

Effects of Training and Development and Compensation on Employee Engagement among Flight Attendants in a Commercial Airline in the Philippines

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ABSTRACT

It has been established that training and development as well as compensation could greatly influence job satisfaction. However, only a few studies have explored its influence on employee engagement most especially in growing airline industries. The goal of this study is to uncover the level and interplay between training and development, compensation, and employee engagement through correlational design. A valid and reliable researcher-made instrument was utilized, covering the entire population in a Commercial Airline. This approach allows for the generalizability of the findings to the broader context of the organization. Weighted mean, standard deviation, and regression analysis were used to interpret the results. The significant findings are respondents have high positive perception towards training and development mainly, followed by employee engagement then compensation. The strengths of the company involve having trainings relevant to the respondents' jobs as it is also highly rated that they seek for learning, growth, and development in their current role. The areas for enrichment includes training sessions that are convenient in terms of time, and location, having competitive salaries, feeling proud to be part of the organization, and the need to offer flexible working arrangements. Both training and development and compensation can predict employee engagement but training and development have a large significant impact leading to the recommendation that it has to be prioritized. Other recommendations include targeting identified areas for enrichment, and addressing the limitations of the study such as being cross-sectional, based on single data, and confiding in just one industry hence, confirmatory studies should be implemented before adhering to recommendations.

Keywords: Training, Development, Compensation, Employee, Engagement, Airline Industry,

BACKGROUND OF THE STUDY

In the fast-paced and customer-centric aviation industry, the performance and dedication of its workforce, particularly flight attendants, are paramount to the success of airlines. As frontline ambassadors, flight attendants play a pivotal role in ensuring passenger safety, comfort, and overall satisfaction. To effectively fulfill their responsibilities, flight attendants require not only technical skills but also high levels of motivation, engagement, and well-being.

Recognizing the importance of employee engagement in driving organizational performance and fostering a positive work environment, this research aims to explore the intricate relationships among training, development, compensation, and employee engagement among flight attendants in a Commercial Airline. By examining these interconnections, the study seeks to shed light on how these factors collectively contribute to enhancing organizational performance and employee well-being within the unique context of the airline industry.

Training and development are integral components of an organizational strategy aimed at enhancing workforce skills and productivity. Previous research, such as that by Salas et al. (2012), underscores the significance of tailored training programs in improving specific skills and performance outcomes. Additionally, studies by Lacerenza et al. (2017) and Jehanzeb and Khan (2020) emphasize the importance of effective leadership training and the mutual benefits of training programs for both employees and organizations. However, despite advancements, there are still notable knowledge gaps in exploring new frontiers and the impact of emerging

technologies on training, as highlighted by Bell (2017) and Zhang et al. (2019), respectively.

Compensation and benefits play a crucial role in motivating and retaining employees. Research by Bellé (2015) and Kuvaas et al. (2016) illustrates the impact of incentive structures on motivation and turnover intention, emphasizing the need for a balanced approach to compensation management. Moreover, studies by Bryant and Allen (2013) and Hu, Yu, and Tang (2016) underscore the link between compensation, benefits, and employee turnover, as well as the influence of incentive design on employee behavior and decision-making.

Employee engagement is vital for organizational success and is influenced by factors such as motivation, leadership style, and organizational culture. Research by Paais and Pattiruhu (2020) and Pang and Lu (2018) highlights the role of motivation in driving engagement and satisfaction among employees. Additionally, studies by Zhang et al. (2015), Eldor (2018), and Wang, Hsieh, and Wang (2020) emphasize the impact of leadership behavior and organizational culture on employee engagement and well-being. Furthermore, the mediating role of employee engagement in the relationship between job satisfaction, leadership, and organizational performance is explored in studies by Al-Dalalmeh et al. (2018) and Prabowo, Noermijati, and Irawanto (2018).

Despite the acknowledgment of the importance of training, development, compensation, and employee engagement individually, there remains a gap in understanding how these factors collectively influence employee engagement, particularly among flight attendants in a Commercial Airline. Therefore, the research problem addressed in this study is:

What are the intricate relationships among training, development, compensation, and employee engagement among flight attendants in a Commercial Airline, and how do these factors collectively contribute to enhancing organizational performance and employee well-being?

