

Do Job Satisfaction And Motivation Yield To Enhance The Employee Performance Of Teachers In Public Higher Education Institutions (HEI)?

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ABSTRACT

This study investigated the impact of job satisfaction and motivation on employee performance, focusing on teachers employed in the Higher Education Institutions of South Punjab, Pakistan. This study was assumed to use a quantitative approach with a 7.0 Likert Scale survey and statistical analysis with SPSS and SMART-PLS. In the South Punjab region of Pakistan, 214 teachers were chosen as a random sample. This study indicated that more training programmes in public Higher Education Institutions in Pakistan's South Punjab region improve employee performance. This study targeted a convenient sample of teachers at public higher education institutions. The researcher's time constraint was the first hurdle to overcome, and can also choose Private higher education institutions for future research. This study's findings cannot be extrapolated to other industries in Pakistan. Training and Development will moderate Job Satisfaction and Motivation in Public Higher Education Institutions in the South Punjab region. This study will also help other HR professionals and executives improve job satisfaction and motivation, which will lead to more productivity and performance in a wide range of businesses and sectors.

Keywords: Job Satisfaction, Motivation, Employees Performance, Training & Development, and Higher Education Institutions.

JEL CLASSIFICATION: M1, M11

Submission Declaration Statement: We hereby confirm that the manuscript has no any actual or potential conflict of interest with any parties, including any financial, personal or other

relationships with other people or organizations within three years of beginning the submitted work that could inappropriately influence or be perceived to influence. We confirm that the paper has not been published previously, it is not under consideration for publication elsewhere, and the manuscript is not being simultaneously submitted elsewhere.

1. INTRODUCTION

For an employee to be effective, knowledge (comprehension of information) is required. Human resources are the property of the organization as nothing can be achieved without human power instead of money, technology etc. Specialized training is necessary to accomplish the aims of the organization and to play a significant role in the development process (Olaniyan and Ojo, 2008). Now days only few people say that the value of expertise or training is valuable for business. The participation of each employee is essential for financial sustainability and the implementation of the required strategies (Sultana et al., 2012).

Human resource has a significant impact in the financial uplift of most countries because training is also important to increase the effectiveness of financial progress. This can happen in Pakistan as well by giving attention to training and development of human resource. Efficient working of employees is necessary for the survival of an institution. Human capital can be increased by providing more and more training to them. Staff performance can be increased by an effective training program, such training make them able to meet upcoming tasks (Imran, 2013). Therefore, it is the responsibility of government of Punjab, Pakistan to ensure the inculcation of specialized knowledge and skills in employees to fulfill their job requirements.

Job Satisfaction is a key factor to ensure employee's commitment towards the institution. This is so because satisfaction motivates an employee and his interest to work for a particular institute. Job satisfaction increases the honesty of an employee towards his work. Therefore, public sector higher education institutes must arrange training seminars on job satisfaction, emotional management work-life balances, anxieties, sexual harassment, which helps increases the level of job satisfaction of an employee and he became more honest towards his work (Mustapha and Zakaria, 2013).

This article intends to recognize the significance of T&D on employee performance in the Public Higher Educational Institutes South Punjab Region of Pakistan. The data will be collected using an online survey (questionnaires) from the employees of public universities of Multan. This study has been performed to reveal the effect of job satisfaction and motivation on the performance and productivity of public sector higher educational institutions of South Punjab Region of Pakistan. Moreover, training and development plays a moderating role between job satisfaction and motivation which results in high productivity of an institution.

1.1. Background of the study

In this age of globalization almost all institutions are striving to perform their best which would not be possible without the efficiency of its staff. The public sector higher educational institutions play an outstanding role in the development of Pakistan. In Public sector higher educational institutions training has been considered as an important element for success. Training &

Development (T&D) can be implemented as a key for this institution to improve the performance of its employees and equip them with contemporary techniques, tools, and trends. Training, according to Gomez is “a systematic technique for obtaining competencies, skills, and the right attitudes to fulfill employment requirement” (Gomez-Mejia, R., 2007).

Institutions face certain ups and down with the changing technology and globalization that had a direct impact on the abilities and competencies of their employees required to perform specific work related tasks (Guan and Frenkel, 2019). Institutional training can be a key instrument in dealing with such technological change and increasing productivity. To that end, on job and off job training serves to polish the abilities of any institution's employees, regardless of their work kind (Hidayat, 2018).

1.2. Problem Statement

Most of the organizations need training as an important element in order to accomplish goals and succeed in this world. Training is an important factor in developing an employee's ability to do a particular job. With the help of training, it becomes easier for the employee to cope with the situation. In this way, the employees get a chance to upgrade their knowledge in an institution, to update their abilities and ultimately enhance productiveness (Cole, 2002). Thus, the core function of training is to enable employees for present and upcoming duties by improving their skills because training is a major aspect of human resource development. Although, with the current globalization views, many concepts at workplace are ever changing but still there is a need of training. These trainings can be given by external as well as internal sources. In both ways, there must be relevance and quality so that training can be proved as a career motivational tool (Mullins, J. L., 2003). It is important to set organizational approach in accordance with its people by consulting them and taking their ideas for improvement. Training and development opportunities cannot be learned in a single day yet it a day to day task, a person must perform them in daily routine and activities (Saleem, Shahid and Naseem, 2011). Such factors stated above shall be area of concern for which this study is being conducted.

1.3. Significance of the study

T& D contributes to the development of the organization as a whole, not only to the organization but also to the people who are part of that workplace. By developing more positive attitudes toward revenue management, training and development helps to improved revenue generation. T&D not only increases a person's job-related knowledge but also assist him to achieve organizational objectives. Training and development provide a path by giving systematic learning experience to employees which help them to do their work in an effective way.

