LEX LOCALIS-JOURNAL OF LOCAL SELF-GOVERNMENT
ISSN:1581-5374 E-ISSN:1855-363X
VOL. 23, NO. S4(2025)

THE INFLUENCE OF TRAINING ON EMPLOYEES' JOB PERFORMANCE AT UNIVERSITIES

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Abstract
This study aimed to investigate the impact of training on administrative staff's job performance within higher educational institutions. The research examines whether university-provided training enhanced the performance of administrative employees, who are an essential component of daily operations for both students and professors. Furthermore, this study also assessed whether the impact of training on employees' job performance was mediated by motivation and work autonomy. Data for the study were gathered via a questionnaire administered to 133 randomly selected employees working at the University of Jeddah. The partial least squares structural equation modeling technique was used to analyze the data. The results show that training directly influenced employee job performance, and work autonomy mediated that effect. Although training improved employees' job performance, motivation played no mediating role. This research contributes to the existing literature's evaluation of training and employee job performance using a higher education setting. In addition, the research was conducted after Saudi Arabia's Vision 2030 was unveiled and can provide administrative staff policy makers at universities with valuable insights into the many factors that may influence how training impacts employee job performance.

Keywords: training, employee job performance, motivation, work autonomy, higher education institution

1. Introduction

Regardless of their distinct objectives and goals, organizations aim to employ highly skilled and capable workers to enhance overall performance and sustain competitive advantage. While the rapidity of change in the technology and communications sectors has been a defining feature of this century, theCOVID-19 pandemic further accelerated contemporary technology development and the pace of change. Organizations must employ people who are well-equipped and sufficiently trained to address these challenges (Vinesh, 2021). The COVID-19 pandemic and rapid technology advancement significantly impacted the higher education sector, as distance education in universities began to be utilized more extensively than before. Further, several Saudi Arabian universities have struggled to close the quality gap in their students' real-world outputs, gain recognition from both domestic and international accreditation associations, and meet the demands of the job market (Alnassar & Dow, 2013).

While most people think of universities in terms of the teaching and research that faculty members do, few consider the administrative staff, regardless of their position or workplace. These staff members perform a myriad of administrative tasks to support the educational process, including student registration, campus-wide administrative matters, and admissions and graduation requirements. An organization's training initiatives are one way to improve and develop staff members' skills, competencies, and knowledge to help them achieve exceptional performance and optimal outcomes. According to Alshery and Ahmad (2016), one of the challenges Saudi universities face is educating non-faculty staff members and equipping them to complete the administrative tasks entrusted to them to support the work of academic leaders and

students. An organization's ability to attain high performance may be influenced by the kind of training programs it implements and how it defines training. The effectiveness of training or training programs is primarily determined by the extent to which they align with the results of performance evaluations and reduce the disparity between the skills that have been and need to be acquired. Bharti (2014) indicated that training programs may prove ineffective if the institution is unable to identify the employees that require training, adequately assess training needs, or provide sufficient upper management support.

Employee performance is a critical factor that is closely associated with an organization's achievements and outcomes. An organization's success or failure significantly relies on the job performance of its employees. Employee performance is the ultimate outcome, encompassing efficiency, efficacy, and effectiveness. Job performance is the result of a combination of quantity, quality, and attendance following an individual or team's completion of a task (Ngema et al., 2022).

Some Saudi universities have not achieved the expected recognition among international institutions due to challenges meeting the high-quality teaching and performance standards. This study seeks to contribute to the Kingdom's Vision 2030, which includes Housing, Quality of Life, Privatization, and Financial Sustainability Programs (Saudi Vision 2030, 2016). The Human Capacity Development Program, one of the Kingdom's vision programs, was launched on September 15, 2021, by Crown Prince Mohammed bin Salman. The program aims to address the needs of all sectors of society, strengthen national human capabilities, and increase local and global competitiveness. Additional goals are to enhance the knowledge, skills, and competencies of citizens and address the absence of prior research on how training affects university employee job performance. This study specifically targets the administrative staff at the University of Jeddah to assess how effectively the institution's training programs enhance employee performance. The university, college, and departmental secretarial work is critical, as are the administrative staff's functions, including course registration, concluding graduation processes, and library administration chores, as these helps provide activities for all students.

