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The Impact of Employee Training Methods on Employee Wellbeing: The Mediating Effect of Employee Training Satisfaction and the Moderating Role of Employee Age

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Abstract

The aim of this study is twofold. First, to test the mediating effect of employee training satisfaction on the impact of training methods (instructor-led training and employee shadowing) on employee wellbeing (employee job satisfaction and employee job engagement). Second, to examine the moderating role of employee age in the impact of training methods on employee wellbeing. Gathering the required data by a questionnaire distributed to a sample consisted of 200employees selected fromindustrial maintenance small companies in Jordan, the results pointed out that employee training satisfaction had no mediating effect on the impact of instructor-led training on employee job satisfaction or employee job engagement. Similarly, employee training satisfaction had no mediating effect on the impact of employee shadowing on employee job satisfaction. In contrast, employee training satisfaction had a significant mediating effect on the impact of employee shadowing on employee job engagement. Finally, the results found that employee age played a significant role in the effect of employee training methods on employee wellbeing. Accordingly, it was concluded that employee training satisfaction had no effect on collective training methods such as instructor-led training when compared with individual training practices such as employee shadowing.

Keywords: training methods, employee training satisfaction, employee wellbeing, employee Age, Jordan.

1. Introduction

Investigating the effect of employee training on employee or organizational outcomes is not a new topic in the literature, and does not stop at a specific point. Rather, it is an ongoing research depending on the presence of a number of variables affecting the relationship between this variable and other variables, which in turn play a significant role in this regard.

A quick review of the literature revealed many advantages of employee training for employees and organizations. Through employee training, organizations can enhance employee performance (Khalaf et al., 2016; Murni et al., 2019; Al-Hawary & Nusair, 2017; Al-Hawary & Al-Kumait, 2017), employee productivity (Hanaysha, 2016), and employee creativity (Al-Hawary & Al-Namlan, 2018; Al-Hawary & Haddad, 2016;Nawaz et al., 2014). For this reason, employee training gains an ongoing attention from researchers and practitioners in human resource management field (Schmidt, 2007).

The reasons why organizations engage in training are different. Some organizations are interested in training in order to develop employeeskills; others are aimed at achieving compatibility with job security instructions, while some organizations hold training programs

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only to improve the image of the organization (Hughey & Mussnug, 1997).Likewise, the practices applied by organizations to train employees are also different. In addition, the degree of success of training efforts varies between organizations.

To cope with these issues, researchers cited numerous problems of training programs. For instant, organizations hold training sessions without any definitions of the preferred objectives (Hughey & Mussnug, 1997) such as changing employee behavior or improving organizational performance (Al-Hawary & Shdefat, 2016; Santos & Stuart, 2003), or performing training programs without a prior analysis of training needs (Brown, 2002), therefore, their training programs did not add any value (Obisi, 2011).

Furthermore, one of the most important training-related problems is that some organizations do not take into their consideration the effects of some factors that mediate or moderate the effect of employee training on the desired outcomes. Examples from the literature indicate that the relationship between employee training and turnover intention is fully mediated by employee motivation (Mohammad et al., 2020; Dysvik & Kuvaas, 2008)and the effect of employee training on employee commitment was partially mediated by employee satisfaction (Ocen et al., 2017).

On the other hand, researchers found that the effect of human resource management practices (e.g., employee training) on employee engagement is moderated by demographics like employee gender and marital status (Vuong & Sid, 2020) and the effect of employee training on organizational effectiveness is moderated by knowledge management process (Metabis & Al-Hawary, 2013;Rahman et al., 2013). Innocenti et al. (2011) added that the impact of human resource practices on employee attitudes is moderated by trust.Therefore, an examination of the effect of employee training should consider other mediating factors such as employee satisfaction with training method and moderating factors such as employee age.

The relationship between human resource practices such as employee training and employee wellbeing was previously examined in the literature (Proudfoot et al., 2009; Ogbonnaya et al., 2018). However, the majority of researchers conceptualized employee training as a whole construct, which means that the specific effects of training methods such as job shadowing (Schmidt, 2007) were not clarified. Moreover, there is a lack in the literature on the impact of training methods on employee wellbeing in presence of mediating variables (e.g., training method satisfaction) and moderating variables(e.g., employee age). For these reasons, the current study was carried out to fill such gaps. In doing so, the current study contributes to the human resource management literature through clarifying which training methods are more adequate for employees when considering their satisfaction with training methods as well as their age.