The basic aim of training and development is to make a person capable by improving his performance. Training and development impart knowledge and learning in a person and can be considered as a source to be used again and again by an organization. Thus, training improves performance, which contributes to the growth of the institution, especially when they can deploy the knowledge gained through a professional training program. Therefore, because of its positive effect on performance it gained a lot of a lot of importance.

The world is changing so fast that's why organizations need continuous training in order to survive in this competitive environment. Training is an important aspect of HRM therefore by improving performance by changing the behavior and process of incorporating results into consent outcomes (Imbulana and Gamage, 2013). Otherwise, such organization's employees are not capable enough to enhance productivity. Thus, with the help of training it becomes easier for them to adopt technological advancement and compete in a market (Dessler, 2002).

1.4. Research Objectives

2. To investigate the relationship of Job Satisfaction and Motivation with the Employee's Performance in the Public Higher Educational Institutes of South Punjab region.
3. To investigate the moderating effect of Training & Development on the relationship of Job Satisfaction and Motivation with Employee's performance in the Public Higher Educational Institutes of South Punjab region.

1.5. Research Questions

1. What is the relationship of Job Satisfaction and Motivation with the Employee's Performance in the Public Higher Educational Institutes of South Punjab region?
2. What is the moderating effect of Training & Development on the relationship of Job Satisfaction and Motivation with Employee's performance in the Public Higher Educational Institutes of South Punjab region?

2. LITERATURE REVIEW

2.2. Defining the variables

2.2.1. Job Satisfaction

Various experts and intellectuals have defined job satisfaction. Employees' feelings about their workplace institution, working atmosphere, ethical conduct, and method of communication amongst employees all contribute to job satisfaction (Kim, Leong and Lee, 2005).

2.2.2. Motivation

According to Robbins & Judge (2013), motivation is both a desire to do something and a process that influences the intensity, direction, and individual tenacity in the pursuit of goals.

2.2.3. Employee's Performance

According to Sultana et al. (2012), a certain task performed by an employee by his efforts in an organization is termed as employee performance. These efforts can be measured by the cost, accuracy of the task done, completeness against the mentioned criteria. A company can measure the performance of an employee by using different indicators; this measurement of an employee's performance enhances the performance of that company/organization.

2.2.4. Training & Development

Training is an important component that is utilized to advance an employee's professional growth by providing them with specialized skills and knowledge (Elnaga, A., & Imran, 2013). Training assist employees in better results by engaging employees effectively which had an impact on the progress of an institution.¹

2.3. HYPOTHESIS DEVELOPMENT

2.3.1. Relationship between Job Satisfaction and Employee's Performance:

According to Owens (2006), there is a affirmative correlation between staff training and work satisfaction. M. A. et al (2013) also emphasized the significance of training for job happiness. Employee performance is influenced positively by job happiness. As a result, as job happiness rises, so does employee performance (Lukman, 2021). Whereas the results were also affirmed by (Chen, Chang and Yeh, 2004). Employee satisfaction is influenced by both internal and external factors. External factors are salary, working conditions, working environment, benefits. Hence, training encourages employees to be committed, reduce absentees, increase honesty and become them more participative (Eleswed and Mohammed, 2013). Continuous training in an institution increases the commitment of employees and a reduction in turnover behavior (Egan et al., 2004),. H1: There is a positive relationship between Job Satisfaction and Employees Performance.

2.3.2. Relationship between Motivation and Employee's Performance:

Different scholars have defined motivation in different ways. But there is something common in all these definitions like desire, need, goal and incentive (Khoshnevis and Tahmasebi, 2016), 2016). According to Lukman (2021), work motivation also plays significant role in employee performance. This explicit that increasing work motivation leads to employee performance. They also emphasized the role of work motivation on employee performance (Nasution and Priangkatara, 2022).

H2: There is a positive relationship between Motivation and Employees Performance.

2.3.3. Training & Development as a Moderator

2.3.3.1. Moderation effect on the relationship between Job Satisfaction and Employees Performance:

¹Training gives an institution a competitive advantage by investing in human capital in addition to the professional growth of its employees. Therefore, an organization must focus on these training programs keeping in view its importance and impact on its institution (Kolvereid and Iermolenko, 2020).

Many researchers investigated the relationship between employee performance and work happiness. For example, Nassazi (2013) investigated the influence of training on employee performance in the telecommunications sector. The report focuses on Uganda's telecommunications industry. For data collection of aforementioned study, structured questionnaires were employed, and one hundred and twenty respondents were chosen. To examine data, several statistical methods, particularly frequency distribution, were applied. The results of these studies indicate that there is a good association between employee training and performance in the institution.

In Pakistan, (Khan, 2012) conducted research on Habib Bank of Pakistan to understand the influence of training on employee performance. A set of standardized questionnaires was employed to collect data, and acquired data was investigated using regression and Pearson analysis. These findings indicate that good training programmes, in addition to technological improvement, are required for an institution's progress. Job satisfaction is greatly influenced by training (Blasius Basa, Anita Erari, 2022).

H3: Training & Development moderates the relationship between Job Satisfaction and Employee's Performance.

2.3.3.2. Moderation on the relationship between Motivation and Employees Performance:

Training increases the motivation of an employee to do task which leads toward effective work performance of employees. According to the book of (Cole, 2002), a script entitled "Personnel Management"; Training is the acquisition of knowledge by learning that leads toward the accomplishment of a task. Therefore, training effects the way a task is performed according to the organizational goals. For instance, a specialized person is required for operating some specific machine or instrument (Cole, 2002). Weil & Woodall (2005) defined training as a significant tool of Human Resource Management (HRM) which increases motivation of employees. Training benefits both employees and organizations by enhancing workers knowledge, capabilities and generating outcomes for organizations. By enhancing productivity training plays an essential in the growth of an institution. There is a huge difference between the trained and untrained employees in those organizations (Benedicta Appiah April, 2010). According to the mentioned information it is proved that there is a positive impact of training on the performance of employees.

