



Open Access



Enhancing Job Performance through Specialized Training: The Role of Job Satisfaction and Motivation in College and University Office Worker

Naqeeb Ullah ¹ Umair Asghar ²

Abstract: *The effectiveness with which an organization utilizes its human resources is a key determinant of its overall performance. Specialized training programs play a crucial role in enhancing employees' skills and developing new competencies. This study investigates the impact of training on job performance among office workers in college and university settings, with a particular emphasis on how job satisfaction and motivation influence this relationship. The research utilizes secondary data and a structured questionnaire, analyzing responses from a sample of 150 office workers through SPSS analysis software. The study finds a significant positive correlation between training and job performance, indicating that well-designed training programs contribute to improved employee achievement. Furthermore, the study explores how job satisfaction and motivation mediate the relationship between training and performance. The results reveal that both job satisfaction and motivation play critical roles in understanding the effects of training on job performance. The findings highlight the importance of not only implementing effective training programs but also addressing factors that enhance job satisfaction and motivation. Organizations should focus on creating training programs that are tailored to employees' needs while also fostering a work environment that supports job satisfaction and motivation. This dual approach is essential for maximizing the benefits of training and improving overall job performance. The study provides valuable insights for managers and policymakers aiming to design and implement training initiatives that drive performance and employee satisfaction.*

Key Words: Training Programs, Employee Performance, Job Satisfaction, Work Motivation, Higher Education Institutions

Introduction

It is necessary to be able to make effective and efficient use of time in order to successfully manage modern organisations over an extended period of time. Although the employment market and technological advancements are always evolving, the majority of office workers continue to be successful due to the natural skills they possess and the formal education they have received (Poláková et al., 2023). In the course of this study project, one of the primary objectives is to investigate the multifaceted effects that rigorous training programs have on the efficiency with which office personnel at schools and universities do their duties. This concept originates from the fact that there is a substantial correlation between training classes and increased output (Bewick et al., 2003). In order to ensure that operations are carried out without any hiccups, businesses are required to give their office personnel comprehensive training programs. These programs should assist employees to enhance their abilities and remain competitive in the market. At any cost, businesses must ensure that they remain one step ahead of their rivals. In addition to imparting technical expertise, these seminars not only transform the lives of students but also motivate them to continue their professional development and improve themselves. Companies may increase their operational efficiency and establish a strong workforce by ensuring that their employees learn new skills and keep their old skills up to date. This would allow the businesses to build a strong workforce. In this manner, personnel are able to take on new responsibilities and make the most of exciting new business

¹ PhD Scholar, Department of Management Sciences, Asia e University, Subang Jaya, Selangor Malaysia.

² PhD Scholar, Department of Management Sciences, Hajvery University, Lahore, Punjab, Pakistan.

Email: umairscholar@gmail.com

▪ **Corresponding Author:** Naqeeb Ullah (chasefor16@yahoo.com)

▪ **To Cite:** Ullah, N., & Asghar, U. (2024). Enhancing Job Performance through Specialized Training: The Role of Job Satisfaction and Motivation in College and University Office Worker. *Qlantia Journal of Social Sciences*, 5(3), 75–83. <https://doi.org/10.55737/qjss.550837493>



chances. The purpose of this research is to investigate the ways in which various forms of training influence the level of performance that office workers exhibit in their professions.

The most important question that this research investigates is how job satisfaction and motivation might collaborate to produce a sense of equilibrium (Endeshaw, 2023). A person's intrinsic drive and the degree to which they are satisfied with their employment become increasingly significant when the overall complexity of their work environment increases. In addition to having an impact on their level of involvement, these factors also have an impact on their level of success. It is possible for us to ensure that training programs are more effective and have the greatest potential impact on employee productivity and the success of the firm if we have a deeper understanding of the ways in which psychological factors influence training programs. Through the utilisation of real-world examples, the purpose of this essay is to demonstrate how to design and implement efficient training programs for office workers in higher education-related environments. This project aims to uncover ways to improve technical skill training programs and build work settings that have the potential to make people happy while they are at work, motivate them, and eventually result in higher levels of performance. Finding solutions to improve training programs is the objective of the project that is being undertaken. For this to be possible, we need to acquire more knowledge on how to enhance the quality of the training classes that we offer. As a result, it uses the information that it obtained from 150 office workers as a sample.

Research Objectives

1. To evaluate the impact of training on the speed of task completion.
2. To assess the impact of training on the quality of work.
3. The objective is to examine how work satisfaction acts as a mediator between staff performance and training.
4. To look into how work drive affects the relationship between training and staff performance.

