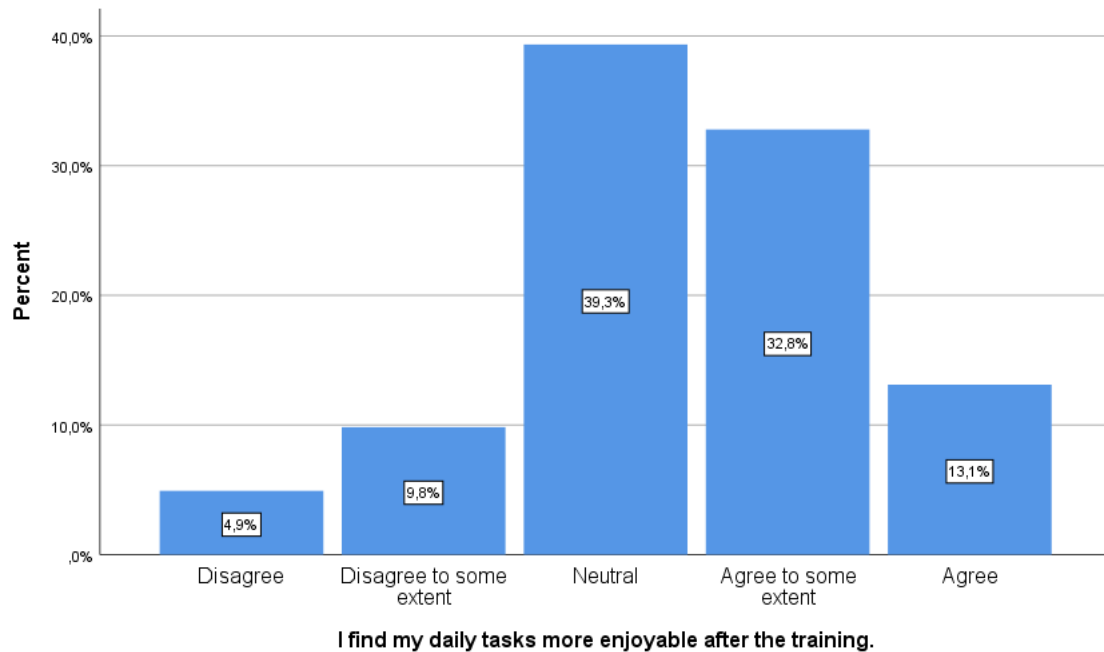


**Figure 14.** I find my daily tasks more enjoyable after the training

The mean value is approximately 3.4 for the claim "I find my daily tasks more enjoyable after the training". The option that gained the greatest number of responses is the option neutral which 39.3 per cent of the respondents chose. Nearly 40 per cent of the respondents could not say they agreed or disagreed that the training would have affected them so that their daily tasks would be more enjoyable after the training. Nevertheless, more respondents chose to agree to some extent and agree than to disagree or disagree to some extent. But again, it cannot be said that the results indicate strongly that the training made the respondents find their daily tasks more enjoyable.

Let us look at the mean values if the two demographic variables are taking into consideration separately for claim "I find my daily tasks more enjoyable after the training". The mean value for respondent that have worked for the company less than a year is 3. The mean value for respondents that have worked for the company from 1 to 5 years is about 3.5. The mean value for respondents that have worked for the company from 6 to 10 years is about 2.4. Lastly, the mean value for respondents that have worked for the company more than 10 years is about 3.7. There are variations between the values. Mean value for respondents that have worked for the company from 6 to 10 years stands out the most since the value is only 2.4 thus, indicating that these respondents to some extent disagree that the training made their daily tasks more enjoyable. However, the question does not take into consideration that did they already find their daily tasks enjoyable. This only shows if the training had an impact of making their daily tasks more enjoyable.