2. Literature review and hypotheses development

2.1 Training methods

Training methods refer to a set of training practices utilized by organizations to educate and develop their employees. Owing to the positive effects of employee training on employee outcomes, employee training and its related methodologies have been and continue to be a cornerstone in human resource management research as an important component of employee development practices.Researchers highlighted several methods of training similar to instructor-led training, computer-based training, video-based or self-study training, job shadowing, and one-to-one training (Schmidt, 2007), multi-media presentations, computer simulations, films, case studies, lectures, role-playing, videoconferences, and sensitive training (Furunes, 2005).

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Generally, training methods were divided into two types: off-the-job training methods and on-the-job training methods. The first type is conducted using traditional methods such as simulations, workshops, role-playing, games, and brainstorming, while the second type is practiced by modern **methods such as job rotation, coaching, and mentoring (Maršíková & Šlaichová, 2015).** Two methods were used for the current study: instructor-led training and job shadowing.Instructor-led training is the formal training method used by organizations to assist employee to gain knowledge on their job tasks, while job shadowing refers to observing other individuals in order to learn how they do their job tasks (Tyldesley-Marshall et al., 2020). These two types were evaluated according to prior works (Schmidt, 2007; Mardegan et al., 2015; Acton & Golden, 2002; Schultz, 2007).

2.2 Employee wellbeing

Employee wellbeing is a multiple-facets conceptof three states: physical such as healthcare, psychological such as satisfaction, and social like public participations (Grant et al., 2007). It has been conceptualized using three concepts: employee satisfaction, organizational commitment, and organizational fairness (Kooij et al., 2013).Van De Voorde et al. (2012) described employee wellbeing using three dimensions: happiness, relationships, and health. Holman (2002) used four dimensions to measure employee wellbeing: intrinsic job satisfaction, extrinsic job satisfaction, anxiety, and depression. Thompson & Prottas (2005) added other measures such as family satisfaction, life satisfaction, turnover intentions, and work-family conflict.Schaufeli et al. (2008) found that workaholism, burnout as well as employee engagement are three types of employee wellbeing. Other dimensions used to measure employee wellbeing include fatigue, job satisfaction, work-life imbalance, and job stress (Macky & Boxall, 2008). Ogbonnaya et al. (2018) evaluated employee wellbeing by employee job satisfaction and employee engagement.Employee job satisfaction has been defined as employee feeling and psychological state toward his job (Schmidt, 2007). Employee engagement refers to employee cognitive, social and behavioral states, which has an effect on employee performance (Saks, 2006).

2.3 Training methods, satisfaction with training and employee wellbeing

Human resource practices represents one significant predictor of employee wellbeing (Holman, 2002). According to Boxall & Macky (2014), employee development opportunities (i.e., training) had a significant impact on employee job satisfaction.Schmidt (2007) carried out a study using 552 participants from organizations in the United States and Canada and found that about 55% of the variance in employee job satisfaction is explained by employee satisfaction with training. Additionally, training methods had a significant relationship with employee satisfaction with training. Instructor-led training and employee job shadowing are the most preferred methods by employees. Therefore, these two types were selected in the present study.

Acton & Golden (2002) selected a sample of 200 employees from software companies in Ireland and found that instruction-led training is the most dominant method while self-training was ranked second. According to them, training methods had no effect on employee retention.

Collecting data from managers and employees from manufacturing companies in Turkey, Demiral (2017)pointed out that job shadowing and online trainings are the most common methods. These methods is positively related to employee satisfaction with training opportunities.For Dimeff et al. (2009), multimedia online training and instructor-led training were important for educating therapy skills and had significant effect on learner training satisfaction.

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According to Davies & Crane (2010), encouragement of values congruence can be achieved through systems such as job shadowing and employee mentoring.Jaworski et al. (2018)underlined a positive linkage between job shadowing and employee satisfaction with training. Mentoring is a synonym of job shadowing (Agarwal & Islam, 2015). Aruna & Anitha (2015) concluded that mentoring is one key enabler of employee retention. Consequently, training methods were expected to enhance employee wellbeing via employee training satisfaction, so the following hypotheses were developed:

H1: Employee satisfaction with training opportunities mediates the impact of instructor-led training on employee job satisfaction.