This research aims to contribute to the existing body of knowledge by delving into the nuanced dynamics between training, development, compensation, and employee engagement within the context of the aviation industry, specifically focusing on flight attendants in a Commercial Airline. By uncovering insights into these relationships, the study seeks to inform strategic interventions and policies aimed at optimizing employee engagement, thereby fostering a more resilient and high-performing workforce in the airline industry.

General Objective

This study aims to provide comprehensive insights into the factors influencing employee engagement among flight attendants, with a focus on the roles of training and development, and compensation. By achieving these objectives, the research seeks to contribute to the enhancement of workforce engagement and sustainability in the aviation industry.

Specific Objectives

1. To know the level of the respondents on their perception of the level of training, compensation, and employee engagement
2. To assess the impact of training and development programs on the level of employee engagement among flight attendants in a Commercial Airline.
3. To investigate the relationship between compensation structures and employee engagement within a Commercial Airline.
4. To explore the interplay between training and development initiatives and compensation strategies in shaping overall employee engagement among flight attendants in a Commercial Airline.

The testable hypotheses are as follows:

Ho1. Training and development has no influence towards employee engagement.

Ho2. Compensation has no influence towards employee engagement.

Ho3. There is no interplay between training and development and compensation toward employee

engagement.

Conceptual Framework

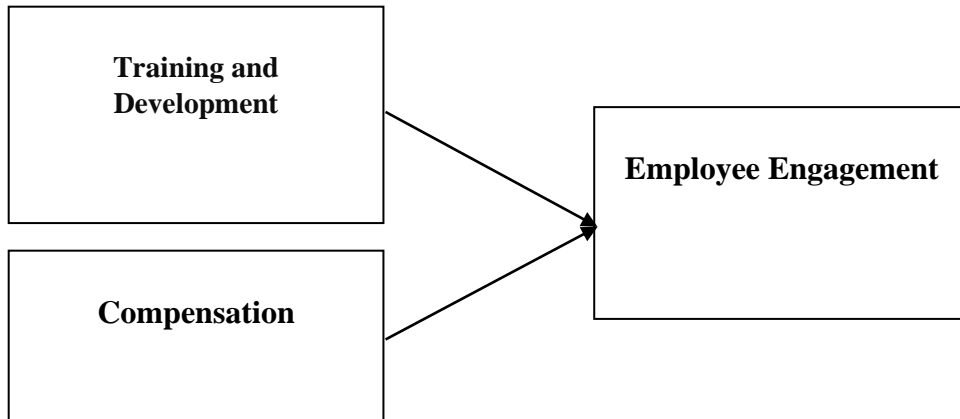


Figure1. Conceptual Framework

In this study, the individual influence and interplay of training and development as well as compensation towards employee engagement will be gauged through regression analysis. Expectancy Theory aligns well with the goal since it suggests that employees are motivated when they believe that their efforts will lead to performance and that performance will result in desired rewards. In this context, the positive ratings could indicate that employees perceive a clear link between their efforts, performance, and the rewards offered by the company, leading to high levels of engagement.

METHOD OF DATA COLLECTION

The utilization of the quantitative approach was selected by the researcher in order to attain the study's objectives and address its hypotheses, as well as to respond to its inquiries. According to Sukamolson (2006, p.2), the quantitative approach is characterized as "The numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect". Hence, the quantitative approach is typically deductive and is defined as "a valid reasoning in which it is impossible to accept the premises but reject the conclusion" as outlined by Zalaghi and Khazaei (2016); (Borrego, Douglas, & Amelink, 2009).

A valid and reliable researcher-made questionnaire was utilized to measure training and development (number of items=10, $r=0.86$), compensation (number of items=10, $r=0.90$), and employee engagement (number of items=5, $r=0.63$) following the guidelines of Putri et al., (2019) in interpreting Cronbach alpha value where 0.61 and above is considered as reliable. It consisted of two primary sections, with the first section encompassing demographic variables to capture information about the respondent, and the second section comprising queries related to the 'Training and Development, Compensation and Employee Engagement' variables. The Likert 5 scale was employed in the present research, serving as the basis for the responses provided by the study's participants (strongly agree 5 – agree 4 – neutral 3 – disagree 2 – strongly disagree 1). To interpret scores properly, the weighted mean score was used with this scoring procedure: 1.00-1.80 (very low), 1.81-2.60 (low), 2.61-3.40 (average), 3.41-4.20 (high), and 4.21-5.00 (very high). Linear aggression was used to know the individual impact of training and development and compensation on employee engagement, while multiple regression was used to uncover the interplay among variables.