2. Literature review

2.1. Training needs assessment

Training needs assessment (TNA) is essential for establishing training objectives, identifying deliverables, and evaluating training effectiveness. Determining the training needed for a company to accomplish its objectives is impossible without first conducting a TNA. A TNA focuses on defining specific training goals and identifying staff shortcomings that need attention. A TNA incorporates three categories of analysis: organizational, individual, and task operational. These analyses help determine the suitability of training for supporting business strategies and achieving organizational objectives (Syed & Khan, 2022). Khan et al. (2021) posited that a TNA helps organizations identify the disparities between current employee performance and the desired skill levels, thereby substantiating the need for training. Moreover, TNA gives decision-makers access to data in real-time, which helps them solve problems and predict how training programs will work.

2.2. *Designing training programs*

Designing a training program is a crucial phase in the training process, as it acts as a bridge between the TNA and training implementation phases. A training program's design is fundamentally based on the outcomes of the TNA, which is an essential first step in the design

process. This design, which includes training topics, activities, methods, and how the trainees are given the practical material, determines the technical equipment, networks, instruments, and infrastructure needed for the training process (Narasimhan & Ramanarayanan, 2014).

Training design is defined as the process of structuring training programs to effectively integrate theoretical knowledge with diverse practical applications. Chaudhary et al. (2024) discovered that developing a comprehensive and tailored training program for the target demographic requires formulating program objectives, selecting theory-driven methodologies, and identifying learning resources that align with the workers' requirements.

2.3. Implementing training programs

Training programs are offered based on the outcomes of these first two stages; therefore, addressing training design concerns and conducting a comprehensive training evaluation are prerequisites to the implementation phase. According to Dadashov (2023), a training program can be implemented using the following strategies: (1) verify availability and convenience, (2) provide guidance and assistance during the training process, and (3) evaluate the training program's performance via formative and summative evaluation. Choosing the right ways to administer a training program should be based on the outcomes of these guidelines and suitable for the trainees. Organizations can conduct training programs in three ways: (1) training on the job; (2) training off the job (in a classroom); and (3) self-paced training (Shah et al., 2018). Training program execution relies on several factors, including but not limited to teacher credentials and facilities, organizational requirements and employee skills, and a systematic approach (Yulius& Yulius, 2019).

2.4. University infrastructure

An organization's infrastructure is crucial for implementing and delivering training programs and meeting the demands of both workers and the business. Infrastructure encompasses integration of the hardware and software technologies that facilitate business operations and enhance employee performance (Salju et al., 2023). In particular environments, such as education, learning, and training, infrastructure refers to the fundamental systems and structures that facilitate operating and providing services (Perisic et al., 2023). Furthermore, buildings, classrooms, labs, and other physical structures are examples of the vital systems and facilities that support the educational process. To ensure optimal performance, an organization's infrastructure must include both hard infrastructure, such as buildings, classrooms, and specialized equipment, and soft infrastructure, which includes educational services, teaching materials, and support systems (Rumia & Simorangkir, 2021). Infrastructure supplies the requisite tools and environment for successfully completing tasks and is thus essential for improving employee performance.

2.5. Employee job performance/job performance

Employee job performance (EJP) is an important component of company success and employee effectiveness. EJP is a multifaceted term that includes both achieving results and working toward objectives (Jindain & Gilitwala, 2024). Furthermore, EJP may be defined as an employee's efficacy in carrying out their work obligations and meeting corporate objectives (Khan et al., 2019). Otoo et al. (2019) supported this concept, saying that the effectiveness of employee performance is linked to job duties, which include the quality and amount of work performed, adherence to deadlines, and an overall contribution to organizational objectives. EJP's several dimensions also include punctuality, task execution effectiveness, and the ability to work

independently (Zulkifli et al., 2023). Overall, good EJP is critical for accomplishing individual and organizational goals.