H2: Employee satisfaction with training opportunities mediates the impact of instructor-led training on employee job engagement.

H3: Employee satisfaction with training opportunities mediates the impact of employee shadowing on employee job satisfaction.

H4: Employee satisfaction with training opportunities mediates the impact of employee shadowing on employee job engagement.

2.4 Training methods, employee age and employee wellbeing

In some cases, employee age has its own role in the impact of training methods on employee wellbeing.Kooij et al. (2013) found that the relationship between employee development practices such as employee training and employee wellbeing and performance was decreased for older employee in comparison with younger employees. Warr & Birdi (1998) justified thatolder employees receive less formal training than younger employees do. Kubeck et al. (1996) added that older employees take more time to complete training tasks and have less ability to master training content in comparison with younger employees. Some authors (e.g., Wiktorowicz, 2013) indicated that the knowledge acquired by older employees could be transferred to younger employees by job shadowing, mentoring and coaching.

Bal & De Lange (2015) studied human resource flexibility(employee choices), employee engagement and job performance. They found that flexibility of human resource management practices is more positively related employee engagement of younger employees while related to job performance for older employees. From healthcare professionals' perspectives, Atreja et al. (2008) found that age has no significant effect on satisfaction with web-based training.Urick (2017) indicated that older employees prefer on-the-job-training over traditional training methods such as instruction-led training. On the other hand, younger employees prefer technology-based training.Therefore, employee age was expected to moderate the impact of employee training methods on employee wellbeing, as suggested in the following hypothesis:

H5: Employee age moderates the impact of employee training methods on employee wellbeing.

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3. Research methodology

3.1 Research sample and data collection

Employees working at industrial maintenance small companies constitute the population of the study. The sample consisted of 200 employees selected from 15 industrial maintenance small companies in Jordan. Participants were included in the research sample upon the number of training courses they receive. An employee should have at least 1 training course. Those who receive no training courses were excluded from the sample. Data were collected by a questionnaire. One-hundred and eighty seven questionnaires were received and used in hypotheses testing, with a response rate of 93.5%.

3.2 Measures

Following Ogbonnaya et al. (2018), employee wellbeing was measured via employee job satisfaction and employee engagement. Employee job satisfaction comprises employee happiness (Boxall & Macky, 2014) and employee engagement encompasses employee cognitive, social and behavioral states (Saks, 2006).Three items were used to measure employee job satisfaction and three items were adopted from Saks (2006, p. 617) for employee engagement. Satisfaction with training was measured using three items adopted from previous studies (Schmidt, 2007). An example **"**Overall, I am satisfied with my training opportunities**"** was adopted from Boxall & Macky (2014, p. 983).Three items were used for instructor-led and four items for employee shadowingtraining (**Maršíková & Šlaichová, 2015;** Schmidt, 2007; Mardegan et al., 2015; Acton & Golden, 2002; Schultz, 2007).

The items of the questionnaire shown in Table 1 were subject to exploratory factor analysis (EFA) conducted using 103 responses collected from a pilot study, a part from the original sample. The results showed that Kaiser-Meyer-Olkin (KMO) value was greater than 0.5 and the value of Bartlett's Test of Sphericitywas significant (Tastan & Yilmaz, 2008). Therefore, the current data were regarded adequate for factor analysis. Moreover, all factor loadings were higher than 0.4 (Breen & Altepeter, 1991), all average variance extracted (AVE) values were greater than 0.50 (Masrek et al., 2014) and all Cronbach**'s alpha (α)** coefficients were within alpha cut-off, that is, greater than 0.70 (Sekaran & Bougie, 2010). Results of EFA, reliability, validity are discussed in the following section.

3.3 Reliability and validity

Reliability was tested using composite reliability (CR) and Cronbach**'s alpha (α) while validity** was measured based on factor loadings (FL) and AVE. CR and alpha coefficients should be greater than 0.7 and factor loadings as well as AVE should be greater than 0.50. The results in Table 1 confirm that the required thresholds of reliability and validity measurements were achieve, which means that the current questionnaire is reliable and valid and can be distributed to participants to collect the required data.