The study included all the Commercial Airline Flight Attendants totaling 40 employees. The majority (37.50%) fell within the 21 to 25 age bracket, with a prevalent female presence (67.50%), while males are 32.50% of the sample. Among them, 70% were single, and 85% held a bachelor's degree. In terms of roles, 60% were cabin crew, 17.50% were senior cabin crew, 12.50% were performance managers, and only 10% were lead cabin crew. Tenure-wise, most employees had less than 1 year of experience (32.50%), followed by those with 5-10 years (15%). Those with 3-4 years and over 10 years of tenure each made up 12.50% of the population.

RESULTS AND DISCUSSION

This study intends to provide comprehensive understanding into the elements impacting employee engagement among flight attendants, with a particular emphasis on the roles of training and development and compensation. By achieving these goals, the research hopes to contribute to increased staff engagement and sustainability in the aviation sector. To attain this, a quantitative approach was applied specifically correlational design applicable to the study due to the continuous nature of the variables. A validated and pilot-tested researcher-made instrument was utilized. Descriptive and inferential statistics were utilized to determine the respondents' perception levels regarding training, compensation, and employee engagement, assess the influence of training programs on employee engagement among flight attendants in a Commercial Airline in the Philippines, examine the correlation between compensation structures and employee engagement within the organization, and explore how training initiatives and compensation strategies interact to impact overall employee engagement among flight attendants in a Commercial Airline.

Level of the respondents on their perception on level of training, compensation, and employee engagement

Table 1. Descriptive Statistics for Training and Development

| Statements | Mean | SD | Interpretation |
|---|------|------|----------------|
| 1. The training programs offered by the company are relevant to my job role. | 4.90 | 0.30 | Very High |
| 2. The training materials provided are comprehensive and easy to understand. | 4.70 | 0.52 | Very High |
| 3. The trainers/instructors are knowledgeable and effective in delivering the training content. | 4.75 | 0.49 | Very High |
| 4. The training sessions are conducted at convenient times and locations. | 4.20 | 0.94 | High |
| 5. I believe that the training programs have helped me to improve my skills and performance. | 4.78 | 0.48 | Very High |
| 6. The company provides adequate opportunities for professional growth and development. | 4.65 | 0.62 | Very High |
| 7. I receive regular feedback on my performance to help me improve. | 4.38 | 0.81 | Very High |
| 8. The company offers relevant training programs to enhance my skills and knowledge. | 4.72 | 0.60 | Very High |
| 9. I have clear career advancement opportunities within the company. | 4.45 | 0.71 | Very High |
| 10. The company supports a culture of continuous learning and development. | 4.60 | 0.63 | Very High |
| Overall | 4.61 | 0.42 | Very High |

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Average), 3.41-4.20 (High), 4.21-5.00 (Very High)

Training and development received a very high mean score of 4.61 (SD=0.42) implying high appreciation

from the respondents. Participants rated the relevance of training programs to their job roles the highest (M=4.90, SD=0.30). They also expressed confidence in the effectiveness of these programs in improving their skills and performance (M=4.78, SD=0.48). Additionally, respondents positively evaluated the trainers' knowledge and delivery of training content (M=4.75, SD=0.49), highlighting the quality of instruction provided. The company's commitment to offering relevant training programs to enhance employees' skills and knowledge was also recognized (M=4.72, SD=0.60), exhibiting an organized approach to career development. Overall, the results point to a robust training structure and a conducive atmosphere for ongoing learning and development within the organization.

The relatively high but least endorsed statements from the survey, such as the company's support for continuous learning and development (M=4.60, SD=0.63), clear career advancement opportunities (M=4.45, SD=0.71), regular performance feedback (M=4.38, SD=0.81), and convenient training session timings and locations (M=4.20, SD=0.94), suggest that these areas have potential for further enrichment and enhancement.