Next, the mean values of different business functions are represented. For Function A the mean value is 4. For Function B the mean value is about 2.9. For Function C the mean value is about 2.9. For Function D the mean value is 3.6. For Function F the mean value is 3.1. For Function G the mean value is 4.5. For Function H the mean value is about 4.3. Results indicate that respondents from functions B and C agree the least to the claim. Respondents from Function H agree the most to the claim. Overall, there are variations how the respondents from different business functions feel about this.
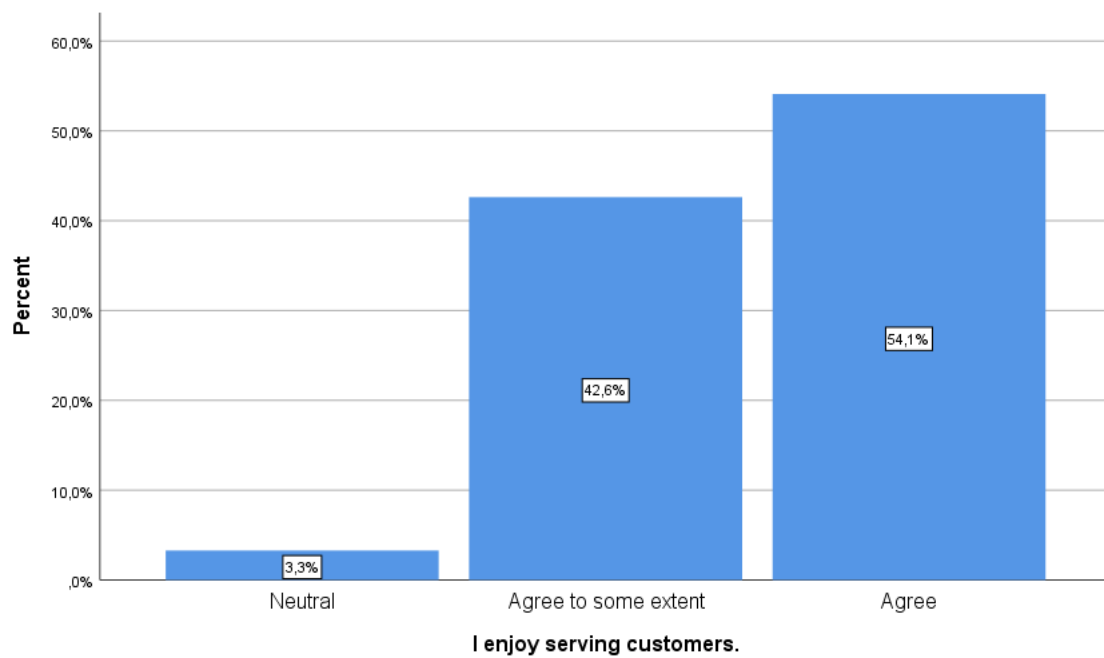
**Figure 15.** I enjoy serving customers

Figure 15 represents the results for the answers in claim "I enjoy serving customers". The mean value is approximately 4.5. None of the respondents answered that they do not enjoy serving customers. Consequently, it can be said that the results show evidence that respondents enjoy serving customers.
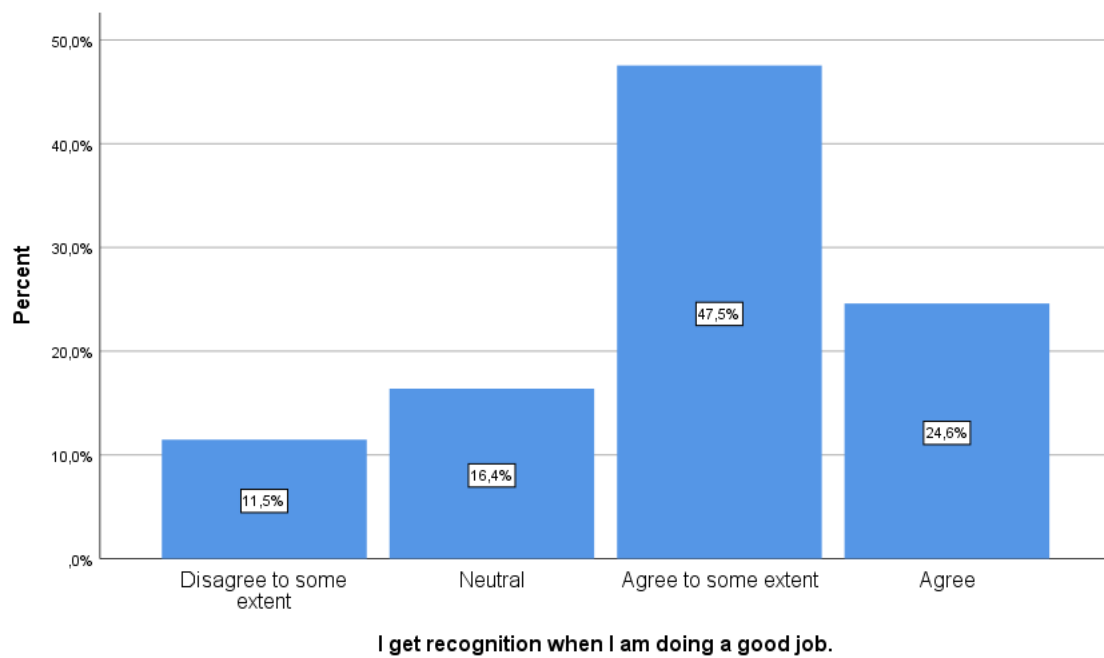
**Figure 16.** I get recognition when I am doing a good job