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Table 1. Questionnaire items, factor loadings, AVE, CR and alpha values

Variables	No.	Items	SFL	AVE	CR	alpha
Instructor-led training	1	I often receive training through lectures in classrooms	0.841	0.606	0.820	0.777
	2	I prefer training off-the-job training methods such as workshops, role-playing, games, and brainstorming	0.830			
	3	I feel that traditional training methods are more important for me to acquire new knowledge on my job tasks	0.648			
Employee shadowing	4	Person-to-person training is a part of the corporate culture	0.816	0.622	0.868	0.854
	5	I gain knowledge in my work by observing another experienced employee	0.757			
	6	I prefer training by observation	0.792			
	7	Observation-led training improves my performance	0.790			
Employee job satisfaction	8	I receive relevant training opportunities	0.631	0.569	0.796	0.718
	9	The training I received improved my performance	0.785			
	10	I am satisfied with my job	0.832			
Employee engagement	11	This job is all consuming; I am totally into it.	0.890	0.686	0.867	0.828
	12	I am highly engaged in this job.	0.812			
	13	I am highly engaged in this organization.	0.778			
Employee training satisfaction (ETS)	14	I evaluate training opportunities based on my career decisions	0.855	0.643	0.843	0.815
	15	The company's training methods suit me	0.826			
	16	I am satisfied with my training opportunities	0.712			

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. KMO = 0.834, Bartlett's test of Sphericity-Sig. = 0.000. Communalities extractions ranged between 0.563 and 0.841. Total variance explained = 71.10%

3.4 Research conceptual model

The conceptual model of this study, as shown in Figure 1, consists of two parts: (1) model no. 1, in which 4 hypotheses (H1-H4) were assumed, and (2) model no. 2 in which 1 hypothesis (H5) was demonstrated. The first model as shown in part (a) clarifies the effects of employee training methods, i.e., instructor-led training (ILT) and employee shadowing (ESH) on employee wellbeing, measured by two dimensions: employee job satisfaction (EJS) and employee engagement (EJE) and mediated by employee training satisfaction (ETS). The second model as shown in part (b) illustrates the effect of employee training methods (ETM) on employee

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wellbeing(EWL)as moderated by employee age (EAG). Employee training methods and employee wellbeing in the second model were measured as unidimensional variables.