Table 2. Descriptive Statistics for Compensation and Benefits

| Statements | Mean | SD | Interpretation |
|---|-------------|-------------|------------------|
| 1. I believe that the compensation I receive is fair and commensurate with my job responsibilities. | 4.40 | 0.59 | Very High |
| 2. The company provides competitive salaries compared to other companies in the industry. | 4.13 | 0.82 | High |
| 3. I am satisfied with the benefits and perks offered as part of the compensation package. | 4.58 | 0.59 | Very High |
| 4. The company offers opportunities for performance-based bonuses or incentives. | 4.55 | 0.71 | Very High |
| 5. The compensation program motivates me to perform better in my role. | 4.75 | 0.54 | Very High |
| 6. The employee benefits provided by the company meet my needs and expectations. | 4.45 | 0.64 | Very High |
| 7. I am satisfied with the health insurance coverage offered by the company. | 4.47 | 0.64 | Very High |
| 8. The retirement savings plan provided by the company is beneficial and well-managed. | 4.45 | 0.78 | Very High |
| 9. The company offers flexible work arrangements (e.g., remote work, flexible hours) that contribute to a better work-life balance. | 3.85 | 1.03 | High |
| 10. The employee assistance programs (e.g., counseling services, and wellness programs) provided are valuable and accessible. | 4.38 | 0.87 | Very High |
| Overall | 4.40 | 0.53 | Very High |

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Average), 3.41-4.20 (High), 4.21-5.00 (Very High)

With 4.40 mean score (SD=0.53), it can be viewed that compensation and benefits were also very highly endorsed by the participants. The survey results demonstrate substantial satisfaction as well as positive

impressions of numerous aspects of compensation within the organization. Employees highly appreciate the motivational impact of the compensation program on their performance ($M=4.75$, $SD=0.54$) and express satisfaction with the overall benefits and perks offered ($M=4.58$, $SD=0.59$). The availability of performance-based incentives is also valued ($M=4.55$, $SD=0.71$), alongside satisfaction with health insurance coverage ($M=4.47$, $SD=0.64$) and the alignment of employee benefits with their needs and expectations ($M=4.45$, $SD=0.64$). In general, the results imply an effective and well-received compensation structure that increases

employee motivation and satisfaction.

The areas for enrichment are statements that are still considered as high but are rated below the overall mean score implicating a potential area for enrichment such as having an employee assistance programs (e.g., counseling services, and wellness programs) provided are valuable and accessible with 4.38 mean score ($SD=0.87$), the company providing competitive salaries compared to other companies in the industry ($M=4.13$, $SD=0.82$) and the least endorsed is the company offers flexible work arrangements (e.g., remote work, flexible hours) that contribute to a better work-life balance ($M=3.85$, $SD=1.03$).

Table 3. Descriptive Statistics for Employee Engagement

| Statements | Mean | SD | Interpretation |
|---|-------------|-------------|------------------|
| 1. I am passionate about my work and feel a strong sense of purpose in what I | 4.80 | 0.61 | Very High |
| 2. I am willing to go the extra mile to ensure the success of my team and the organization. | 4.67 | 0.53 | Very High |
| 3. I feel valued and appreciated for my contributions by my colleagues and supervisors. | 4.38 | 0.90 | Very High |
| 4. I actively seek opportunities for learning, growth, and development in my role. | 4.90 | 0.30 | Very High |
| 5. I am proud to be part of this organization and believe in its mission and values. | 3.98 | 1.29 | High |
| Overall | 4.54 | 0.51 | Very High |

Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Average), 3.41-4.20 (High), 4.21-5.00 (Very High)

Employee engagement earned an overall mean score of 4.54 ($SD=0.51$) indicating very high levels of endorsement most especially in terms of actively seeking opportunities for learning, growth, and development in their role ($M=4.90$, $SD=0.30$), being passionate about their work and feeling a strong sense of purpose in what they do ($M=4.80$, $SD=0.61$), and willingness to go the extra mile to ensure the success of my team and the organization ($M=4.67$, $SD=0.53$). The least endorsed are feeling valued and appreciated for their contributions by their colleagues and supervisors ($M=4.38$, $SD=0.90$) feeling proud to be part of the organization, and believing in its mission and values ($M=3.98$, $SD=1.29$).

Impact of training and development programs on the level of employee engagement among flight attendants in a Commercial Airline

The linear regression used to delve into employee engagement demonstrated a significant correlation with several of critical training and development elements. The analysis demonstrated linearity using scatterplots of independent variables and employee engagement. Residuals had a normal distribution, confirming normality, and a uniform spread across anticipated values, meeting the homoscedasticity condition. There were no outliers with standardized residuals greater than three, indicating no influential data points.