2.6. Motivation

Motivating employees is a critical component of organizational objectives and is regarded as a significant factor in the field of behavioral sciences and human resources. Motivation is an internal force that propels individuals to achieve their personal or organizational objectives (Hitka et al., 2021). According to Kurniatie et al. (2022), motivation is the process of establishing behavior, maintaining progress, and communicating certain action behaviors. Motivation can also be described as a mental state that directs and intensifies an individual's conduct in pursuit of their objectives (Wardiansyah et al.,2024). Wardiansyah et al. (2024) suggest that organizations should develop training programs that correspond with motivating strategies to maximize employee performance. However, Saine et al. (2023) concluded that neither an increase nor decrease in motivation improves performance.

2.7. Work Autonomy

Employees that are given autonomy have some degree of choice and flexibility in how to perform their duties and arrange their schedules (Dong et al., 2023). Autonomy is recognized as the degree of control and decision-making authority that workers have over their work practices, procedures, and standards (Kim, 2023). Employees who have work autonomy can coordinate their jobs with home responsibilities and have more flexibility in executing activities. While work autonomy has its advantages, Wu and Lin (2024) discovered that excessive observation may counteract these benefits by reducing enthusiasm and engagement, which may have a detrimental impact on overall performance. Therefore, if work autonomy is misused or limits an employee's ability to think creatively about how to fulfill their job responsibilities and tasks, it may negatively affect their performance.

2.8. Mediating effect of motivation and work autonomy

As previously noted, some studies have emphasized the crucial roles of motivation and work autonomy in employee job performance. Diamantidis and Chatzoglou (2019) found that the association between job performance and training is mediated by both work autonomy and motivation. When employees perceive that they receive adequate training, their intrinsic motivation and work autonomy increase, leading to enhanced job performance. According to Cetin and Askun (2017), motivation contributes to the correlation between occupational self- efficacy and work performance. Increasing motivation through training programs can substantially enhance job performance results. Additionally, Chahar et al. (2021) found that faculty motivation mediates the correlation between faculty development programs and training and the performance of faculty in higher educational settings. Hence, Lari (2021) asserted the need for more studies exploring motivation as a mediating factor. Nzimakwe and Utete (2024) also encouraged more research investigating work autonomy as a mediator of employee job performance.

In summary, several studies have shown that training and job performance are significantly correlated, such as those by Diab and Ajlouni (2015) and Asfaw et al. (2015). However, the relationship between these two dimensions remains ambiguous. Training programs have certain shortcomings, as noted by Kataike et al. (2018). The necessity for additional research in the Saudi higher education setting is underscored by the conflicting findings concerning the

training and job performance relationship. The preceding discussion clearly indicates that Saudi higher education institutions face significant challenges, particularly concerning insufficient training for the administrative staff. The diverse outcomes regarding the training and EJP relationship highlight the need for further investigation of these dynamics. Figure 1 presents the conceptual framework of this study.