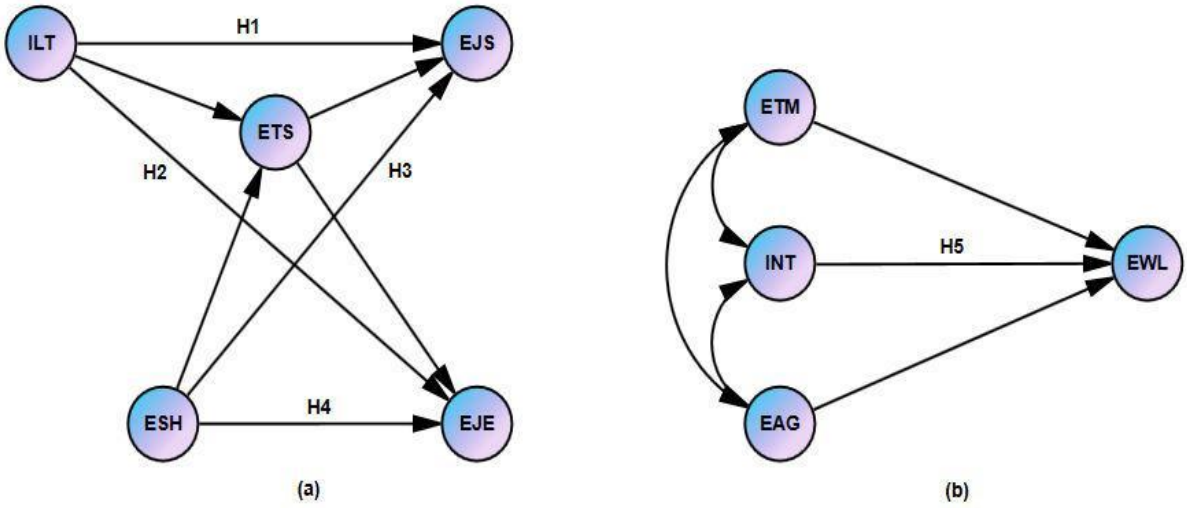

Figure 1. Research theoretical model

As noted in Figure 1(a), testing H1, which assumed that ETS mediates the impact of instructor-led training ILT on EJS, requires an examination of two paths. First, the effect of ILT method on both ETS and EJS. Second, the effect of ETS on EJS.Similarly, H2, which postulated that ETS mediates the impact of ILT on EJE, requires testing the effect of ILT method on both ETS and EJE in addition to the effect of ETS on EJE. On the other hand, the effect of ESHon both ETS and EJS as well as the effect of ETS on EJS are required for testing H3. In the same manner, the effect of ESH on both ETS and EJE and the effect of ETS on EJE should be tested for the purpose of H4 testing. Figure 1(b) shows the impactETM on EWL in the presence of EAG as a moderating variable as mentioned in H5. The moderating effect of EAG can be tested through the interaction between ETM and EAG. Prior to testing research hypotheses, three prerequisites were extracted, which were Pearson correlation matrix to identify correlation coefficients between research variables, measurement model fit to ensure its relevancy for structural model building, and structural model fit to confirm its usability to test research hypotheses.

4. Research results and discussion

4.1 Pearson correlation matrix

The results in Table 2indicate that all variables were positively correlated, with correlation coefficients ranged between 0.288 and0.481. Particularly, the results indicated that the correlation coefficient between the independent variables (ILT and ESH) equals 0.427**, which means that ILT and ESH are positively correlated and free of multicollinearity problem. In terms of descriptive statistics represented by means (M) and standard deviations (SD), ILT was ranked first (M = 3.24, SD = 0.55), followed by ESH (M = 3.18, SD = 0.75), ETS (M = 3.17, SD = 0.70), then EJS (M = 3.08, SD = 0.66) and finally EJE (M = 3.07, SD = 0.68).

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Table 2. Pearson correlation matrix and descriptive statistics

Variables	M	SD	ILT	ESH	EJS	EJE	ETS
ILT	3.24	0.55	-				
ESH	3.18	0.75	0.427**	-			
EJS	3.08	0.66	0.403**	0.366**	-		
EJE	3.07	0.68	0.423**	0.288**	0.366**	-	
ETS	3.17	0.70	0.347**	0.481**	0.374**	0.336**	-

**. Correlation is significant at the 0.01 level (2-tailed).

Valid N (listwise): 187

4.2 Research measurement model

The measurement model in Figure 2 was developed by confirmatory factor analysis (CFA) in order to identify the confirmatory factor loadings and to identify the extent to which this model fits research data. The measurement model was constructed based on the above-mentioned results of EFA. CFA results indicate that no item were removed. The figure shows that all factor loadings of the latent variables were greater than 0.50.ILT had three items with factor loadings from 0.70 to 0.82, ESH had four items with loadings greater than 0.69, as well as, factor loadings of EJS are higher than 0.63, factor loading of EJE are higher than 0.73, and factor loadings of ETS are greater than 0.65. Moreover, the model satisfies the required values of the following indices: CMIN/DF = 1.334 (less than 3.0), goodness of fit index (GFI) = 0.926 (greater than 0.90), comparativeFit Index (CFI) = 0.974 (greater than 0.90), and Root Mean-Square Error Approximation(RMSEA) = 0.042 (less than 0.08). Therefore, the model is accepted and considered for building the structural research model to test research hypotheses.