Table 4. Model Summary of Training and Employee Engagement

| Model | R | R ² | Adjusted R ² | RMSE | R ² Change | F Change | df1 | df2 | p |
|----------------|------|----------------|-------------------------|------|-----------------------|----------|-----|-----|--------|
| H ₀ | 0.00 | 0.00 | 0.00 | 0.51 | 0.00 | | 0 | 39 | |
| H ₁ | 0.60 | 0.36 | 0.34 | 0.41 | 0.36 | 21.46 | 1 | 38 | < .001 |

The regression model revealed significant results ($R^2 = 0.44$, adjusted $R^2 = 0.27$, $RMSE = 0.51$, F Change = 2.58, $p = 0.02$), indicating that 44% of the variance in the dependent variable was explained by the independent variables. This suggests a moderate level of explanatory power, with the model significantly contributing to explaining the variance in the dependent variable.

Table 5. ANOVA Table for Employee Engagement and Training and Development

| Model | | Sum of Squares | df | Mean Square | F | p | VS-MPR* |
|----------------|------------|----------------|----|-------------|-------|--------|---------|
| H ₁ | Regression | 3.67 | 1 | 3.67 | 21.46 | < .001 | 877.63 |
| | Residual | 6.49 | 38 | 0.17 | | | |
| | Total | 10.16 | 39 | | | | |

Note. The intercept model is omitted, as no meaningful information can be shown.

* Vovk-Sellke Maximum p -Ratio: Based on the p -value, the maximum possible odds in favor of H₁ over H₀ equals $1/(-e p \log(p))$ for $p \leq .37$ (Sellke, Bayarri, & Berger, 2001).

The ANOVA results displays a statistically significant regression model, $F(10, 29) = 2.25$, $p = 0.04$, accounting a significant amount of variance in the dependent variable. The regression component revealed a substantial sum of squares ($SS = 4.44$), supporting the model's explanatory power. The Vovk-Sellke Maximum p -Ratio of 2.70 further strengthens the evidence for the alternative hypothesis (H₁) over the null hypothesis (H₀) when $p \leq .37$. These findings suggest that the model is valid and contributes meaningfully to understanding the relationship between the independent and dependent variables.

Table 6. Coefficients of Employee Engagement and Training Regression Analysis

| | | | | | | | | 95% CI | |
|----------------|-------------|--------------------|--------------------|------------------|-------|--------|------------------------|--------|-------|
| Model | | Unstand ardized | Standar d Error | Standar dized | t | p | VS-MPR* | Lower | Upper |
| H ₀ | (Intercept) | 4.54 | 0.08 | | 56.32 | < .001 | $7.39 \times 10^{+35}$ | 4.38 | 4.71 |
| H ₁ | (Intercept) | 1.21 | 0.72 | | 1.67 | 0.10 | 1.57 | -0.26 | 2.67 |
| | TRAINING | 0.72 | 0.16 | 0.60 | 4.63 | < .001 | 877.63 | 0.41 | 1.04 |

* Vovk-Sellke Maximum p -Ratio: Based on the p -value, the maximum possible odds in favor of H₁ over H₀ equals $1/(-e p \log(p))$ for $p \leq .37$ (Sellke, Bayarri, & Berger, 2001).

The coefficients in a linear regression model are utilized to apprehend the relationship between independent variables (IVs) and the dependent variable (DV). In this case, the "TRAINING" variable has a coefficient of 0.72. This means that for every one-unit increase in "TRAINING," there is an estimated 0.72-unit boost in the DV (Employee Engagement). The 95% confidence interval for this coefficient, ranging from 0.41 to 1.04,

indicates that this estimate is quite precise. Furthermore, the p-value of less than 0.001 implies that this relationship between training (IV) and employee engagement (DV) is statistically significant, meaning it's unlikely to be due to chance.

To investigate the relationship between compensation structures and employee engagement within a Commercial Airline.

Table 7. Model Summary of Employee Engagement and Compensation

| Model | R | R ² | Adjusted R ² | RMSE | R ² Change | F Change | df1 | df2 | p |
|----------------|------|----------------|-------------------------|------|-----------------------|----------|-----|-----|---------|
| H ₀ | 0.00 | 0.00 | 0.00 | 0.51 | 0.00 | | 0 | 39 | |
| H ₁ | 0.49 | 0.24 | 0.22 | 0.45 | 0.24 | 12.31 | 1 | 38 | <0.0018 |

The regression model for Employee Engagement and Compensation generate a moderate adjusted R-squared value of 0.22, indicative that 22% of the variability in employee engagement can be explained by compensation levels.