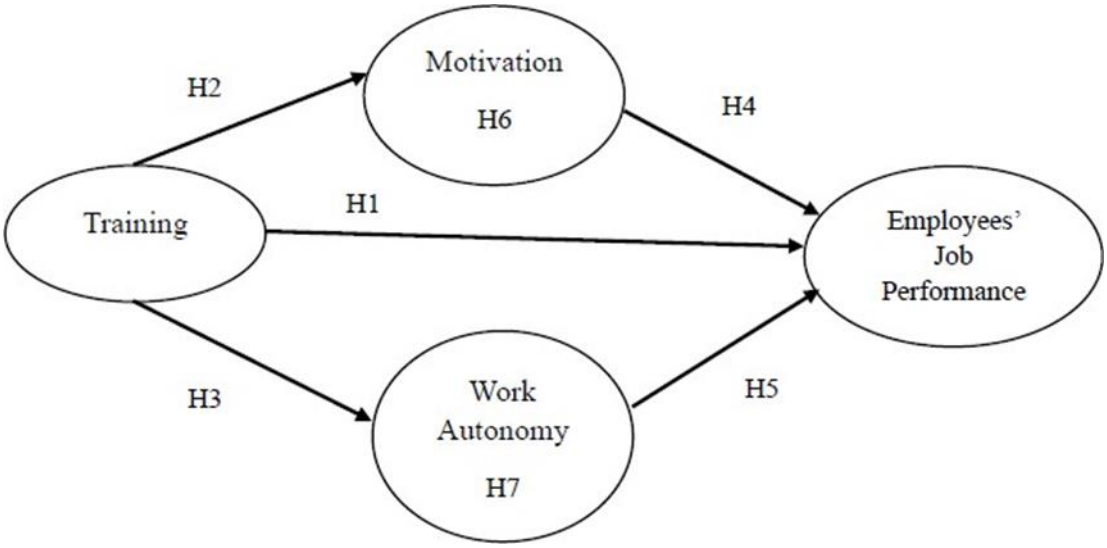

Figure 1. Study Conceptual Framework

3. Hypotheses development

The literature indicates that research has yielded varying outcomes concerning the influence of training on EJP, as well as the mediating effects of motivation and work autonomy. Consequently, this study proposes the following hypotheses:

H1: Training significantly influences the job performance of university employees.
H2: Training significantly impacts the motivation of university employees.
H3: Training significantly affects the work autonomy of university employees.
H4: Employee motivation significantly influences university employees' job performance.
H5: Employee work autonomy significantly impacts university employees' job performance.
H6: Motivation mediates training influence on employees' job performance at the university.
H7: Work autonomy mediates training impact on employees' job performance at the university.

4. Methodology

This study investigated the influence of training on university employees' job performances and assessed the mediating role of motivation and work autonomy on the impact of training on EJP, namely administrative staff. Ethical approval was obtained from the Bioethics Committee of Scientific and Medical Research at the University of Jeddah (Registration no. HAP-02-J-094, Application no. UJ-REC-257). For data collection, Google Docs instruments were employed to create a questionnaire, which was subsequently distributed randomly to prospective participants via email and phone applications. Responses from participants were collected between

August and November 2024. The objectives of the study and the fact that participation was optional were explained to respondents prior to the completion of the survey. Participants interested in contribution clicked the link and completed the survey. Clicking on the link was interpreted as providing consent (Central University Research Ethics Committee, 2021). The construct measurements were adopted from existing literature, as shown in Table 2, and a 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," was used to evaluate the items. A partial least squares structural equation modeling (PLS-SEM) approach was employed due to the latent characteristics of the constructs in the study, limited sample size, and capacity for utilizing a single independent variable with multiple dependent variables (Hair et al., 2022). The data analysis was conducted using Smart PLS 4 software, which was suitable for this study's objectives. Altogether, 133 questionnaires were received.

5. Results and discussion

Among the 133 study participants, 54 (41%) were men and 79 (59%) were women, as shown in Table 1. In terms of training courses, 53 (40%) completed 0-10, 35 (26%) finished 11-20, 12 (9%) completed 21-30, and 33 (25%) finished 31 or more. Table 1 further shows that 14 participants (11%) had worked at the institution for 1–5 years, 84 (63%) had worked there for 6–10 years, and 35 (26%) had been employed there for 11–15 years.

Table 1: Participant characteristics

No.	Characteristics	Frequency	%
Gender			
1	Male	54	41
2	Female	79	59
Number of Training Courses Attended			
1	0-10 Training course	53	40
2	11-20 Training course	35	26
3	21-30 Training course	12	9
4	31 and above training course	33	25
Working Years at the University			
1	1-5 years	14	11
2	6-10 years	84	63
3	11-15 years	35	26

5.1. Assessment of measurement model

The measurement and structural models were evaluated using the guidelines developed by Hair et al. (2019). Convergent validity, discriminant validity, internal consistency reliability, and indicator reliability were used to assess the measurement model. Composite reliability was also evaluated to confirm the measurement model's overall coherence and robustness. The majority of outer loadings exceeded Hair et al.'s (2019) recommended threshold of 0.708. (see Table 2), demonstrating indicator reliability. An outer loading exceeding 0.7 signifies a strong association between the item and the latent variable, indicating the item's effectiveness as an indicator of that variable.