The mean value is approximately 3.9 for the answers presented in figure 16. The majority of the respondents either agreed to some extent or agreed that they get recognition when they are doing a good job. None of the respondents chose the option disagree and only 11.5 per cent of the respondents disagreed to some extent to the claim. Overall, it seems that a majority of the respondents find that they get recognition to some extent when they are doing a good job. Recognition according to the theory is one element of the satisfiers that are defined as being factors that cause satisfaction if they are present, but will not cause dissatisfaction if not present. In this case, it appears that at least to some extent, recognition is present.
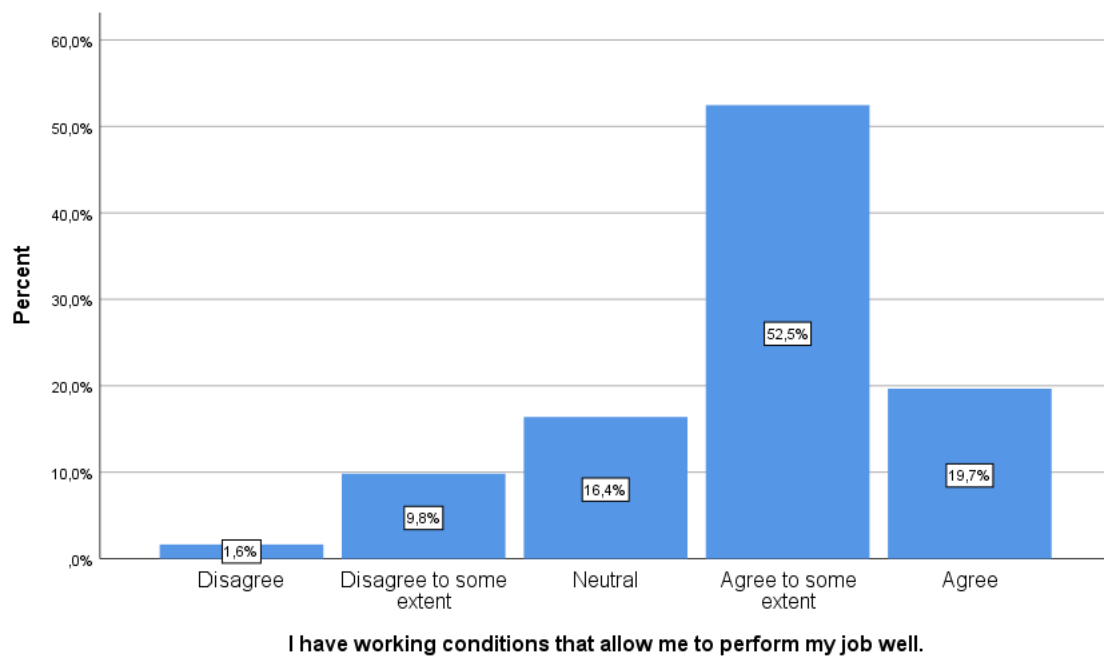
**Figure 17.** I have working conditions that allow me to perform my job well

The mean value of the answers is approximately 3.8 for the claim "I have working conditions that allow me to perform my job well". More than half of the respondents agree to some extent and almost 20 per cent agree that their working conditions allow them to perform their jobs well. According to the theory concerning job satisfaction there are dissatisfiers which will cause dissatisfaction if not present but will not cause satisfaction when present. Thus, Figure17. indicates that at least to some extent the respondents find that they have working conditions that allow them to perform their jobs well and therefore, working conditions in theory should not cause dissatisfaction.

In conclusion for this part regarding job satisfaction it seems that generally most of the respondents agree that they enjoy serving customers, they get recognition when they are doing a good job and that their working conditions allow them to perform their jobs well at least to some extent. For the claim "I find my daily tasks more enjoyable after the training", the mean value of the responses is slightly less than the value for the other claims in this part about job satisfaction. This might indicate that the respondents that chose option neutral do not find that the training had strong impact making their daily work tasks more enjoyable. However, there were more respondents that chose options agree to some extent and agree than respondents who chose options disagree to some extent and disagree. The results from this claim were also examined so that if there are differences in the mean values between different business functions and how long the respondent has worked for the company. The results indicated that there are differences between the answers when those two demographic factors are taken into consideration. However, it was not investigated whether the participants found their daily tasks enjoyable prior the APPA-programme trainings.

In this part about job satisfaction, the results indicate that in general the respondents seem to have working conditions and attitudes that should in theory lead to job satisfaction, however, it appears that the training might not to a large extent have influenced on the respondents' satisfaction with their daily tasks more after the training.

## 4.6 Motivation

The purpose of this subchapter is to present and analyse the results from claims which cover the topic of motivation.
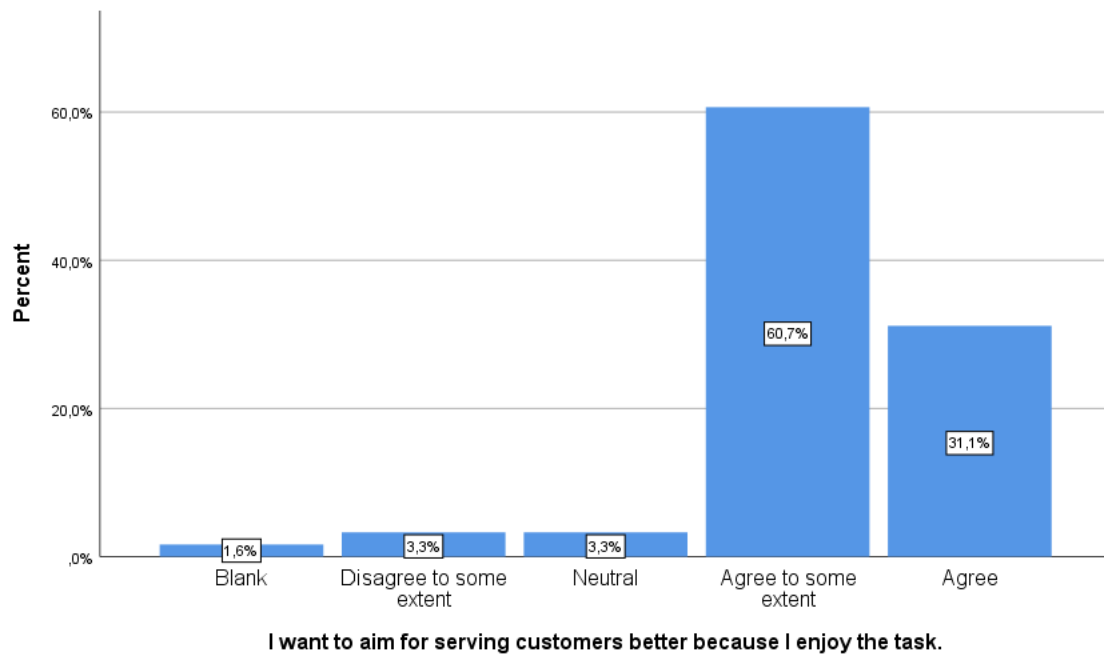