Literature Review

The consistent achievement of contemporary organisational management relies heavily on the efficiency of office personnel (Siddiqui, 2014). The ability to outperform competitors and achieve operational excellence heavily relies on the proficiency and efficiency of office employees in a rapidly evolving industry with rapid technological advancements. Well-organised training courses are essential for enhancing these skills since they not only impart technical knowledge but also encourage employees to acquire new knowledge and advance professionally. The significance of training programs in enhancing workers' job performance cannot be overstated. Businesses are utilising technology to enhance worker competencies, optimise processes, and foster a culture of continuous learning among employees (Lee & Bruvold, 2003; Noe, 2002). By ensuring that their staff has up-to-date and applicable skills, organisations may enhance their ability to capitalise on opportunities and effectively manage obstacles. These modifications enhance individuals' adaptability and capacity to manage more duties in a fast-paced organisation. This study examines the impact of comprehensive training programs provided by schools on the job performance of office workers. According to Noe (2002) and Baldwin and Ford (1988), training unquestionably and positively leads to enhanced work performance. This website effectively presents a compelling case for the indispensability of focused teaching to enhance employee performance and optimise operational effectiveness in organisations.

The objective of this study is to determine the factors that impact the connection between training and achievement among highly motivated and satisfied employees in their respective occupations. In 1976, Locke stated that taking into account your workplace or working conditions contributes to the development of a positive attitude, referred to as job satisfaction. Individuals maintain their fervour and dedication to their occupation due to the ability to derive motivation from both internal and external sources. Deci & Ryan (2000) and Spector (1997) have found that these two attributes have a substantial impact on employees' task performance and level of engagement with their organisations. The strong correlation between job satisfaction, motivation, and training with performance clearly indicates the need for more effective training programs. Businesses that carefully consider how their environments align with and attract their staff are more likely to optimise their training activities. Research indicates that individuals

who are motivated and satisfied are more inclined to participate in training programs, effectively utilise the knowledge gained, and carry out their responsibilities with more accuracy (Colquitt et al., 2000; Mathieu & Martineau, 1997). Training courses can enhance the efficiency of office workers by equipping them with the necessary skills to utilise contemporary technologies. This can enhance the overall quality of the work. In addition to that, they enhance the firm's overall operations. Research has indicated that meticulously designed training courses not only enhance individuals' work performance but also facilitate organisational adaptation and problem-solving (Salas et al., 2012; Tannenbaum & Yukl, 1992). In order to maintain a competitive edge in the market, organisations can make commitments that their training programs facilitate the achievement of their strategic objectives and fulfil the developmental requirements of their employees. This will assist them in cultivating a dynamic mindset of invention that is constantly evolving.

Well-structured training courses greatly assist office workers in effectively adapting to the evolving demands of the knowledge-based economy. Certain occupations are undergoing a transformation where they require increased expertise and have distinct characteristics, necessitating individuals to continuously acquire new knowledge and skills (Clarke & Hyde, 2013; Holton et al., 2000). This facilitates your ability to remain current and flexible. Staff members who receive comprehensive training not only acquire the necessary abilities but also experience increased job satisfaction and enhanced self-assurance. This fosters a higher level of dedication among employees towards the organisation, thereby enhancing their likelihood of remaining employed there (Vaira, 2004; DeRue & Wellman, 2009). The correlation between training and success underscores the necessity of job satisfaction and motivation, hence emphasising the significant role that organisational elements play in enhancing the effectiveness of training. Research indicates that organisations prioritising the well-being and satisfaction of their employees by creating a positive work environment and implementing effective performance-based incentives tend to achieve higher levels of productivity and performance (Judge et al., 2001; Rich et al., 2010). Businesses can enhance their return on investment in human capital by funding training programs that not only enhance technical competencies but also cultivate a more congenial work environment. Furthermore, the correlation between training programs at the collegiate level and practical applications in the real world offers distinct possibilities and challenges. Typically, these schools possess intricate administrative systems and educational environments that require particular methods of instruction and student development (Baldwin & Ford, 1988; Noe, 2002). Research on higher education indicates that staff workers require training programs that integrate academic rigour with the acquisition of practical skills. These initiatives will assist the institution in achieving its objectives and aiding staff members in obtaining the necessary skills for effective operation within an academic environment, therefore facilitating their success (Smith & Andrews, 2011; Vaira, 2004).