Table 2: Reliability and significance of indicators–Outer loadings and construct source

Construct	Indicator code	Outer Loading	Source
Training needs assessment	TNA4	0.868	Matlakala and Bexuidenhout (2024).
Designing training programs	TC	0.821	Alzahrani (2021) and Alshiti (2023)
	TC2	0.817	
	TC3	0.846	
	TC4	0.837	
Implementing training programs	IMP	0.759	Alzahrani (2021) and Alshiti (2023)
	IMP4	0.767	
	IMP5	0.804	
University infrastructure	INF3	0.719	Salju et al., (2023).
	IFN4	0.711	
Employee job performance	PER2	0.818	Pradhan and Jena (2017).
	PER3	0.851	
	PER4	0.842	
	PER5	0.895	
Motivation	MOT	0.748	Wright (2004)
	MOT2	0.750	
	MOT3	0.813	
	MOT4	0.766	
Work autonomy	WAT2	0.814	Van De Voorde et al., (2016) & Hackman and Oldham (1975).
	WAT3	0.838	
	WAT4	0.837	
	WAT5	0.776	

In PLS-SEM, a key criterion for assessing reliability is the composite reliability criterion. Hair et al. (2019) reported that composite reliability values, which are comparable to Cronbach's alpha, can range from 0 to 1. Values of 0.60-0.70 are regarded as acceptable, whereas values of 0.70-0.90 are considered satisfactory. Insufficient internal consistency reliability is indicated by values below 0.60, while values exceeding 0.95 may imply redundancy among the items (Hair et al., 2019). The findings indicate enhanced composite reliability for the research. All constructs had composite reliability ratings of more than 0.7, indicating acceptable internal consistency, as shown in Table 3.

Table 3: Reliability of constructs

Variables	Construct reliability		
	Cronbach's alpha	Composite Reliability(rho_a)	Composite Reliability(rho_c)
Training	0.936	0.939	0.945
Employee job performance	0.874	0.880	0.914
Motivation	0.784	0.788	0.860
Work Autonomy	0.833	0.834	0.889

According to Hair et al. (2019), the third step involves evaluating each construct's convergent validity, which indicates how well it explains the variation in its indicators. The average variance extracted (AVE) is utilized to assess convergent validity for all indicators associated with each construct (Sarstedt et al., 2017). An acceptable AVE threshold is 0.50 or greater, indicating that the construct accounts for 50% or more of the variance in its related indicators (Hair et al., 2019). In this study, all AVE values exceeded 0.500, as shown in Table 4. The results demonstrate strong convergent validity, implying that the constructs are accurately represented by their measured items.

Table 4: Convergent validity

Variables	Average variance extracted (AVE)
Training	0.635
Employees' job performance	0.726
Motivation	0.607
Work autonomy	0.667

In the fourth step, discriminant validity was assessed. According to Sarstedt et al. (2017), discriminant validity measures whether a concept is different from other concepts in the structure model. The square root of the AVE for each latent variable must be higher than its association with any other latent variables. This implies that a latent variable's shared variance with its predictors should be higher than its variation in relation to other latent variables (Hair et al., 2022). The Fornell-Larcker criterion table displays the square root of the AVE in the diagonal cells, while relationships are displayed beneath the diagonal. Hair et al. (2022) compared the absolute value of the square root of the AVE in each variable column to the values (correlations) below. Discriminant validity is demonstrated when the highest value (the square root of the AVE) in any construct column exceeds the values (correlations) below. This consolidation enhances confidence in our model's ability to accurately distinguish between the individual measured variables and avoid multicollinearity issues between the factors, as shown in table 5.