**Figure 18.** I want to aim for serving customers better because I enjoy the task

As figure 18 above presents the majority of the respondents agree to some extent to the claim "I want to aim for serving customers better because I enjoy the task". Approximately 31 per cent of the respondents agree that they want to aim for serving customers better because they enjoy the task. Only a small percentage chose the option neutral and disagree to some extent making the mean value of the responds approximately 4.1.
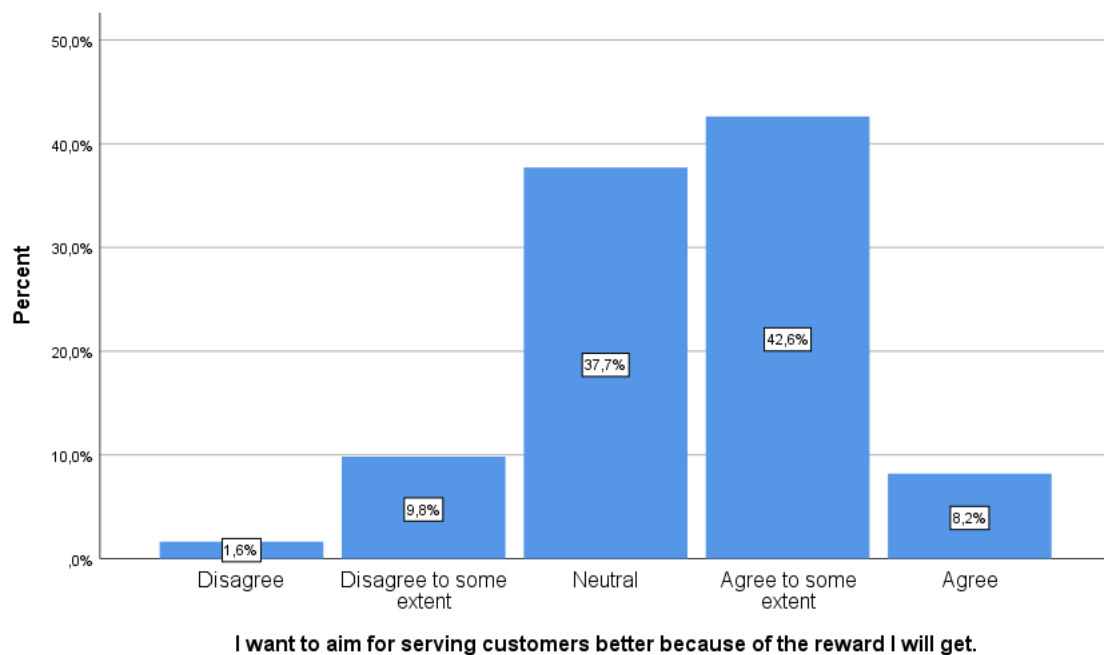
**Figure 19.** I want to aim for serving customers better because of the reward I will get

Figure 19 represents the results for claim "I want to aim for serving customers better because of the reward I will get". The mean value of the results for this claim is approximately 3.5. Agree to some extent collected the largest amount of responses since 42.6 per cent of the respondents chose that option but not far from that with 37.7 per cent of the answers is option neutral. If compared to earlier claim where it is clearer that majority of the respondents agree to some extent with 60.7 per cent or agree with 31.1 per cent of the answers then for this claim the results are not this straightforward. This could indicate that respondents find it more motivating that they enjoy serving customers and thus wanting to do it better than aiming for better customer service in order to get rewarded.