H4: Training & Development moderates the relationship Between Motivation and Employee's Performance.

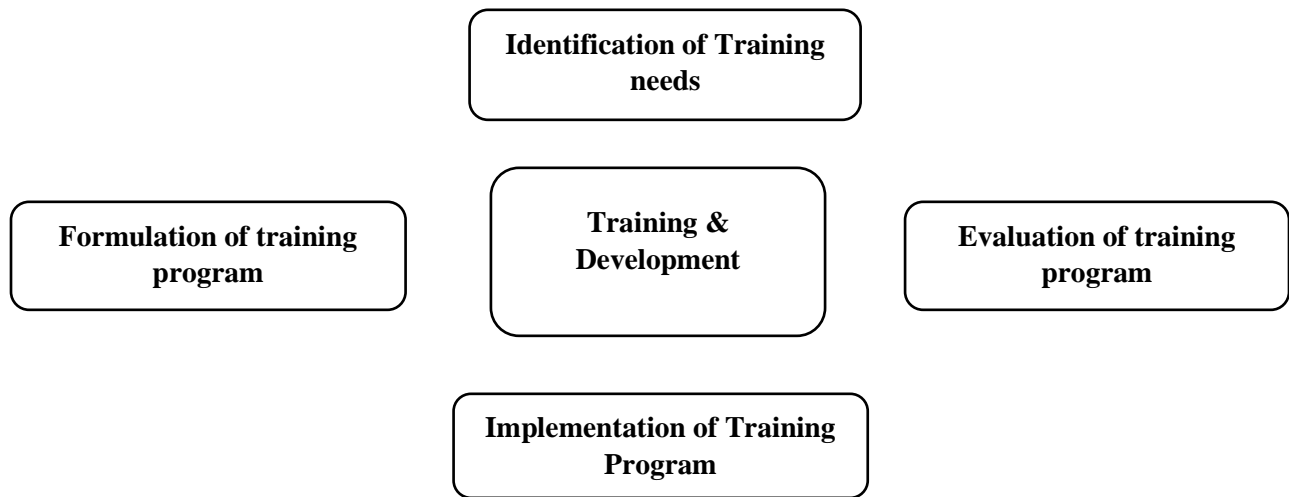


Figure 1: Model of Training Program

Research Framework

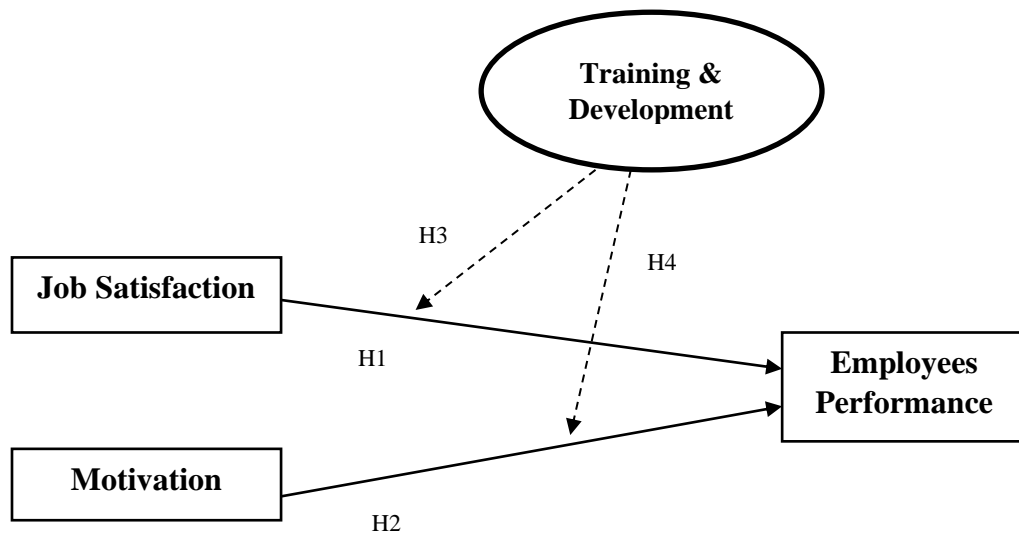


Figure 2: Research Framework

3. METHODOLOGY

This section outlines how the research method (qualitative, quantitative, or hybrid) for this study was chosen. (Saunders and Lewis, 2019) This study used a quantitative method by combining a survey and a questionnaire. Furthermore, this study employs a deductive strategy. (Creswell, 2015). Data was obtained from the faculty of Islamia University Bahawalpur (IUB), University of Sahiwal, Ghazi University Dera Ghazi Khan, MNS-University of Agriculture Multan (MNS-

UAM), and The Women University Multan (WUM) for this study using a convenient sampling strategy. The sample size was set at 200 respondents belonging to variable demographic factors (Hair et al., 2019). The 7.0-point Likert Scale serves as the scale measure for responses received from respondents. A 7.0-point Likert Scale was adopted from a research study conducted by (Ozioma, N. D., & Marcus, 2020) to measure the response.