Table 5: Discriminant validity - Fornell and Larcker Test

	Employee job performance	Motivation	Training	Work Autonomy
Employee Job Performance	**0.852**			
Motivation	0.493	**0.779**		
Training	0.790	0.570	**0.797**	
Work Autonomy	0.685	0.532	0.707	**0.817**

5.2. Assessment of the structural model

Following the evaluation of the estimated constructs through an external assessment of the measurement model, the next step is to conduct an internal examination of the structural model using the methods proposed by Hair et al. (2019). The R-squared and Q-squared values, as well as collinearity, are structural model assessment techniques. Major collinearity problems were not detected since the initial values of the inner variance inflation factor (VIF) were all less than 3 (Hair et al., 2019). R^2, or the coefficient of determination, is the main metric used to evaluate a

structural model's efficiency during the second step. Interpretation of R^2 values should adhere to the guidelines established by Hair et al. (2022). R^2 values of 0.25, 0.50, and 0.75 are categorized as low, moderate, and substantial, respectively. The results in Table 6 indicate low to moderate significance for the R^2 and adjusted R^2 coefficients, thereby confirming the model's robustness. Furthermore, Table 6 reports the Q^2 values. When Q^2 is greater than zero, the path model is predictively relevant for the endogenous construct and its associated reflective indicators (Hair et al., 2019).

Table 6: Coefficient of Determination: R^2 Test

Variables	R^2	R^2 adjusted	Signification	Q
Employee job performance	0.657	0.649	Moderate	.617
Motivation	0.325	0.320	Low	.299
Work Autonomy	0.499	0.495	Moderate	.491

5.3. Analysis of hypotheses test results

Table 7: Results of hypotheses testing

Hypotheses	Path	Path coefficients	SD	T value	P value	Result
H1	T -> EJP	0.606	0.038	20.273	0.000	Accepted
H2	T ->MOT	0.570	0.071	8.063	0.000	Accepted
H3	T -> WAT	0.707	0.054	12.254	0.000	Accepted
H4	MOT -> EJP	0.015	0.058	0.249	0.803	Rejected
H5	WAT -> EJP	0.249	0.090	2.487	0.013	Accepted
Indirect Effects (Mediation Effect)						
H6	T ---> MOT ---> EJP	0.009	0.034	0.242	0.809	Rejected
H7	T ---> WAT ---> EJP	0.176	0.062	2.368	0.018	Accepted

To establish the significance of a relationship at a 5% confidence level, the p value associated with the path coefficient must be less than 0.05 (Hair et al., 2019). The findings of this investigation indicate that EJP is substantially affected by training. The t-value is 20.273, and the p-value is 0.000. The path coefficient is 0.606. This implies that training plays a substantial role in enhancing job performance among administrative staff. In addition, the analysis shows that training has a significantly positive impact on employee motivation. The path coefficient is 0.570, accompanied by a t-value of 8.063 and a p-value of 0.000, demonstrating that training is beneficial in enhancing motivation across the administrative staff. Furthermore, the results reveal that training significantly affects work autonomy. The path coefficient is 0.707, with a t- value of 12.254 and p-value of 0.000. This indicates that training enhances university employees' ability to work independently and manage their tasks autonomously. The findings indicate that the association between the job performance of the employees and motivation is not statistically significant. The path coefficient is 0.015, complemented by a t-value of 0.249 and a p-value of 0.803, exceeding the 0.05 criterion. However, the results show that work autonomy significantly impacts employee job performance. The path coefficient is 0.249, with a t-value of 2.487 and p-value of 0.013. These results suggest that work autonomy contributes to the job performance of university administrative staff. Figure 2 displays the results of the path analysis.