Table 8. ANOVA for Employee Engagement and Compensation

| Model | | Sum of Squares | df | Mean Square | F | p | VS-MPR* |
|----------------|------------|----------------|----|-------------|-------|-------|---------|
| H ₁ | Regression | 2.49 | 1 | 2.49 | 12.31 | .0018 | 46.32 |
| | Residual | 7.67 | 38 | 0.20 | | | |
| | Total | 10.16 | 39 | | | | |

Note. The intercept model is omitted, as no meaningful information can be shown.

* Vovk-Sellke Maximum p -Ratio: Based on the p -value, the maximum possible odds in favor of H₁ over H₀ equals $1/(-e p \log(p))$ for $p \leq .37$ (Sellke, Bayarri, & Berger, 2001).

The F-test result (F = 12.31, p < .001) insinuates that the regression model is statistically significant, signifying that at least one independent variable significantly predicts the dependent variable. The Vovk-Sellke Maximum p-Ratio (VS-MPR) further supports this, with a value of 46.32, indicating strong evidence against the null hypothesis in favor of the alternative hypothesis.

Table 9. Coefficients of Employee Engagement (DV) and Compensation (IV)

| 95% CI | | | | | | | | | |
|----------------|---------------|-----------------|----------------|---------------|-------|------------------------|------------------------|-------|-------|
| Model | | Unstand ardzied | Standard Error | Standa rdized | t | p | VS-MPR* | Lower | Upper |
| H ₀ | (Intercept) | 4.54 | 0.08 | | 56.32 | 5.65×10^{-39} | $7.39 \times 10^{+35}$ | 4.38 | 4.71 |
| H ₁ | (Intercept) | 2.44 | 0.60 | | 4.05 | 2.47×10^{-4} | 179.55 | 1.22 | 3.66 |
| | Compensa tion | 0.48 | 0.14 | 0.49 | 3.51 | 1.18×10^{-3} | 46.32 | 0.20 | 0.75 |

* Vovk-Sellke Maximum p -Ratio: Based on the p -value, the maximum possible odds in favor of H₁ over H₀ equals $1/(-e p \log(p))$ for $p \leq .37$ (Sellke, Bayarri, & Berger, 2001).

The coefficients table displays that for every unit rise in Compensation, there is a corresponding increase of 0.49 units in Employee Engagement. Both the intercept and Compensation coefficients have statistically significant p-values ($p < .001$ and $p = .00024$, respectively), representing its importance in predicting employee engagement. The Vovk-Sellke Maximum p-Ratio highlights the significance of the coefficients, with a value of 179.55 for the intercept and 46.32 for Compensation.

Interplay between training and development initiatives and compensation strategies in shaping overall employee engagement among flight attendants in a Commercial Airline.

Multiple regression is applicable in gauging the interplay between the variables of this study because it permits us to comprehend the relationship and combined effects of multiple independent variables (IVs) on a single dependent variable (DV). In this case, the IVs are training and compensation, while the DV is employee engagement. By using multiple regression analysis, we can evaluate the unique contribution of each IV to the variance in the DV while controlling for the effects of other variables. This will help in determining the relative significance of training and compensation in influencing employee engagement and acknowledge more refinement for program development personalized to address specific factors impacting engagement.

Table 10. Model Summary Interplay of Variables

| Model | R | R ² | Adjusted R ² | RMSE | R ² Change | F Change | df1 | df2 | p |
|----------------|------|----------------|-------------------------|------|-----------------------|----------|-----|-----|-------|
| H ₀ | 0.00 | 0.00 | 0.00 | 0.51 | 0.00 | | 0 | 39 | |
| H ₁ | 0.60 | 0.36 | 0.33 | 0.42 | 0.36 | 10.46 | 2 | 37 | <0.00 |

The model summary for employee engagement exhibits that the combined effect of training and compensation explains 36% (R²) of the variance in employee engagement. The model's adjusted R² of 0.33 considers the number of predictors, and the RMSE of 0.42 indicates the average difference between observed and predicted values. With a significant F Change value of 10.46 and a low p-value of .00025, the model is statistically significant in explaining employee engagement.

Table 11. ANOVA for the Interplay of Training (IV), Compensation (IV) and Employee Engagement (DV)

| Model | | Sum of Squares | df | Mean Square | F | p |
|----------------|------------|----------------|----|-------------|-------|-----------------------|
| H ₁ | Regression | 3.67 | 2 | 1.83 | 10.46 | 2.50×10 ⁻⁴ |
| | Residual | 6.49 | 37 | 0.18 | | |
| | Total | 10.16 | 39 | | | |

Note. The intercept model is omitted, as no meaningful information can be shown.