3.1. Data Analysis and Results Discussion

The gathered data was evaluated in order to investigate the connection between training and development and employee performance. To determine accuracy, the Statistical Package for Social Science (SPSS) and Partial Least Square (PLS3) were employed to analyze the collected data. In such cases, PLS-SEM is the most accurate method to use for measurements for these constructs (Hair et al., 2019). Cronbach's Alpha, Confirmatory Factor Analysis (CFA), Multiple Linear Regression, and Pearson Correlation were adopted to assess Construct's Reliability and Validity. In this context, quantitative approach was adopted in order to gather data from the employees of public sector higher educational institutions from region Multan and descriptive analysis was done to analyze the frequency of status, gender, age and designation. Then, factor analysis was done in the form of KMO and Bartlett's test of sphericity. After this, reliability test is done in order to assess the reliability of all variables. Then, regression analysis and Pearson correlation was done to highlight the significance and relationship among variables. Lastly, PLS regression has been performed for finding the relationship and the significance between job satisfactions, motivation and employee performance while considering the moderating effect of training & development. The results are discussed below;

3.2. Demographic study

Total 214 questionnaires had been circulated with 90% of the response rate. Demographical analysis of data directed that the age of the sample members was between 25 to 50 years including 42% females and 57% males. Descriptive statistics highlights the data about status of employment, gender, age and designation of the employees.

Table 4.1: Statistical analysis of participant's demographic study

		Gender	Status of Employment	Designation	Age
N	Valid	214	214	214	214
	Missing	0	0	0	0
	Mean	.5748	1.6075	2.8037	2.3505
	Std. Error of Mean	.03387	.05110	.10781	.05060
	Median	1.0000	1.0000	2.0000	2.0000
	Mode	1.00	1.00	2.00	2.00
	Std. Deviation	.49554	.74754	1.57706	.74024
	Variance	.246	.559	2.487	.548
	Skewness	-.305	.920	.517	.807

Std. Error of Skewness	.166	.166	.166	.166
Kurtosis	-1.925	-.132	-1.351	.703
Std. Error of Kurtosis	.331	.331	.331	.331
Minimum	.00	1.00	1.00	1.00
Maximum	1.00	4.00	6.00	5.00
Sum	123.00	344.00	600.00	503.00

3.2.1. Gender

This survey included both male and female respondents. Ninety-one (or 42.6 percent) of the members were female, whereas male respondents were 123 (or 57.4 percent).

Table 4.2: Frequency distribution of the gender

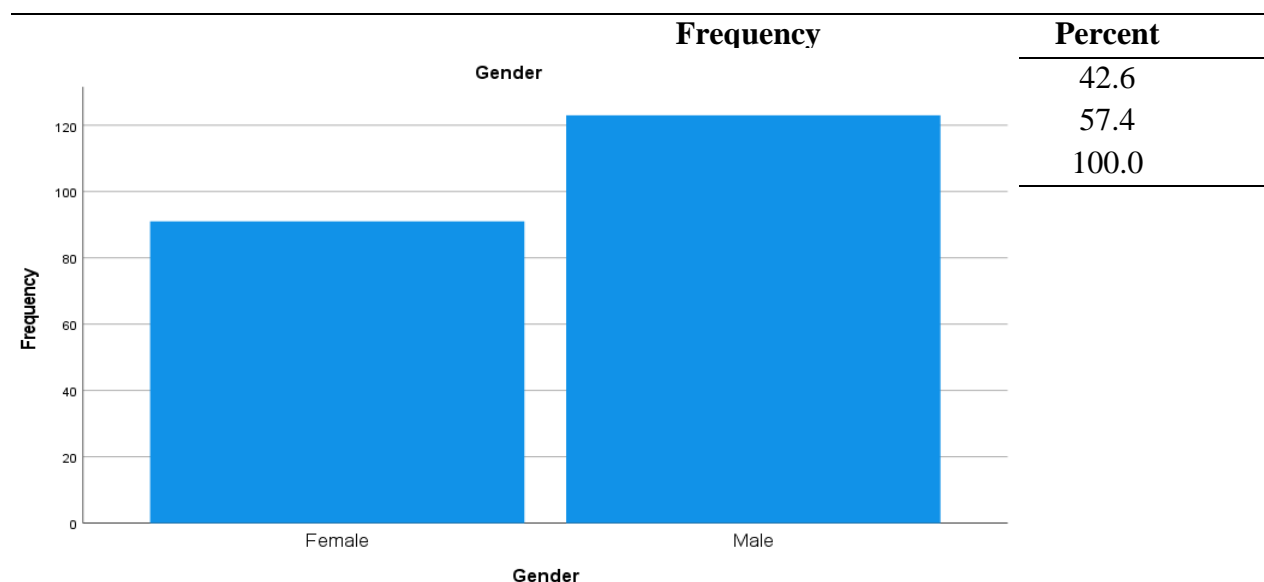


Fig. 3: Graphical representation of participant's gender

3.2.2. Age of the participants

The frequency analysis indicated below revealed the participants' ages. The participants range in age from 25 to 50 years. Around 6% of the members are between the ages of 25 and 30, 60% are between the ages of 30-35, 24% are between the ages of 35 and 40, 7% are between the ages of 40 and 45, and 0.5 percent are between the ages of 45 and 50.