The idea behind the questions whose results figures 18 and 19 present, is to investigate factors that motivate participants for action. The theory about motivation presented in chapter two describes theory of intrinsic and extrinsic motivation. Intrinsic and extrinsic factors help to understand from where person's motivation arises. As stated, intrinsic motivation arises when a person enjoys the task itself and thus is willing to complete it and in the case of extrinsic motivation a person needs an external factor to stimulate the action. The results from figure 18 suggest that to some extent the respondents are willing to aim at serving customers better because the task is enjoyable to them. However, figure 19 suggest that respondents are also willing to aim for serving customers better because of an external incentive. Still the responses to the claim "I want to aim for serving customers better because I enjoy the task" are more strongly towards agree to some extent and agree than in the case of the claim "I want to aim for serving customers better because of the reward I will get". Thus, indicating that the intrinsic motivation is more present than extrinsic in the case of willingness to serve customers.
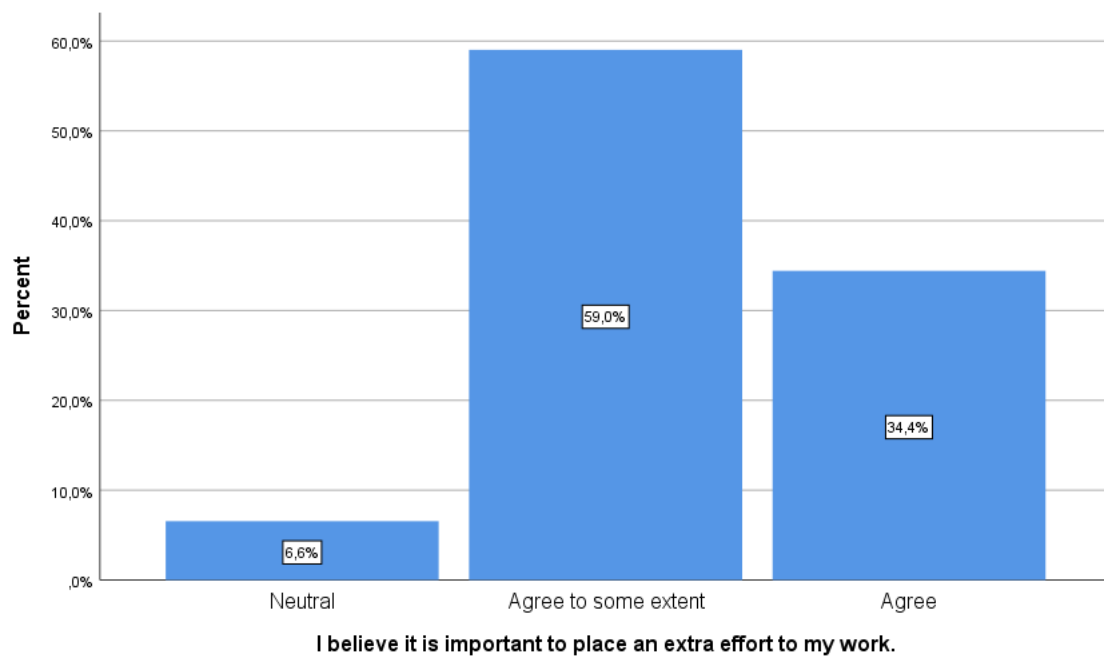
**Figure 20.** I believe it is important to place an extra effort to my work

Figure 20 presents the results from the claim "I believe it is important to place an extra effort to my work". A majority of the respondents, 59 per cent, agree to some extent that they believe it is important to place an extra effort to their work and 34.4 per cent agree. The mean value is then approximately 4.3. None of the respondents chose to disagree to some extent or disagree. Thus, it seems that respondents find it important to put an extra effort to their work at least to some extent. Only 6.6 per cent chose option neutral.

**Figure 21.** I believe I will get rewarded when I do a good job

Figure 21 presents the results of the answers for claim "I believe I will get rewarded when I do a good job". The mean value of the results is approximately 3.4. The option agree to some extent gained the most a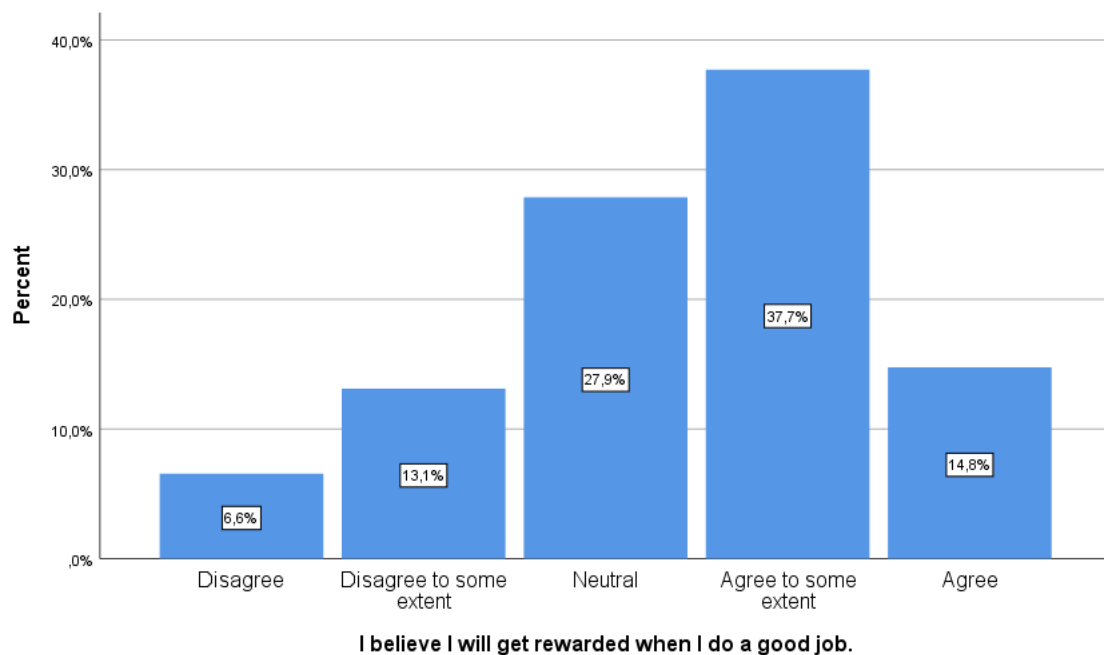nswers compared to other options with value of 37.7 per cent. However, respondents also chose options disagree with value of 6.6 per cent, disagree to some extent with 13.1 per cent and neutral with 27.9 per cent and thus the mean value of the results is 3.4 and not higher. If the answers from options agree to some extent and agree are combined, then slightly over half of the respondents agree to at least to some extent that they believe they will get rewarded when they do a good job. However, the other options gained support as well and therefore, it cannot be said that generally the respondents agree that they believe they will get rewarded when they do a good job.