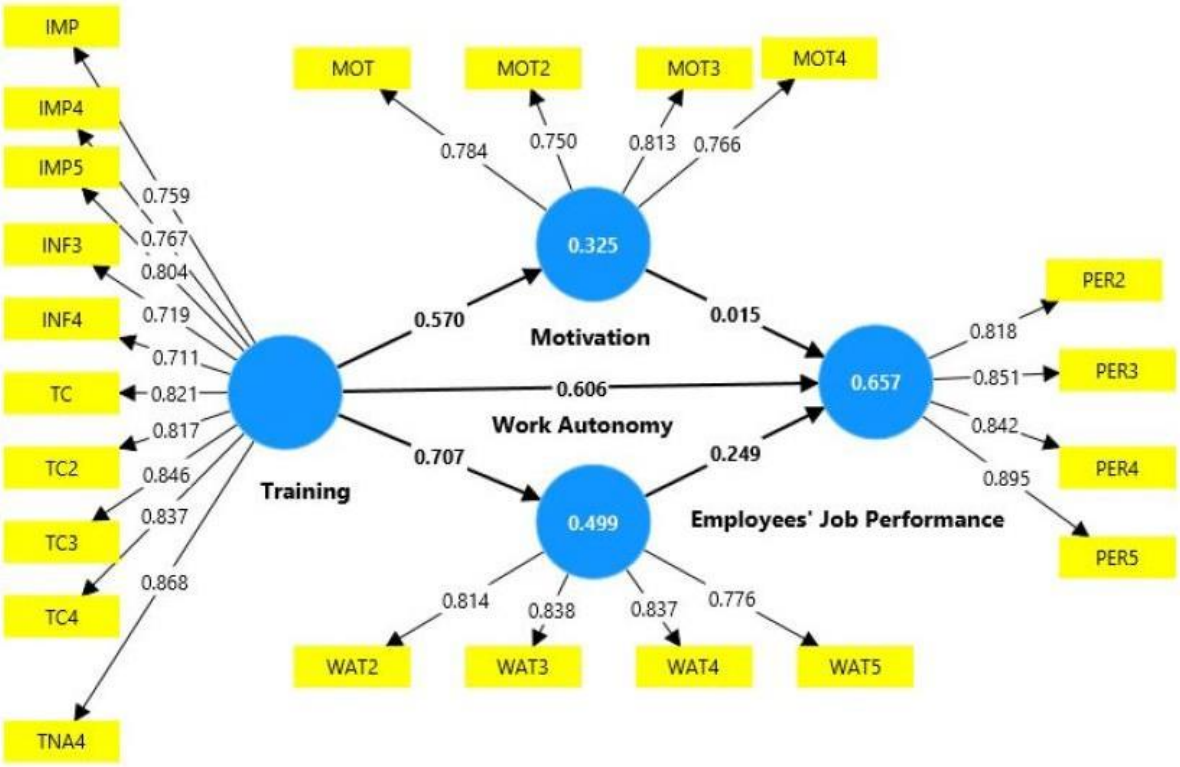

Figure 2. Structural Model-Path Analysis

5.4. Estimation of mediation effects

When intermediary factors impact the association between two related variables, mediation occurs. According to Hair et al. (2022), when the exogenous variable changes, it causes the mediator variable to change, which then causes the endogenous variable to change. This study next tests hypotheses H6 and H7, which predict the potential mediating effects of motivation and work autonomy on the influence of training on job performance among university administrative staff. When two variables are related, a single line shows a direct effect. On the other hand, paths in the structural model illustrate indirect effects, which are caused by a series of interactions involving at least one intermediate variable. Consequently, an indirect impact is a series of two or more direct effects and is shown graphically by several arrows (Hair et al., 2022). Training is the independent variable, motivation and work autonomy are mediator variables, and EJP is the dependent variable in this mediation model. The mediator variables of motivation and work autonomy are utilized in the model to assess how training affects EJP. The findings in Table 7 show that motivation has no significant mediating influence on the connection between training and EJP. The t-value for the indirect effect is 0.242, lower than the threshold of 1.96. The p- value of 0.809 exceeds 0.05, indicating that the indirect effect via motivation is statistically insignificant. This indicates that motivation does not serve as a significant mediating factor in the relationship between training and EJP. However, the direct effect continues to be significant: the t-value of 20.273 is highly significant, and the p-value of 0.000 corroborates this finding. The relationship between training and EJP is significant solely through the direct effect, with no evidence of mediation by motivation. In addition, Table 7 presents the results of the mediation

effect of work autonomy, revealing different findings. The indirect effect of training on EJP through job autonomy presents a t-value of 2.386, eclipsing the threshold of 1.96, alongside a p-value of 0.018, which falls below the significance level of 0.05. This suggests that the indirect effect via work autonomy holds statistical significance. Therefore, work autonomy plays a crucial role in mediating the connection within training and EJP. The direct effect of training on EJP has a t-value of 20.273, which indicates a high level of significance, accompanied by a p- value of 0.000, enhancing the importance of this direct effect.