Table 4.3: Age of the participants

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	14	6.5	6.5	6.5
	30-35	130	60.7	60.7	67.2
	35-40	52	24.3	24.3	91.5

40-45	17	7.99	7.99	99.5
45-50	1	0.5	0.5	100.0
Total	214	100.0	100.0	

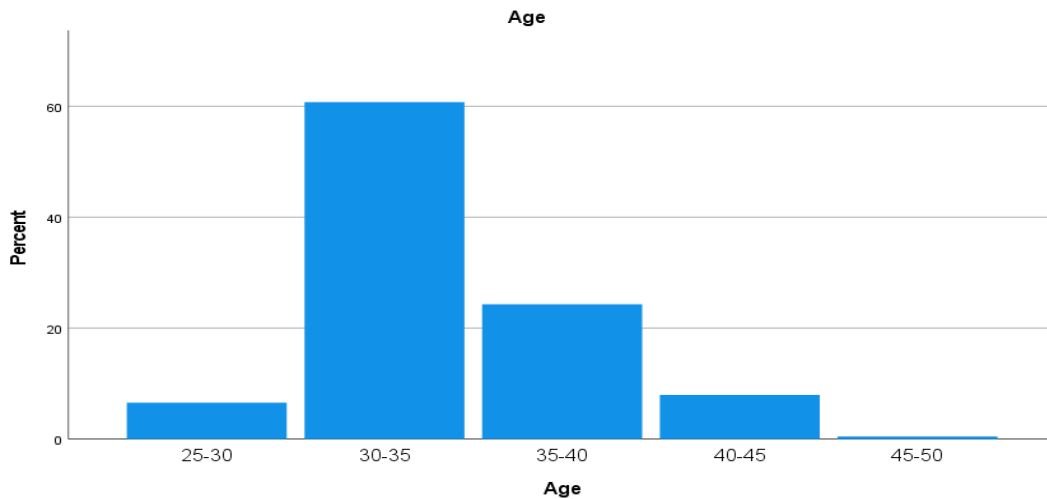


Fig. 4: Graphical representation of age of the participants

3.2.3. Status of Employment

The participants of the study possess different status of employment i.e. one hundred and sixteen of the respondents were permanent employees with a percentage of 54, sixty eight participants were on contract basis with a percentage of 31, twenty eight employees with percentage of 13 were govt. employees whereas remaining two employees were teachers.

Table 4.4: Status of employment of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permanent	116	54.2	54.2	54.2
	Contract	68	31.8	31.8	86.0
	Govt. employee	28	13.1	13.1	99.1
	Teacher	2	.9	.9	100.0
	Total	214	100.0	100.0	

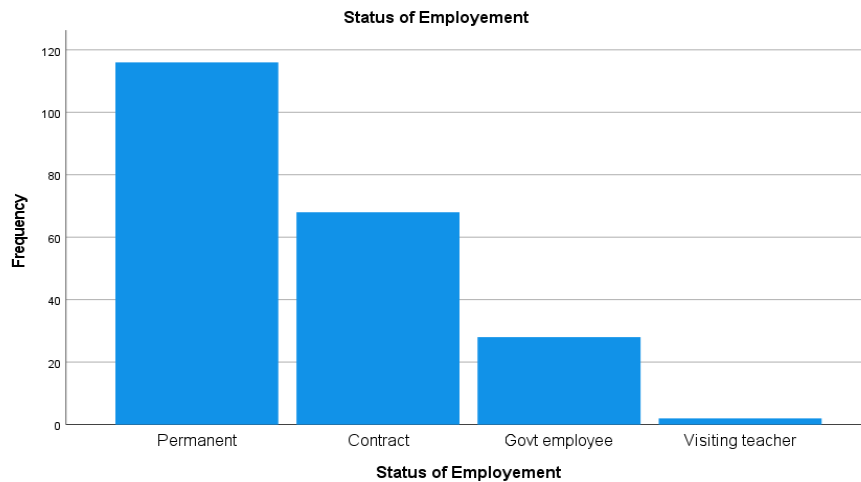


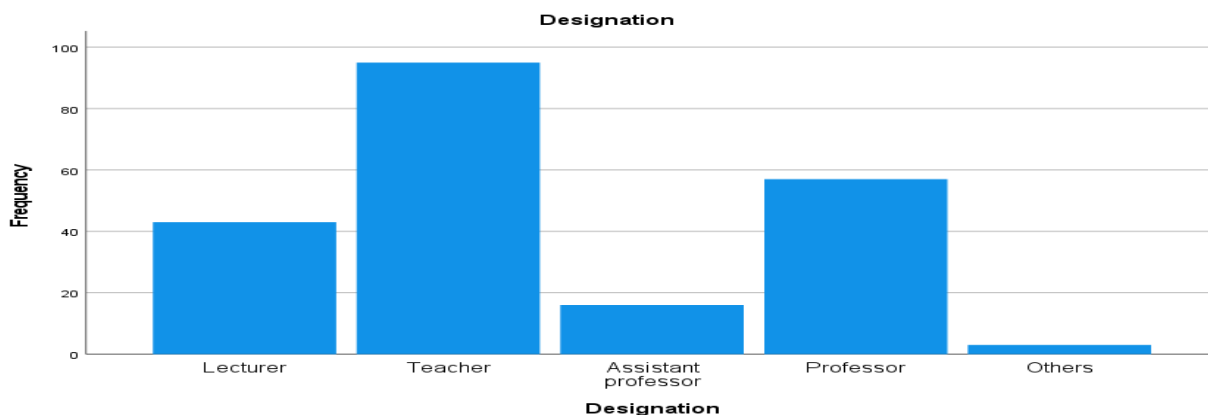
Fig. 5: Graphical representation of the status of employment

3.2.4. Designation of the participants

The data was collected from the participants with different designations i.e. forty three participants with a percentage of 20 were lecturers, ninety five with a percentage of 44 were teacher, sixteen with a percentage of seven were professor, fifty seven having percentage of 26 were assistants whereas three participants were the other staff members of the institutions.

Table 4.5 Designation of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	43	20.1	20.1	20.1
	Teacher	95	44.4	44.4	64.5
	Professor	16	7.5	7.5	72.0
	Assistant	57	26.6	26.6	98.6
	Others	3	1.4	1.4	100.0
	Total	214	100.0	100.0	



3.3. Confirmatory Factor Analysis

CFA (Confirmatory factor analysis) is adopted by many researchers as a statistical technique to measure the model's relationship. The focus of CFA focuses is on modeling the relationship between the underlying latent variables (factors) and the manifest (i.e., observed) indicators.

