

Examining the Impact of Employee Training and Development Programs on their Job Satisfaction and Performance

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Abstract

This study investigates the impact of Training and Development (TD) programs on Job Satisfaction (JOS) and Employee Performance (EP) within private commercial banks in South Sudan. Utilizing a quantitative research design, data were collected from 397 employees through a structured questionnaire. The analysis, performed using Covariance-Based Structural Equation Modeling (CB-SEM), reveals that TD programs significantly enhance job satisfaction, with a direct effect of 1.912 on EP and an indirect effect of 0.753 through JOS. The results highlight that job satisfaction mediates the relationship between TD and EP, demonstrating that effective training not only boosts job satisfaction but also improves employee performance. Specifically, a one-unit increase in TD leads to a total effect of 2.665 units increase in EP, combining direct and mediated pathways. These findings underscore the critical role of training programs in enhancing employee outcomes and organizational performance. The study provides practical insights for managers, recommending ongoing investment in training initiatives to foster better job satisfaction and performance. Theoretical contributions include refining existing models on training and organizational behavior. Limitations of the study include its focus on a single sector and reliance on self-reported data. Future research should explore additional variables, longitudinal designs, and broader contexts to improve the generalizability and depth of the findings.

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1. Introduction

Employee training and development programs play a critical role in enhancing job satisfaction and performance, acting as pivotal tools for organizational growth and employee retention. Numerous studies have highlighted the positive relationship between these programs and job satisfaction. For instance, Nguyen (2021) found that well-implemented training initiatives significantly boost job satisfaction among young employees in Vietnam, suggesting that comprehensive training not only improves employees' skills but also fosters a supportive work environment. Similarly, Wajidi et al. (2023) demonstrated that efficient training programs have a substantial positive impact on job satisfaction within Pakistan's banking sector, further emphasizing the importance of targeted training efforts. In the academic sector, Mampuru,

Mokoena, and Isabirye (2024) observed that training and development programs enhance job satisfaction and loyalty among academic staff in South Africa, indicating that these programs are crucial for fostering a positive work culture.

Training and development are also closely linked to employee performance. Tahir et al. (2014) revealed that training programs at United Bank Limited in Pakistan lead to improved performance and productivity, highlighting the direct benefits of skill development on employee output. Ogalo (2021) echoed these findings in the Bahraini banking sector, where training programs significantly enhanced employee performance and satisfaction. The positive correlation between training and performance is further supported by Ismail (2023), who found that well-designed training programs in commercial banks in Somalia led to notable performance improvements. Additionally, Pich and Fendy (2021) emphasized that both training and career development positively influence performance in Cambodia, with job satisfaction serving as a moderating variable.

Despite the substantial body of research on the impact of training and development on job satisfaction and performance, there is a notable gap in the literature regarding their effects within the context of private commercial banks in South Sudan. This region presents a unique setting with distinct challenges and opportunities, including a rapidly evolving financial sector and varying levels of infrastructure development. There is limited empirical evidence exploring how training and development programs specifically influence job satisfaction and performance in this context. Addressing this gap is crucial for understanding how these programs can be optimized to meet the needs of employees in South Sudan's private commercial banking sector. The primary objectives of this study are to examine the impact of employee training and development programs on job satisfaction and performance within private commercial banks in South Sudan. By analyzing the effectiveness of these programs in improving employee satisfaction and performance, the study aims to provide actionable insights for enhancing human resource practices in the sector. Additionally, the research seeks to contribute to the broader understanding of how training and development initiatives can be tailored to address the specific needs and challenges faced by employees in South Sudan's private commercial banks.