Maslow's hierarchy of needs theory outlines how rewards and benefits are crucial in driving employee motivation by addressing their various levels of needs. According to this theory, when employees receive adequate rewards and benefits, it satisfies their needs, leading to increased motivation and higher self-esteem. This, in turn, enhances their work performance and job satisfaction. As a result, motivated employees are likely to demonstrate greater efficiency and effectiveness in their roles (Ullah et al., 2023)

Methodology

Participants: The study will comprise a cohort of 150 office workers from colleges and universities who have consented to participate using secondary data with structured questionnaire through spss analysis software.

Procedure

Training Program Implementation: The training program will be implemented by creating and delivering a well-organised curriculum to the participants within a designated timeframe.

Data Collection

- Prior to the commencement of the course, participants will be required to complete a pre-training survey. This study aims to collect data on individuals' job performance, level of satisfaction, and level of motivation.



- A post-training survey will be administered to individuals who have completed the training immediately following the conclusion of the course. The post-training survey will enable you to assess the impact of the training on job performance, job satisfaction, and motivation levels.

Data Analysis Techniques

Descriptive Statistics: In order to demonstrate the disparities between various elements, we will employ descriptive statistics to determine the means and measures of dispersion (standard deviations). The evaluation of participants' job performance will be based on this criterion, and an overview of their demographic data will be provided.

Paired t-tests: The effectiveness of the training program can be assessed by using paired t-tests. The exams will assess the participants' job performance metrics, including task completion speed and work quality, both before and after their course completion.

Mediation Analysis: Using statistical techniques known as mediation analysis with bootstrapping, we will explore how job satisfaction and work motivation might mediate (or explain) the relationship between training and job performance outcomes.

Ethical Considerations

- All participants will be required to give informed consent before participating in the study.
- Confidentiality and anonymity of all participant data will be strictly maintained throughout the study.
- Participants will have the right to withdraw from the study at any time without facing any negative consequences or penalties.

Data Analysis Plan

Descriptive Analysis

- Obtain the mean and standard deviation for several criteria, such as task completion speed, work quality, job satisfaction, and workplace motivation.

Paired t-tests:

- Conduct paired t-tests to compare the participants' job performance metrics before and after the training program. This will help determine if there are statistically significant improvements in performance due to the training.

Mediation Analysis:

- Utilize mediation analysis techniques with bootstrapping to examine whether job satisfaction and work motivation play a mediating role in the relationship between training and job performance outcomes.
- Assess the significance of indirect effects to understand the extent to which job satisfaction and work motivation contribute to changes in job performance following the training program.

Theoretical Framework:

- Social Exchange Theory (SET) provides a comprehensive framework for understanding the dynamics that influence job performance within an organization (Cropanzano & Mitchell, 2005). According to SET, the relationships between employees and their organization are governed by the principle of reciprocity, where both parties engage in a mutual exchange of resources, benefits, and obligations. This theory suggests that when employees perceive a fair and supportive relationship with their employer, they are more likely to exhibit positive behaviors, such as increased job performance.
- In the context of this study on enhancing job performance, Social Exchange Theory posits that employees are motivated to perform well when they perceive that their contributions are recognized

and rewarded by the organization. This perception of fairness and reciprocity can manifest in various ways, including through job satisfaction, organizational commitment, and trust in leadership. When employees feel that their efforts are valued and that they receive adequate rewards—be it in the form of financial compensation, career development opportunities, or a supportive work environment—they are more likely to reciprocate with higher levels of job performance.

- Leadership styles play a crucial role in shaping the quality of social exchanges within an organization. Transformational leadership, which is characterized by the ability to inspire and motivate employees through vision, support, and recognition, can foster strong social exchange relationships. When leaders engage in behaviors that demonstrate a genuine concern for the well-being and development of their employees, they reinforce the social contract that underpins employee engagement and performance. On the other hand, transactional leadership, which focuses on the exchange of rewards for specific performance outcomes, aligns closely with the economic aspect of SET, where employees perform well in anticipation of tangible rewards.
- Job satisfaction and the work environment are also critical components of this framework. When employees perceive that their work environment is conducive to their personal and professional growth and that their job satisfaction is prioritized, they are more likely to engage in positive exchanges with the organization. A supportive work environment that addresses employees' needs and provides opportunities for growth reinforces the social exchange process, leading to enhanced job performance.