3.4. KMO & Bartlett's Test of Sphericity

KMO & Bartlett's Test of Sphericity is used as one of the parameters of CFA (confirmatory factor analysis). This is performed to determine the adequacy level of sampling. The approved KMO index seems to be higher than 0.6 (Hair et al., 2019).

Table 4.6: KMO & Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.684
Bartlett's Test of Sphericity	Approx. Chi-Square	1068.715
	Df	351
	Sig.	.001

Table 4.7: Total Variance Explained (n=214)

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.210	15.592	15.592	4.210	15.592	15.592
2	1.990	7.372	22.964	1.990	7.372	22.964
3	1.950	7.221	30.185	1.950	7.221	30.185
4	1.516	5.615	35.800	1.516	5.615	35.800
5	1.397	5.176	40.976	1.397	5.176	40.976
6	1.214	4.497	45.473	1.214	4.497	45.473
7	1.165	4.313	49.786	1.165	4.313	49.786
8	1.146	4.245	54.031	1.146	4.245	54.031
9	1.091	4.041	58.071	1.091	4.041	58.071
10	1.044	3.866	61.938	1.044	3.866	61.938

11	.962	3.564	65.502
12	.903	3.344	68.845
13	.800	2.961	71.806
14	.785	2.909	74.715
15	.754	2.793	77.508
16	.708	2.623	80.131
17	.697	2.581	82.711
18	.634	2.347	85.058
19	.602	2.231	87.289
20	.573	2.122	89.411
21	.493	1.824	91.235
22	.477	1.768	93.004
23	.452	1.672	94.676
24	.433	1.602	96.278
25	.408	1.512	97.790
26	.357	1.323	99.113
27	.240	.887	100.000

Extraction Method: Principal Component Analysis.

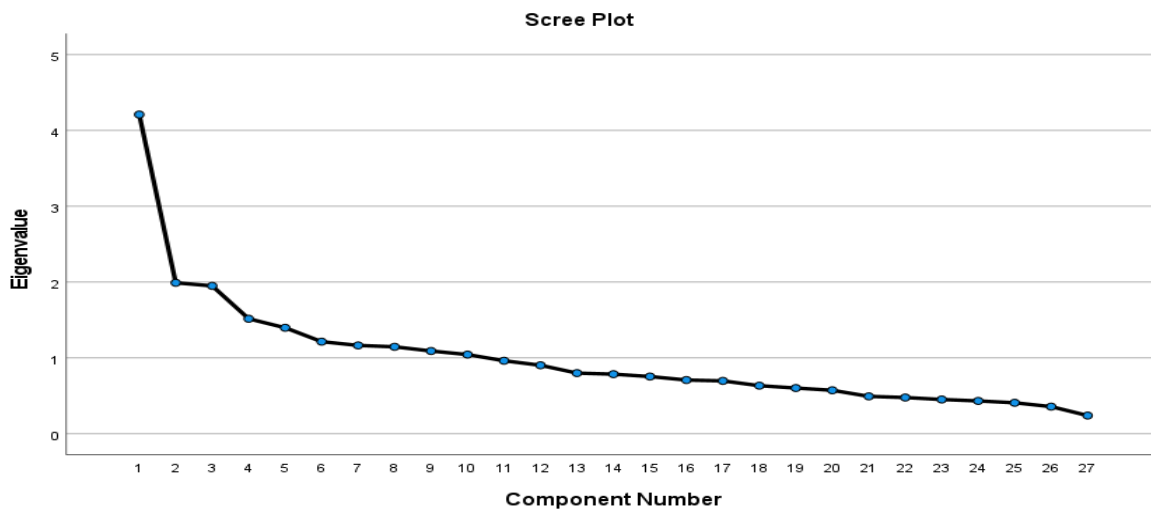


Fig. 7: Scree Plot

Table 4.8: Rotated component matrix (n=214)

	Component									
	1	2	3	4	5	6	7	8	9	10
JS5	.576	.435								
JS10	.566									
M12	.536		.438							
M13	.518									

JS9	.511				
M14	.505				
M15	.464	.409			
T23	.457	.454			
T25	.441				
EP17	.405				
JS8					
EP19	.486	.495			
EP22		.441			
Q1		.403			
M11					
Q3					
T24		.419			
Q4			.436	.432	
JS7			.400		
JS6				.434	
EP18		.404		.422	.419
T27				-.420	
M16	.442				.510
Q2					.552
EP21					.456
T26					.512
EP20					

Extraction Method: Principal Component Analysis.

a. 10 components extracted.

3.5. Reliability Test

Cronbach's Alpha test has been done to measure the reliability of the variables. The adequacy of the factors is indicated by the value of Cronbach's Alpha which is greater than 0.7 (Hair et al., 2019)

Table 4.9: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	No. of Items
.888	23

3.6. Pearson Correlation

Pearson Correlation in SPSS (Ver. 27) was applied to assess the relationship among Motivation, Job Satisfaction and Training & Development of Employee Performance. Pearson Correlation study results show a positive association among variables.

Table 4.11: Pearson Correlation

		Mean JS	Mean EP
Mean JS	Pearson Correlation	1	.399**
	Sig. (2-tailed)		<.001
	N	214	214
Pearson Correlation	.539**	1	
Sig. (2-tailed)	<.001		
N	214	214	
Mean EP	Pearson Correlation	.399**	1
	Sig. (2-tailed)	<.001	
	N	214	214

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

3.7. Regression Analysis

Regression analysis was performed to analyze the impact of job satisfaction, motivation and training & development on the performance of employees. Whereas, a significant and positive relationship between these variables has been confirmed by regression analysis.