The analysis of variance (ANOVA) indicated a significant result for the regression model ($F(2, 37) = 10.46, p = 0.00025$), demonstrating that the model with the predictors included explains a significant amount of variance in the outcome variable compared to the residual variance. The total sum of squares was 10.16, with 3.67 attributed to the regression model and 6.49 to the residual error.

| Coefficients | | | | | | | | | | |
|----------------|-------------|-------------------------|----------------|--------------|-------|------------------------|-------|-------|-----------|-----|
| | 95% CI | Collinearity Statistics | | | | | | | | |
| Model | | Unstandardized | Standard Error | Standardized | t | p | Lower | Upper | Tolerance | VIF |
| H ₀ | (Intercept) | 4.54 | 0.08 | | 56.32 | 5.65×10 ⁻¹¹ | 4.38 | 4.71 | | |

| | | | | | | | | | | |
|----------------|--------------|------|------|------|------|------|-------|------|------|------|
| | | | | | | 39 | | | | |
| H ₁ | (Intercept) | 1.21 | 0.73 | | 1.65 | 0.11 | -0.27 | 2.7 | | |
| | TRAINING | 0.69 | 0.27 | 0.58 | 2.6 | 0.01 | 0.15 | 1.23 | 0.35 | 2.85 |
| | COMPENSATION | 0.03 | 0.21 | 0.03 | 0.14 | 0.89 | -0.4 | 0.46 | 0.35 | 2.85 |

The coefficients from the multiple regression analysis display significant effects for the predictors. The intercept for the baseline model (H₀) is 4.54 (p < .001), while for the model with predictors (H₁), the intercepts are 1.21 (p = 0.11) for TRAINING and 0.03 (p = 0.89) for COMPENSATION. The coefficients indicate that a one-unit increase in TRAINING is associated with a 58% increase in employee engagement (dependent variable) (p = 0.01), with no significant effect for COMPENSATION (B = 0.03, p = 0.89), representing a 3% change. Collinearity statistics show no multicollinearity issues (Tolerance = 0.35, VIF = 2.85).

CONCLUSION

Based on the results, the following conclusions can be derived from the study:

1. The respondents have a highly positive perception towards the training and development, compensation and benefits, and employee engagement of the in a Commercial Airline. Among these, training and development received the highest rating, followed by employee engagement. Compensation and benefits, while rated lower compared to the others, were still considered very high.
2. The company's strengths, as perceived by employees, are situated in the relevance and effectiveness of its training programs, the active pursuit of learning, growth, and development in roles, a passionate workforce that feels a strong sense of purpose in their work, and the belief that training programs have contributed to improving skills and performance.
3. The areas for enrichment identified by employees include conducting training sessions at convenient times and locations, offering competitive salaries compared to industry standards, instilling pride in being part of the organization and belief in its mission and values, and providing flexible work arrangements for a better work-life balance.
4. All null hypothesis were rejected since training and development and compensation have impact on employee engagement. Training and development have a greater tendency to influence employee engagement while compensation has a positive but negligible extent of influence.

This study can serve as a valuable guide for HR practitioners looking to enhance their training and development, compensation, and employee engagement practices. It benefits from using a total population, a research instrument with strong psychometric properties, and robust statistical analysis. However, it's important for readers to be cautious in directly applying the study's conclusions due to its cross-sectional design, absence of data triangulation, and limited exploration of potential confounding variables.

RECOMMENDATION

1. Training and development should focus on ensuring consistent feedback and career advancement opportunities can be enhanced.
2. Though it has a weak influence on employee engagement, it will help if there are options for flexible work arrangements and employee assistance programs that could be areas for improvement.
3. There should be a program that will improve the feeling of being valued and proud to be part of the organization such as recognition activities and ensuring they are part of the decision-making and the success of the organization.

4. Training and development has to be prioritized in order to improve employee engagement as it has the largest influence to employee engagement by banking on its strengths such as having training relevant to their jobs and TD targeted on skills. Training should also be made at convenient times and locations.
5. To improve the reliability and validity of the study, longitudinal or constant evaluation practices must be done to see the trends in the responses. The quantitative finding can be bolstered by qualitative inquiry such as focused group discussions, or key informant interviews.

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