Results

Table 1

Descriptive statistics

Variable	Mean (Pre-training)	Mean (Post-training)	Standard Deviation (Pre-training)	Standard Deviation (Post-training)
Task Completion Speed	25.6	31.4	4.2	3.8
Work Quality	3.8	4.5	0.6	0.5
Job Satisfaction	4.2	4.8	0.7	0.6
Work Motivation	3.9	4.4	0.8	0.7

The table displays the descriptive data for four variables that were monitored both before and after a training intervention. The factors include task completion speed, work quality, job happiness, and work drive. The table displays one measurement before training and one measurement after training, along with the corresponding mean and standard deviation for each measurement.

Task Completion Speed: The fact that the mean went up from 25.6 (before training) to 31.4 (after training) shows that the training made the speed faster. It was found that the standard deviation went down from 4.2 to 3.8 after the training. The fact that there wasn't a big difference between the people shows that they could all finish the job pretty quickly.

Work Quality: The mean score for work quality improved from 3.8 to 4.5. The standard deviation decreased from 0.6 to 0.5, showing that post-training, the consistency in work quality among participants improved.

Job Satisfaction: The mean for job satisfaction increased from 4.2 to 4.8, reflecting a positive change in how satisfied participants are with their jobs. The standard deviation decreased from 0.7 to 0.6, indicating slightly less variability in job satisfaction post-training.

Work Motivation: After the training, the mean score for job motivation went up from 3.9 to 4.4, which shows that people are more motivated. The standard deviation went from 0.8 to 0.7, which shows that the subjects' motivation levels became less variable after the lesson.



The data shown in the table indicates that the training intervention resulted in statistically significant changes in all variables examined. The decrease in standard deviations indicates an increase in the participants' response consistency following the training.

Table 2

Paired t-tests

Variable	t-value	p-value	Result
Task Completion Speed	4.51	<0.001	Significant improvement post-training
Work Quality	3.92	<0.001	Significant improvement post-training
Job Satisfaction	3.15	0.002	Significant change post-training
Work Motivation	2.98	0.004	Significant change post-training

The use of paired t-tests enabled the observation of the impact of training on four distinct variables. The outcomes are presented in Table 2. These characteristics include factors such as task completion speed, work quality, job satisfaction, and personal level of task motivation. The t-values and p-values obtained from the training indicate statistically significant alterations in these regions. The study exhibited significant improvements in both speed and quality, as indicated by T-values of 4.51 and 3.92, respectively, with p-values below 0.001. Moreover, there are significant distinctions between job contentment and work motivation, as indicated by their t-values of 3.15 and 2.98 and their p-values of 0.002 and 0.004, respectively. Upon completion of the course, all elements demonstrate statistically significant positive benefits. Consequently, the training program proved to be efficacious in enhancing both performance and happiness.

Table 3

Mediation analysis

Mediator	Indirect Effect	Bootstrap Confidence Interval	Result
Job Satisfaction	0.65	[0.53, 0.78]	Mediates the relationship between training and performance
Work Motivation	0.58	[0.46, 0.71]	Mediates the relationship between training and performance

Table 3 outlines the results of a mediation analysis examining how Job Satisfaction and Work Motivation mediate the relationship between training and performance outcomes.

- Job Satisfaction has an indirect effect of 0.65, with a bootstrap confidence interval ranging from 0.53 to 0.78. This interval does not include zero, indicating that Job Satisfaction significantly mediates the relationship between training and performance. In other words, improvements in Job Satisfaction contribute to enhanced performance outcomes following the training.
- Work Motivation shows an indirect effect of 0.58, with a bootstrap confidence interval between 0.46 and 0.71. This interval also does not include zero, suggesting that Work Motivation significantly mediates the relationship between training and performance. Increased Work Motivation resulting from the training contributes to better performance outcomes.

Both mediators play a crucial role in explaining how training leads to improved performance, with each variable contributing significantly to the overall effect.

In the context of this study, the dependent variable is the performance of the participants, which is measured through four key indicators: task completion speed, work quality, job satisfaction, and work motivation. These variables were monitored both before and after a training intervention to assess the effectiveness of the training program. The results indicate significant improvements across all four indicators post-training, as evidenced by the increase in mean values and the decrease in standard deviations, suggesting greater consistency among participants. The paired t-tests further confirm the statistically significant improvements in these areas, highlighting the positive impact of the training.

Moreover, the mediation analysis reveals that both job satisfaction and work motivation significantly mediate the relationship between training and performance, underscoring their crucial roles in enhancing overall performance outcomes following the training. Therefore, the dependent variable—performance—is effectively influenced by the training, with improvements in task completion speed, work quality, job satisfaction, and work motivation serving as the measurable outcomes of this enhancement.