This study aimed to explore the impact of training on EJP in a university context. The model elucidates the direct influence of training on employee job performance, motivation, and work autonomy. The study finds a significantly positive correlation between training and university employee job performance, highlighting the essential role training programs play in improving employees' capacity to effectively fulfill their job responsibilities. The results indicate that training significantly influences performance levels among university employees by providing essential skills, knowledge, and resources for effective role execution. The findings corroborate earlier research regarding the influence of training on employee job performance (Gorondutseet al., 2018; Nzimakwe & Utete, 2024). This study's findings align with those of Chahar et al. (2021) in the context of higher education institutions. Faculty development programs improve faculty skills, subsequently leading to enhanced job performance. However, Nzimakwe and Utete (2024) and Gorondutse et al. (2018) studied the effect or relationship between training and employee job performance in business or industrial settings. Hence, the current study extends the knowledge of and literature on training and employee job performance by focusing on a university setting and administrative staff.

Additionally, this study shows that motivation and training have a substantially positive association, emphasizing the role of training programs in fostering employees' sense of professional growth, self-efficacy, and belonging within the organization. This finding is consistent with that of Vinesh (2021), who concluded that employees become motivated after attending training programs. In addition, Kumari and Kumar (2023) found that motivation impacts employee performance. However, the findings indicate that the connection between motivation and EJP is not significant within a university context, indicating that motivation alone does not directly influence employees' ability to perform their job responsibilities. While motivation is widely regarded as a critical factor that drives behavior and productivity, the findings suggest that it does not directly lead to measurable changes in job performance in this context. One barrier could be the limited opportunities for career advancement. This outcome is also in line with Saine et al.'s (2023) conclusion that motivation does not impact employee job performance. This finding demonstrates that the university's training programs effectively equip employees with the necessary knowledge, technical skills, and problem-solving capabilities to manage their responsibilities without constant supervision. Fostering autonomy, training enhances employees' sense of empowerment, trust, and ability to take initiative, which can enhance their overall job satisfaction and engagement. The findings indicate that work autonomy significantly affects EJP, which suggests that autonomy is valuable in theory and may naturally translate into improved performance outcomes. Autonomy grants employees the freedom to make decisions and independently manage tasks. This supports previous studies of work autonomy and employee job performance (Johari et al.,2018; Judi et al., 2025) that discovered that work autonomy affects employee job performance. The mediation analysis indicates that motivation did not mediate the interaction between training and EJP.

This suggests that the initially hypothesized psychological and structural pathways through which training might influence performance are not statistically supported in this context. However, work autonomy enables staff to implement the new skills and knowledge they acquired through training in a manner that is consistent with their own discernment and creativity. When employees feel empowered to make decisions and manage their own work processes, they are better equipped to adapt their training experiences to solve real-world job challenges. Thus, they can more effectively apply their learned skills to enhance their overall job performance.

Conclusion

This research sheds light on the significance of training programs and their impact on EJP, motivation, and work autonomy in a university context. The results confirm that training has a significant and positive effect on employees' ability to perform their job responsibilities by equipping them with the required skills, knowledge, and resources. Employees perceive training as a sign that their organization values their professional and personal development. This fosters a sense of belonging, support, and confidence, contributing positively to their job performance. The findings from the mediation analysis provide clarity by showing that, while motivation did not mediate the relationship between training and EJP, work autonomy did. The analysis highlights that training has a strong and direct influence on employee job performance, demonstrating its effectiveness as an independent driver of job outcomes. This suggests that while motivation and autonomy remain important organizational variables, employees may require additional interventions, such as motivational strategies, recognition systems, and structural support for autonomy, to maximize their engagement and apply learned skills.

Acknowledgments

The University of Jeddah, Jeddah, Saudi Arabia, provided funding for this study under grant number UJ-23-SHR-15. Consequently, the author expresses gratitude to the University of Jeddah for its financial and technical assistance.

Funding: This work was funded by the University of Jeddah, Jeddah, Saudi Arabia, under grant No. (UJ-23-SHR-15). Therefore, the author thanks the University of Jeddah for its technical and financial support.

Conflicts of Interest: The author declares no conflicts of interest.

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