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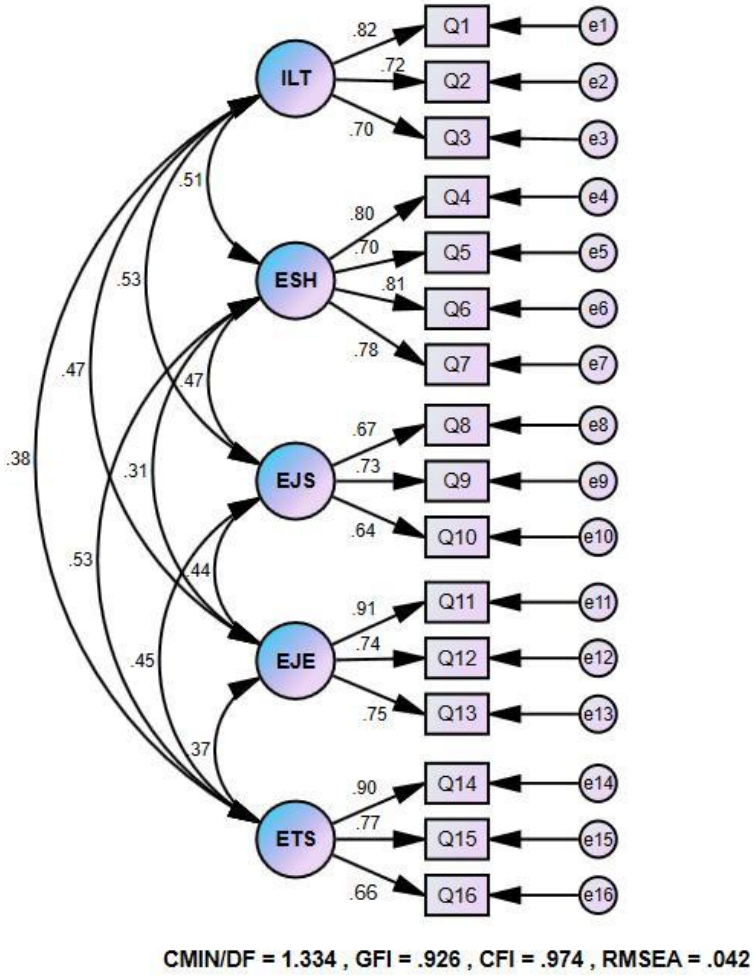

Figure 2. Research measurement model

4.3 Research structural model

Based on the measurement model shown in Figure 2, the structural model depicted in Figure 3 was constructed. The indices used for structural model goodness-of-fit are the same used for the measurement model. The results displayed that CMIN/DF = 1.718 (less than 3.0), goodness of fit index (GFI) = 0.906 (greater than 0.90), comparativeFit Index (CFI) = 0.944 (greater than 0.90), and Root Mean-Square Error Approximation(RMSEA) = 0.062 (less than 0.08). Therefore, the model is accepted and considered for testing research hypotheses.Results of hypotheses testing as shown in Table 3 illustrate that H1 was rejected, which means that ETS had no mediating effect on the impact of ILT on EJS. There was a significant direct impact of IL**T on EJS (β = 0.347, P = 0.002) but there was no significant indirect effect of ILT on EJS (β** = 0.034, P = 0.211). In addition, ETS had no mediating role in the impact of ILT on EJE, since there was a direct impact of **ILT on EJE (β** = 0.409, P = 0.001) while the indirect impact of ILT on EJE through ETS was non-**significant (β** = 0.033, P = 0.205). This result suggests that H2 was also rejected. H1 and H2 investigated the impact of ILT on EJS and EJE through ETS.

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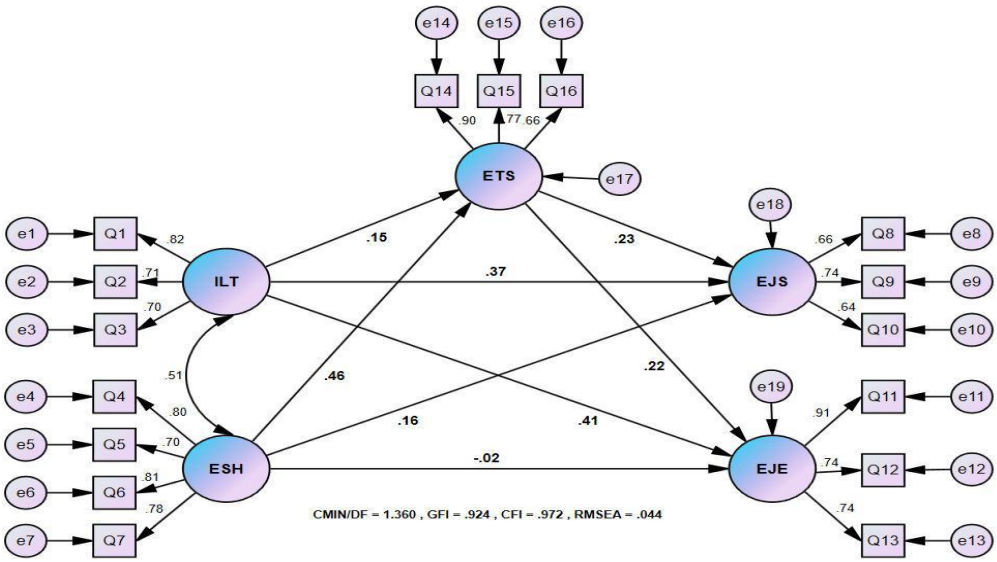