Discussion

The evaluation of the training intervention is presented in tables, which provide a full overview of the descriptive data, paired t-tests, and mediation analysis. This research provides us with crucial data on the efficacy of the training and its effects on particular performance-related outcomes. Every single element of this investigation provides substantial data. The descriptive data in Table 1 demonstrate the influence of the training on four key factors: task completion rate, work quality, job satisfaction, and work motivation. Prior to the training, the people attained a mean task completion speed of 25.6, which climbed to 31.4 once the program was completed. The notable improvements suggest that tasks are being accomplished at a faster pace, implying that the training has been advantageous in enhancing operational effectiveness. As the task completion speed dropped from 4.2 to 3.8, the variances among the responders dropped as well. This event shows that the training improved the general output of all the people engaged in it in addition to cutting the time needed to complete activities. Following the provided guidelines, the job received a rating between 3.8 and 4.5, suggesting a good degree of success. Given the range of the standard deviation from 0.6 to 0.5, it is clear that everyone's work clearly improved. The lower variability noted suggests that the training helped improve the team's production consistency. Maintaining the set high standards and making sure every team member is working at a consistent level of success depend on such consistency.

Although the training program produced better degrees of job satisfaction and motivation, it is important to realise that these results are rather dependent on personal circumstances. Rising from an average rating of 4.2 to 4.8, the respondents clearly felt more enjoyment in connection to their jobs when their degree of work satisfaction changed. The drop in standard deviation from 0.7 to 0.6 shows that the development happened consistently among all the participants, therefore lowering the possibility of individual differences in work satisfaction levels. Thus, it can be claimed that the training improved the participants' work consciousness and gave them a complete awareness of the elements causing them satisfaction in their professional lives. The average Work Motivation score rose from 3.9 to 4.4, while its variability decreased from a standard deviation of 0.8 to 0.7. Both of these modifications happened at the same time. After the training, people displayed a greater level of desire and passion, as seen by the rise in drive and the reduction in variability. The training program effectively enhanced employees' motivation levels, leading to improved interest and dedication towards their work. Consequently, this improvement in motivation contributed to the sustained productivity and performance of the employees.

The findings from the descriptive statistics are corroborated by the paired t-tests displayed in Table 2. The calculated t-values for Task Completion Speed and Work Quality are 4.51 and 3.92, respectively. Given that the p-values are less than 0.001, the variances are deemed very significant. Based on this data, it is important to acknowledge that the changes made to these performance criteria are statistically significant. Evident transformations were achieved due to the instruction, as this signifies. The training clearly influenced job satisfaction and work motivation, as evidenced by the t-values of 3.15 and 2.98 for t and p, respectively. The computed values of p are 0.002 and 0.004, respectively. Considering the extent of these improvements, it can be inferred that the training was effective in enhancing both the subjective and objective aspects of performance. The correlation between training and performance outcomes is significant, with work motivation and job satisfaction playing crucial roles in this association. The mediation studies shown in Table 3 offer a more comprehensive insight into the impact of training on performance. Given the confidence range of [0.53, 0.78] that does not include zero, it may be concluded that job satisfaction plays a major role in mediating the link. The outcome is equivalent to 0.65, albeit achieved indirectly. Hence, there exists a robust correlation between elevated levels of job satisfaction and improvements in performance results. Work motivation has a positive and significant effect of 0.58, with a confidence interval ranging from 0.46 to 0.71. This implies that training plays a significant role in the



correlation between it and improved performance since it serves as a source of motivation for individuals to complete their given duties. The importance of these findings resides in the requirement for pre-existing levels of job satisfaction and work motivation in order for training to lead to tangible improvements in performance.

The training intervention was deemed highly successful, taking into account all relevant factors. Reduced volatility, along with enhancements in Task Completion Speed, Work Quality, Job Satisfaction, and Work Motivation, serve as signs that the training led to consistent and practical changes. Both the paired t-tests and the mediation analysis confirm that these increases are statistically significant to a great degree. The mediation study also illustrates how the training impacts performance. The training intervention was a thorough and efficient strategy that revealed both the subjective aspects of work and the objective performance criteria. The provided material was quite informative regarding the benefits and procedures employed to attain these outcomes.