Let us look at the average answers of different business functions and years of working for the company for claim above. For respondents that have worked for the company less than a year the mean value is 3.5. For respondents that have worked for the company from 1 to 5 years the mean value is about 3.4. For respondents that have worked for the company from 6 to 10 years the mean value is about 2.8. And for respondents that have worked for the company more than 10 years the mean value is about 3.6. There is a clear difference between 6 to 10 years the mean value and the other variables.

The business functions the mean values are the following. The mean value for Function A is about 3.9. The mean value for Function B is about 2.8. For Function C the mean value is about 3.3. For Function D the value is 3.6. For Function F the value is 3.3. For Function G the value is 4.5. And lastly for function H the mean value is about 4.7. Again, Function B is showing the lowest value and Function H the highest value.

The expectancy theory is examined through the results presented in figures 20 and 21. As suggested in the theory, a person will most likely put an effort on something if it will lead to a valued outcome. In general, most of the respondents feel at least to some extent that it is important to place an extra effort to their work. Thus, it indicates that they also believe that it will lead to a valued outcome otherwise it would not be beneficial according to the theory to place an extra effort on what they are doing. However, not all respondents feel strongly that they will be rewarded and thus effort paying off. For example, respondents from Function B the average answer is 2.8. Respondents that have worked for the company from 6 to 10 years also scored mean value of 2.8. The mean values per Function calculated from the results of claim "I believe it is important to place an extra effort to my work" also scores the lowest value for Function B however not far from other values. This might indicate that respondents from Function B are slightly less willing to place an extra effort to their work comparing to other functions because on average the respondents do not strongly agree that they will be rewarded when doing a good job.

To summarise the motivation part, it can be said that results for some claims are more unanimous than for others. For example, it is clear that majority of the respondents believe it is important to put an extra effort to their work at least to some extent and also claim "I want to aim for serving customers better because I enjoy the task" has rather unanimous results where majority of the answers are agree to some extent and agree. However, for claims "I want to aim for serving customers better because of the reward I will get" and "I believe I will get rewarded when I do a good job" answers are more spread thus, opinions are more divided with those claims.

## 4.7 Open comments

The questionnaire included a section where the respondents had an opportunity to leave a comment. In total eleven respondents left a comment. A common theme with the more encouraging comments is that the APPA-programme trainings had a positive effect on attitudes and increased co-operation as well as that in general it was a good customer service training.

Few people commented that they did not learn that much new and that the topics were quite familiar beforehand. Some felt that the teaching was rather obvious and in their use before the training. One respondent compared the training to another internal training which in their opinion offered better tools and team building. One comment included an explanation for choosing option neutral in some of their answers which was the following "…The few points I marked with the "no change - or can't say" just mean that there's been no change to my customer service and positive attitude because of APPA. The topics of the training were already familiar and also in use on daily basis in my work."

Some comments included suggestions for improvement such as that a repetition of the topics and teachings in the training would be beneficial as some people seem to have forgotten the APPA-programme or are not applying the teachings. One respondent felt that the latest training sessions (APPA 2.0 version) was done in a hurry and not all personnel had the opportunity to get the most out of the different training sessions with different topics. Another commented that it was faulty that a certain business function had a separate training session where the atmosphere was not as good as it was in the other business functions sessions. Lastly, one commented that they feel that the training gave an impression of certain priorities and long-term targets but internal targets and processes are not supporting these priorities and targets enough and thus making them feel that in the end there has not been enough changes made in order to completely be able to put the teachings into full use.