Table 4.12: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 ^a	.359	.355	.73531

a. Predictors: (Constant), Mean JS, Mean M, Mean T

Table 4.13: ANOVA^b

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.599	2	2.799	59.359	<.001 ^b
	Residual	9.951	211	.047		
	Total	15.550	213			

a. Dependent Variable: Mean EP

b. Predictors: (Constant), Mean JS, Mean M, Mean T

Table 4.14: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.861	.092		9.405	<.001
	Mean JS	.096	.065	.109	2.486	.139
	Mean M	.403	.062	.473	6.643	<.001

a. Dependent Variable: Mean EP

As conclusion, the above-mentioned analysis of job satisfaction and motivation through training and development on employee performance demonstrates a positive link. The slope coefficient is 0.109, and the ‘t’ value is 2.486, indicating a positive association between job satisfaction and employee performance. Similarly, the coefficient value is 0.473, and the value of t is 6.643.

3.8. Measurement Model

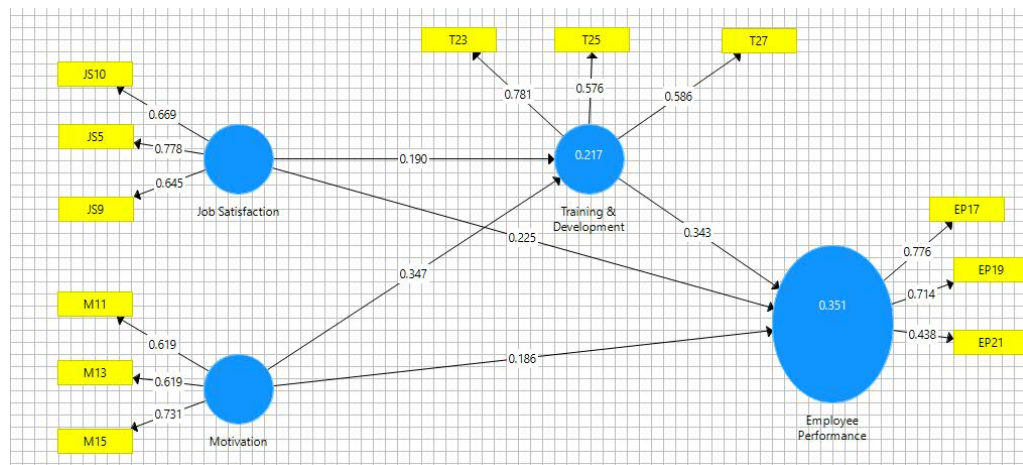


Fig. 8: Measurement model

Internal Consistency of the variables was measured by using PLS model as it includes communality, average variance extracted, the composite reliability, and Cronbach’s Alpha.

3.8.1. Average Variance Extracted (AVE)

The value of AVE of job satisfaction was 0.642, Motivation (0.702), Training & Development (0.630) & Employee Performance was (0.689).

3.8.2. Composite Reliability

Composite reliability measures internal consistency. The reliability coefficient value must be higher than 0.70. At the initial construct development, a value of 0.50 is acceptable. However, the composite reliability of Job satisfaction (0.714), Motivation (0.702), Employee Performance (0.604), and Training & Development (0.604) was found to be high in this study (0.630) (Hair et al., 2019).

3.8.3. R-Square

R^2 (coefficient determination) is used to evaluate a structural model. Predictive accuracy is measured by using this statistical technique. In this study R^2 was calculated as (0.745).

3.8.4. Cronbach's Alpha

The acceptable number of Cronbach's Alpha is more than 0.6. Hence, Cronbach's Alpha clearly indicates the reliability of the variables in this study with a value more than 0.6.(Hair et al., 2019).

Table 4.15: Summary of Measurement Model

Variables	Coded Items	Outer Loadings	AVE	Composite Reliability	R Square	Cronbach's Alpha	Communality
Job Satisfaction	JS1	0.669	0.642	0.714	0.745	0.676	0.638
	JS2	0.778					
	JS3	0.645					
Motivation	M1	0.619	0.712	0.702	0.745	0.643	0.735
	M2	0.619					
	M3	0.738					
Employee Performance	EP1	0.776	0.689	0.604	0.745	0.734	0.633
	EP2	0.714					
	EP3	0.438					
Training & Development	T1	0.718	0.753	0.630	0.39	0.642	0.711
	T2	0.576					
	T3	0.586					

3.9. Structural Model

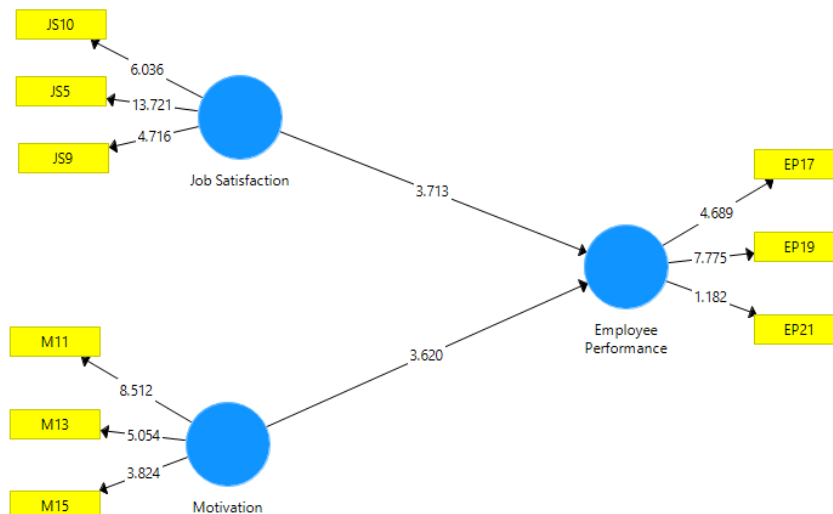


Fig.: Structural Equation Model (Direct relationships)