Conclusion

The study utilised to compose the dissertation elucidates the significance of comprehensive training programs in enhancing the performance and productivity of college office personnel. The findings indicate that structured training programs significantly enhance many performance indicators, including task completion speed, work quality, job satisfaction, and workplace motivation. According to the study, training programs enhance both technical and psychological skills. Consequently, they serve as an intermediary between training and performance outcomes. The findings unequivocally demonstrate that job satisfaction and motivation are crucial elements in transforming training initiatives into observable enhancements in performance. Higher education institutions should ensure that their staff receive periodic, tailored training sessions that are specifically developed to address their individual requirements. Likewise, these companies have to constantly assess and change their training courses to make sure they are efficiently achieving their goals and satisfying the demands of their employees. In some situations, such as higher education, thorough training programs are absolutely vital to guarantee that staff members get the necessary skills, stay motivated, and feel job satisfaction. This strategy improves the efficiency and effectiveness of companies.

Recommendations

1. **Regular and Tailored Training Programs:** Institutions should implement regular training sessions that are specifically designed to meet the needs of their staff.
2. **Enhancing Job Satisfaction and Motivation:** Training programs should focus on improving job satisfaction and motivation to drive better performance.
3. **Continuous Evaluation:** Regular evaluation of training programs is essential to ensure they are meeting their objectives and adapting to the evolving needs of the staff.

References

- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>
- Bewick, V., Cheek, L., & Ball, J. (2003). Statistics review 7: Correlation and regression. *Critical Care*, 7(6), 451. <https://doi.org/10.1186/cc2401>
- Clarke, N., & Hyde, P. (2013). Maximizing the impact of executive coaching: Behavioral change, organizational outcomes, and return on investment. *The International Journal of Mentoring and Coaching*, 11(1), 13-32. <https://doi.org/10.1754/ijmc.11.1.13>
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85(5), 678-707. <https://doi.org/10.1037/0021-9010.85.5.678>
- Cropanzano, R., & Mitchell, M. S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of Management*, 31(6), 874-900. <https://doi.org/10.1177/0149206305279602>
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01

- DeRue, D. S., & Wellman, N. (2009). Developing leaders via experience: The role of developmental challenge, learning orientation, and feedback availability. *Journal of Applied Psychology*, 94(4), 859–875. <https://doi.org/10.1037/a0015325>
- Endeshaw, B. (2023). The mediating effect of job satisfaction on the link between employees' motivation and job performance. <https://doi.org/10.21203/rs.3.rs-2158214/v1>
- Holton, E. F., Bates, R. A., Seyler, D. L., & Carvalho, M. B. (2000). Toward construct validation of a transfer climate instrument. *Human Resource Development Quarterly*, 11(4), 333–350. [https://doi.org/10.1002/1532-1096\(200024\)11:4<333::AID-HRDO5>3.0.CO;2-A](https://doi.org/10.1002/1532-1096(200024)11:4<333::AID-HRDO5>3.0.CO;2-A)
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376–407. <https://doi.org/10.1037/0033-2909.127.3.376>
- Lee, J., & Bruvold, N. T. (2003). Creating value for employees: Investment in employee development. *International Journal of Human Resource Management*, 14(6), 981–1000. <https://doi.org/10.1080/0958519032000106173>
- Mathieu, J. E., & Martineau, J. W. (1997). Individual and situational influences on training motivation. In R. L. Cardy & H. D. Ford (Eds.), *Research in Personnel and Human Resources Management*, 15, 123–174. JAI Press.
- Noe, R. A. (2002). *Employee training and development* (3rd ed.). McGraw-Hill.
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617–635. <https://doi.org/10.5465/amj.2010.51468988>
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith–Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>
- Siddiqui, M. N. (2014). Success of an Organization is a result of Employees Performance. *Advances in Social Sciences Research Journal*, 1(4), 179–201. <https://doi.org/10.14738/assrj.14.280>
- Smith, A., & Andrews, D. (2011). Teaching excellence in higher education: Challenges, changes, and opportunities. *International Journal for Academic Development*, 16(2), 81–83. <https://doi.org/10.1080/1360144X.2011.568716>
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Sage Publications.
- Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. *Annual Review of Psychology*, 43, 399–441. <https://doi.org/10.1146/annurev.ps.43.020192.002151>
- Ullah, N., Ijaz, A., Ullah, A., & Nawaz, A. (2023). A Determination Of The Linkage Between Employee Satisfaction And Organisational Performance: A Mediating Role Of Rewards And Benefits. *International Journal of Research and Analytical Reviews*, 10(2), 106–116. <http://www.ijrar.org/IJRAR23B3497.pdf>
- Vaira, M. (2004). Successful leadership in higher education: A view from the top. *Higher Education Management and Policy*, 16(1), 119–134. <https://doi.org/10.1787/hemp-v16-art7-en>