# 5   CONCLUSION AND DISCUSSION

Finally, when considering the research questions presented in the first chapter it can be said that firstly the employees that took part in the questionnaire found the APPA-programme trainings successful to some extent in terms of the material and how it was conducted. They found that the teachings are utilisable in their work and help them in terms of customer service to some extent. In addition, if the points that were made about successful employee training in the theory section of the work are considered against the results from the questionnaire it can be said that the respondents found the training successful to a certain extent. Many employees found that at least to a certain extent it improved the quality of internal communication and co-operation which is seen as one of the main objectives of employee training. However, the part concerning the benefits of training the results do not suggest strong indication that the employees found that the benefits of the training would have come true in this case.

Moreover, the results do not give a strong indication that the APPA-programme trainings would have increased job satisfaction. The questions whose purpose was to measure the level of job satisfaction did not gain results that would give strong impression either way because in general results were not strongly towards employees agreeing or disagreeing but more around option neutral. However, the employees in theory seem to have decent starting points and conditions that should at least not cause dissatisfaction since many agree at least to some extent that they have decent working conditions as well as tools and knowledge in order to serve customers well. A majority of the respondents even say that they enjoy serving customers thus the task itself is enjoyable for them. However, the level of job satisfaction was not examined thus it cannot be said whether the employees are satisfied with their jobs or not but only that the APPA-programme trainings did not have strong influence on job satisfaction.

Then if we examine to what extent the employees are motivated to give better and more positive customer service the results indicate that most of the respondents at least to certain extent would be motivated to serve customers better. Mostly because they enjoy the task itself, but some are also motivated because of a reward they may obtain. A majority of the respondents also agreed to at least some extent that they believe it is important to put an extra effort to their work, thus indicating that they are motivated to do their jobs well, customer service being part of their work. However, a significant part of the respondents did not strongly believe that they will get rewarded when doing a good job, which might have an impact on their motivation, but again majority agreed that they enjoy customer service tasks and are motivated to do it well because they like it not necessary in order to get rewarded for it. Overall, the employees who responded to the questionnaire seem to be motivated to a certain extent to give better and more positive customer service.

For few of the questions which mean value of the answers were close to three thus option neutral it was examined if there are significant differences in the answers between the business functions and the approximate years the respondent has worked for the company. The mean value of answers in each business function and approximate number of years was observed in the cases of "I feel more positive towards my job after the training", "I find my daily tasks more enjoyable after the training" and, "I believe I will get rewarded when I do a good job". The results showed that in each case the segment that scored the lowest value of the mean were respondents that have worked for the company 6 to 10 years and in the case of the business functions it was Function B. This gives an indication that those employees are the least satisfied.

Because there were many cases where respondents chose option neutral thus making it to seem that the results are rather vague and not showing strong evidence either way.Therefore, in retrospect I would consider leaving option neutral away from the questionnaire so that the respondents would have to consider more closely whether they agree or disagree. Neutral as an option also may mean different things to different people and thus removing that option the element of uncertainty would also be eliminated. Moreover, with qualitative data collection method the research might have gained different information. The questionnaire could have for example included more open questions where the respondents would have the opportunity to express their opinions and feelings more freely.

In future, the feedback and opinions of an employee training would be ideal to collect in shorter time after the event. This might increase the response rate since the training would be fresher in employees' memory. Although, in this case when the questionnaire was distributed to employees after some period of time since the training sessions it could be seen how well the employees have internalised the teaching and whether they are using the new knowledge in their work. As some respondents commented a repetition of the topics would be beneficial since it seems that some employees have already forgotten the APPA-programme.

## 5.1   Reliability and Validity

Validity is achieved when the researcher uses right and appropriate measures, methods and truthful results. The researcher needs to truly measure what was intended to measure in their research. (Golafshani, 2003, 604) It was carefully considered and decided which research methods and methodology are appropriate for this research. Primary data for the research was gathered through a questionnaire which was optional for the employees to answer thus only those left a respond who so wanted. The data was gathered anonymously and dealt with confidentially. Secondary data presented in theoretical frame of references was gathered from various of sources from the relevant field of study. The questionnaire was constructed with questions that were derived from the theories presented in chapter two. The questionnaire was piloted in order to ensure that it works and that the questions are understandable and straightforward to answer. Therefore, it could be said that to a large extent validity is achieved in this case. However, as it was seen from the results presented in the fourth chapter some respondents left some parts blank thus decreasing the validity of the data.

Reliability means that no matter who or when the same research would be carried out with the same methodology the results would be similar. In order a research to have reliability it must achieve trustworthiness which in Golafshani's paper is described as the following "…the quality of a research is related to generalizability of the result and thereby to the testing and increasing the validity or trustworthiness of the research." (Golafshani, 2003; 603). Although response rate for this research is rather low being about 43 per cent still there were employees from all the different business functions a represented and the respondents have worked for the company different number of years thus making a heterogeneous group of respondents.

However, in order to get more reliable results that could be more generalized and make more valid conclusion higher response rate would be necessary. Reasons why there might have been many employees that did not participate might have done so because they did not remember so much from the trainings, or they did not find it important to participate. Employees were reminded twice after initially sending out the questionnaire and therefore, it is unlikely that those who did not leave a response did so because they did not remember to leave a respond or did not notice the invitation to the questionnaire. However, because the aim of the research was to investigate a certain organization and its employees' reactions and opinions towards a certain training the results could not be completely generalized to be applicable in other scenarios after all.