Figure 3. Research structural model

H3 and H4 examine the mediating role of ETS in the impact of ESH on EJS and EJE respectively. The results in Table 3 added that ETS played no mediating role in the impact of ESH on EJS, there was a significant direct impact only of ESH on EJS (**β = 0.158, P =** 0.277).Hence, H3 was rejected.

Table 3. Results of hypotheses testing

Hypothesis	Paths between variables			Direct effect		Indirect effect		Results
H1	ILT	→	ETS	0.149	0.166	-	-	Rejected
	ETS	→	EJS	0.227	0.01	-	-	
	ILT	→	EJS	0.374	0.002	0.034	0.211	
H2	ILT	→	ETS	0.149	0.166	-	-	Rejected
	ETS	→	EJE	0.222	0.041	-	-	
	ILT	→	EJE	0.409	0.001	0.033	0.205	
H3	ESH	→	ETS	0.456	0.001	-	-	Rejected
	ETS	→	EJS	0.227	0.061	-	-	
	ESH	→	EJS	0.158	0.277	0.104	0.061	
H4	ESH	→	ETS	0.456	0.001	-	-	Accepted
	ETS	→	EJE	0.222	0.041	-	-	
	ESH	→	EJE	0.017	0.912	0.101	0.041	

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In terms of the mediating role of ETS in the impact of ESH on EJE as suggested in H4, the results in Table 3 assert that there was a significant direct impact of ESH on ETS (**β** = 0.456, P = 0.001) and a significant direct impact of ETS on EJE (**β** = 0.222, P = 0.041). Moreover, there was a significant indirect impact of ESH on EJE through ETS (**β** = 0.101, P = 0.041), which means that ETS significantly mediated the impact of ESH on EJE.

Figure 4 shows H5 testing, in which employee training method (ETM), employee age (EAG) and the interaction between them (INT) are linked to EWL. It can be noted that all paths from dependent variables to EWL are positive except the path between EAG and EWL, which means that when EAG goes up by 1, EWL goes down by 0.62.

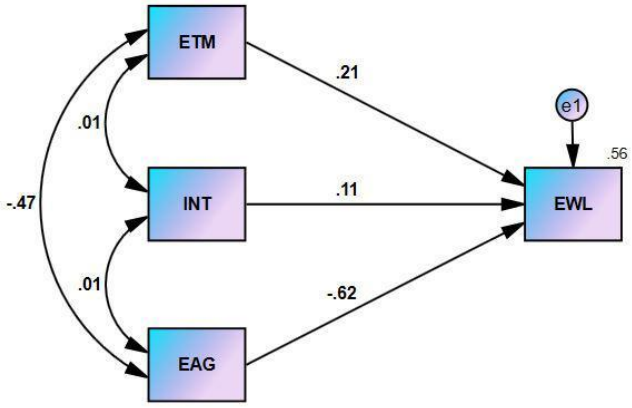

Figure 4. Interaction between ETM and EAG

The results in Table 4 indicate that ETM had a significant direct impact on EWL (**β** = 0.209, P = 0.000), INT **had a significant direct impact on EWL (**$\beta_{Standardized}$= 0.113, $\beta_{Unstandardized}$= 0.124, P = 0.020), and EAG had a significant impact on EWL (**β** = - 0.620, P = 0.000). Accepting H5, these results clarify that EAG moderated the impact of ETM on EWL.