3.10. Descriptive Analysis

Table 4.16: Descriptive Analysis

Constructs	N	Mean	Std.
Job Satisfaction	214	17.321	5.76
Job Motivation	214	15.201	5.12
Employee Performance	214	16.422	5.83
Training & Development	214	17.862	5.32

Table 4.17: Skewness and Kurtosis

Constructs	Skewness	Kurtosis
Job Satisfaction	-.305	5.76
Job Motivation	.920	5.12
Employee Performance	.517	5.83
Training & Development	.432	5.32

3.11. Discriminant Validity

Table 4.18 Discriminant Validity

	Job Satisfaction	Job Motivation	Employee Performance	Training & Development
Job Satisfaction	0.620			
Job Motivation		0.805		
Employee Performance			0.517	
Training & Development				0.732

3.12. Hypothesis Testing

Table 4.19: Hypotheses Testing

Hypotheses	O	M	β	T statistics	P values	Results
Job Satisfaction - > Employee Performance	0.420	0.444	0.422	9.231	0.000	Accepted
Job Motivation -> Employee Performance	0.432	0.455	0.431	8.523	0.000	Accepted
Training & Development > Employee Performance	0.452	0.412	0.410	9.123	0.000	Accepted

3.13. Moderation Analysis

Table 4.20 Moderation Analysis

Hypotheses		O	M	STD	T	P	Results	
		Statistics					values	
Training & Development	JS	0.312	0.304	0.022	7.286	0.000	Accepted	
Employee Performance								
Training & Development	JM	0.342	0.355	0.043	7.501	0.000	Accepted	
Employee Performance								

3.14. Result discussions

This study has been conducted to explore the connection between independent and dependent variable through moderator. The independent variables are job satisfaction and motivation. Training & Development performs the role of moderator and dependent variable is employee performance. Data was taken from two hundred and fifteen working in the public sector higher educational institutes using an online survey for the said purpose. After this, a statistical package has been used to analyze collected data. Cronbach's alpha and factor analysis was used to test validity and reliability. After this, correlation analysis and regression was used further analyzing the significance. Significance of variables was further confirmed by using factor analysis. The results of Cronbach's Alpha confirm the reliability of the variables which are greater than 0.7. Furthermore, correlation analysis has proven that all of the variables, including work satisfaction, motivation, training and development, and employee performance, are significant and co-related. Regression analysis also highlights a significant relationship between job satisfaction, motivation, training and development and employee performance.

4. CONCLUSION

It has been concluded that job satisfaction plays significant role to enhance power of an employee to achieve organizational goal. The provision of more rewards and benefits to an employee on the basis of training will increase their level of satisfaction and helps in employee development by the provision of more opportunities and thus develops employee commitment (Lukman, 2021). In addition to job satisfaction, training and development also plays an important role in employee's commitment in an institution. By providing more training to employees an institution gains more committed of employees whereas at the same time increases employees productivity for that institution (Khan, Khan and Khan, 2011).

Employee's efficiency is improved by arranging more professional training programs. Training is considered a valuable tool in order to break the bridge between stated objectives and achieved objectives (Ludwikowska, 2018). Training assist employees in better results by engaging employees effectively which had an impact on the progress of an institution. Training gives an institution a competitive advantage by investing in human capital in addition to the professional growth of its employees. Therefore, an organization must focus on these training programs keeping in view its importance and impact on its institution ((Kolvereid and Iermolenko, 2020).

Motivated employees are more productive than unmotivated employees. They work in the best interest of an institution and proves to be an asset for the progress of an institution. According to (Martin, 2020). On the other hand, a well-trained employee can perform his task in a more effective and efficient way (Kolvereid and Iermolenko, 2020). Hence, it has been concluded that job satisfaction and motivation can be increased by arranging more training programs.

4.1. Recommendations

Taking results into consideration as discussed above, the management of public sector higher educational institutions in the region of South Punjab in Pakistan are encouraged to arrange and implement more training programs to increase performance. This study reveals that job satisfaction and motivation play a significant role in the higher education sector of Pakistan. It recommends that organizational performance can be significantly enhanced by the training given to an employee. This study suggests how employee performance can be increased by training and development. Firstly, the regulatory body should allocate resources and budget for the employees of public sector higher educational institutions to improve their professional qualifications. In this way, an employee gets more knowledge for their present and performs more efficiently.

Secondly, managers can achieve more output in less time by arranging more specific training programs for an employee. They resultantly trained employees to perform efficiently in less time which increases the performance of an institution. Finally, employees' commitment can be increased by arranging more training programs that encourage an employee to gain more knowledge to earn rewards and promotions. In this way, training increases the commitment level of employee programs. It is further recommended that the government allocate financial rewards and benefits for employees interested in getting exercise to expand and update their present knowledge.

4.2. Future Research Directions

The limitations of this research can become a base for future researchers. While conducting the study, the hurdles faced were first the time constraint for the researcher. Second, a specific subset of public sector employees was selected for this study; further research can be performed by selecting more institutions in the future because the results were limited to the specific sector and are not implemented in any other industry in Pakistan.

The current study is about the link between job satisfaction and motivation on employee performance via the moderating effect of training and development; future research might be done on strategies or approaches to boost employee job contentment or motivation. A similar study can be conducted in various public or private sectors and industries.

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