## 5.2    Suggestion for further research

For further research the qualitative data collection method where respondents are allowed more freely to express how they feel would be suggested.  This might give the research variety of information and insight to respondents' thoughts and feelings which might get unobserved or not discovered when using quantitative data collection method. It could also be investigated are there specific reasons why the respondents from Function B and those that have worked for the company from 6 to 10 years the least agreed compared to others to the statements "I feel more positive towards my job after the training", "I find my daily tasks more enjoyable after the training" and, "I believe I will get rewarded when I do a good job". In future it is important to keep getting feedback from the employees for example what kind of training they believe they require or did they find arranged trainings useful and essential. As the theories and studies suggest that employee training is an important part of an organisation ensuring capable and motivated workforce.

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Hei,

työskentelen osa-aikaisena logistiikka-alan asiakaspalvelussa Tampereen toimipisteellä opiskeluiden ohella. Opiskelen International Business-linjalla Vaasan ammattikorkeakoulussa. Kirjoitan tällä hetkellä opinnäytetyötä, jonka aiheena on APPA-ohjelma. Tarkoitukseni on tutkia henkilöstön tyytyväisyyttä APPA-ohjelman koulutuksia kohtaan sekä niiden vaikutusta työtyytyväisyyteen ja motivaatioon. Siispä jos olet käynyt APPA-ohjelman koulutuksen viime vuonna (2019), toivoisin että voisit käyttää muutaman minuutin vastataksesi alla olevan linkin takaa löytyvään kyselyyn. Kysely on englanniksi, koska opiskelen englanninkielisellä linjalla ja kirjoitan opinnäytetyöni englanniksi. Kaikki vastaukset käsitellään luottamuksellisesti ja nimettömästi. Opinnäytetyössä esitetään vain yhteenvetoja vastausten kokonaismäärästä. Vastausaikaa on maanantaista 2.3. perjantaihin 13.3. asti.

Kiitos paljon avustasi ja mukavaa kevään alkua!

Ystävällisin terveisin,

Vilma Kivinen

Hi,

I am working as a part-timer in logistics customer service in Tampere office in addition to studies. I am a student at Vaasa University of Applied Sciences where I study International Business. I am writing my bachelor's thesis about APPA-programme trainings. Aim of the research is to examine the employees' satisfaction towards APPA-programme trainings and the impact of them to job satisfaction and motivation. Thus, if you have participated in APPA-programme training last year (2019), I hope you could spend few minutes in order to answer the questionnaire that can be found by following the link below. The questionnaire is in English because I study in English and the thesis will be in English. All the answers will be dealt in a confidential manner and anonymously. Only summaries and average distributions of the total amount of answers will be presented in the thesis. You have from 2nd until the 13th of March time to leave a respond.

Thank you for your help and I wish you a pleasant spring!

Best regards,

Vilma Kivinen

THESIS QUESTIONNAIRE

The scaling in the answers represent the following:

1: Disagree 2: Disagree to some extent 3: Neutral 4: Agree to some extent   5: Agree

How long have you worked for this company?

- ☐ Less than a year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ More than 10 years

In which business function do you work?
- ☐ Function A
- ☐ Function B
- ☐ Function C
- ☐ Function D
- ☐ Function E
- ☐ Function F
- ☐ Function G
- ☐ Function H

I understood most of the material dealt in the APPA training.

Disagree 1     2       3       4       5 Agree

I am satisfied how the training was conducted.

Disagree 1     2       3       4       5 Agree

The training provided me concrete tools and knowledge.

Disagree 1     2       3       4       5 Agree

I feel that the skills and knowledge learned through the training can be used on-the-job situations.

Disagree 1     2       3       4       5 Agree

I now have tools which help me to serve customers better.

Disagree 1     2       3       4       5 Agree

The training improved the quality of internal communication.

Disagree 1     2       3       4       5 Agree

The training improved internal co-operation.

Disagree 1     2       3       4       5 Agree

I feel more positive towards my job after the training.

Disagree 1     2       3       4       5 Agree

The training gave me ideas how to perform my job better.

Disagree 1     2       3       4       5 Agree

I find my daily tasks more enjoyable after the training.

Disagree 1     2       3       4       5 Agree

I enjoy serving customers.

Disagree 1     2       3       4       5 Agree

I get recognition when I am doing a good job.

Disagree 1     2       3       4       5 Agree

I have working conditions that allow me to perform my job well.

Disagree 1     2       3       4       5 Agree

I want to aim for serving customers better because I enjoy the task.

Disagree 1     2     3     4     5 Agree

I want to aim for serving customers better because of the reward I will get.

Disagree 1     2     3     4     5 Agree

I believe it is important to place an extra effort to my work.

Disagree 1     2     3     4     5 Agree

I believe I will get rewarded when I do a good job.

Disagree 1     2     3     4     5 Agree

Is there anything else you would like to mention concerning the training? Please leave a comment below.