Table 4. Results of hypotheses testing

Hypothesis	Paths between variables			β standardized	β	C.R.	P	Results
H5	ETM	→	EWL	0.209	0.209	3.80	0.000	Accepted
	INT	→	EWL	0.113	0.124	2.34	0.020	
	EAG	→	EWL	-0.620	-0.620	-11.28	0.000	

In summary, the results of hypotheses testing accepted the hypothesis that ETS mediates the impact ESH on EJE but not the impact of ILT on EJS, the impact of ILT on EJE or the impact of ESH on EJS. Moreover, the study supported the hypothesis that EAG moderates the impact of ETM on EWL. Discussion, conclusion, implications, limitations and future research directions are reported in the following section.

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5. Discussion and conclusion

The aim of this study was to test the mediating role of employee training satisfaction in the impact of employee training method (i.e., instructor-led training and employee shadowing) on employee wellbeing (employee job satisfaction and employee job engagement). Furthermore, the study aimed at exploring the moderating role of employee age in the impact of employee training method on employee wellbeing. The results indicated that employee training satisfaction had no mediating effect on the impact of instructor-led training or employee shadowing on employee job satisfaction or employee job engagement. In addition to that, the results pointed out that employee training satisfaction had no mediating effect on the impact of employee shadowing on employee job satisfaction but it had a significant mediating effect on the impact of employee shadowing on employee job engagement. Finally, the results confirmed that employee age played a significant role in the impact of employee training method, either instructor-led training or employee shadowing, on employee wellbeing. Comparing these results with previous results indicate that researchers are concurred with the idea that employee development opportunities such as employee training are positively related to employee wellbeing (Holman, 2002) as measured by employee job satisfaction (Boxall & Macky, 2014), which is depend on employee satisfaction with training method (Schmidt, 2007). Some studies (Acton & Golden, 2002) found that instruction-led training is more practiced while other studies indicated that training methods such as employee shadowing is more common (Demiral, 2017). In agreement with the present results, some authors (e.g., Jaworski et al., 2018) found thatemployee shadowing had a significant effect on employee training satisfaction.

Despite the fact that employee training satisfaction had significant effects on employee wellbeingit had not mediated the impact of instructor-led training on employee job satisfaction or employee job engagement, which means that instructor-led training works well and shows significant effects on both employee job satisfaction and employee job engagement. Therefore, it was concluded that employee satisfaction with instructor-led training plays no role on their levels of job satisfaction and job engagement. On the other hand, the mediating effects of employee training satisfaction can be divided into two roles: the role in the impact of employee shadowing on employee job satisfaction and the role in the impact of employee shadowing on employee job engagement. In the first case, employee training satisfaction had no effect on the impact of employee shadowing on employee job satisfaction but. In the second case, exerted such an effect on the impact of employee shadowing on employee job engagement. A second conclusion of this study is that employee training satisfaction matters when industrial companies use employee shadowing to educate their employees. Finally, it was concluded that employee age is very important factor in the relationship between training methods and employee wellbeing.

6. Practical implications

Based on the results of this study, organizations are required to take employee training satisfaction into their accounts in accordance with training methods used to educate employees. One reason for that is the significant effect that employee satisfaction with training methods have on employee job satisfaction as well as employee job engagement. Instructor-led training as one type of training methods examined in this study has no effect on employee training satisfaction but at the same time the later has significant effects on employee job satisfaction and employee job engagement. Consequently, organizations should be aware that using instructor-led training, which a collective training practice, does not

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affected by employee satisfaction with the training method. On the other hand, organizations used employee shadowing, which is an individual practice of employee training, are requested to consider employee satisfaction with this type of training since it had a considerable effect on his job engagement. Finally, organizations seek to increase their employee engagement should use employee shadowing and concurrently ensure their satisfaction. In terms of employee age, organizations should know that the employee age is one key factor when selecting training methods. Employee shadowing is more adequate for younger employees.

7. Limitations and future research directions

Limitations of this study are three. First, it is applied using a sample consisted of employee in industrial maintenance small companies. Therefore, its results cannot be generalized to other sectors. Hence, future studies should consider samples from other sectors. Second, training methods used in this study were limited to instructor-led training and employee shadowing. Other types of employee training can be used in future studies. Moreover, the moderating effect of employee age was examinedusing employee training methods as a whole construct, therefore, future studies should test such an effect in case of instructor-led training and employee shadowing.

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