2. Literature Review

The impact of Training and Development (TD) on Job Satisfaction (JOS) has been widely explored across various sectors, consistently showing a positive correlation. Nguyen (2021) highlighted that well-implemented training programs significantly enhance job satisfaction among young employees in Vietnam, underscoring the role of TD in fostering employee retention. Wajidi et al. (2023) extended these findings to Pakistan's banking sector, where efficient training and development were shown to markedly improve job satisfaction. In a different context, Mampuru, Mokoena, and Isabirye (2024) found that training programs positively impacted job satisfaction and loyalty among academic staff in South Africa. Murtiningsih (2020) reinforced this view by demonstrating that effective training and development contribute to increased job satisfaction and employee retention. Khan et al. (2016) also noted that training programs lead to higher job satisfaction in Pakistan's telecom sector, which subsequently enhances employee performance. Further support for the positive impact of TD on job satisfaction is found in Maleka et al. (2020), who identified training as a key predictor of job satisfaction among low-income workers in South Africa. Hasan et al. (2023) and Mulyadi (2020) confirmed that both training and career development play crucial roles in enhancing job satisfaction, with training serving as a significant motivator. Paposa and Kumar (2019) found similar results among faculty members in technical education institutes, while Choo and Bowley (2007) highlighted the effectiveness of training in the retail franchise sector. Anwar and Shukur (2015) observed that training and development positively influence job satisfaction in private banks in Erbil, further supported by Alrazehi, Amirah, and Emam (2021), who emphasized job satisfaction as a mediator between TD and employee retention in Yemeni banks. Okechukwu (2017) and Latif, Jan, and Shaheen (2013) also

demonstrated that effective training contributes to higher job satisfaction in various contexts. Desta (2021) highlighted that while training and development enhance job satisfaction, the work environment moderates this relationship.

The relationship between Training and Development and Employee Performance is similarly well-documented. Tahir et al. (2014) found a significant link between training programs and improved employee performance within Pakistan's banking sector, emphasizing that training enhances both performance and productivity. Ogalo (2021) confirmed these findings in Bahrain, where training programs were shown to positively impact employee performance, with employee satisfaction acting as a mediator. Pich and Fendy (2021) demonstrated that both training and career development positively affect employee performance in Cambodia, with job satisfaction moderating this relationship. Ismail (2023) corroborated these results in Mogadishu, noting that effective training significantly boosts employee performance. Abogsesa and Kaushik (2017) observed that training improves performance and productivity at Jumhuriya Bank, despite some process-related challenges. Gibran and Ramadani (2021) and Hadaitana and Ali Iqbal (2023) further supported the positive effects of training on performance, with the latter study noting that employee satisfaction mediates this relationship. Arulsamy et al. (2023) emphasized the importance of training in enhancing performance, while Nama et al. (2022) and Khan et al. (2016) demonstrated that training positively impacts performance through enhanced job satisfaction. The connection between Job Satisfaction and Employee Performance is also well-established. Memon et al. (2023) found that job satisfaction is crucial for enhancing employee performance in Pakistan's construction industry. Nurdiansyah et al. (2020) showed that work motivation impacts performance directly and indirectly through job satisfaction at Bank Rakyat Indonesia. Ngwenya and Pelsler (2020) highlighted that job satisfaction, driven by psychological capital, improves performance with engagement serving as a mediator. Sabrina and Ikhsan (2023) observed that job satisfaction, rather than motivation alone, significantly impacts performance at PT Megamas Plaza Bangunan. Studies by Mira et al. (2019) and Sabuhari et al. (2020) also indicated that job satisfaction plays a significant role in improving performance, with the former noting that job satisfaction does not mediate the relationship between HRM practices and performance. Other research, such as that by Renyut et al. (2017) and Phuong and Vinh (2020), confirmed that job satisfaction positively influences performance, with factors like organizational commitment and loyalty contributing to this effect. Idris et al. (2020) and Razak et al. (2018) further validated that job satisfaction impacts performance in educational and governmental contexts. Riyanto et al. (2021) and Jamaludin and Subiyanto (2022) demonstrated that job satisfaction significantly influences performance through employee engagement and other factors. The findings of Rodrigo et al. (2022), Ihsani and Wijayanto (2022), and Jufrizen and Hutasuhut (2022) underscore the positive relationship between job satisfaction and performance across various sectors, including manufacturing and IT companies. Sabil (2021) and Astuti and Amalia (2021) revealed that job satisfaction significantly affects performance, moderated by organizational commitment and psychological capital. Lastly, Siengthai and Pila-Ngarm (2016) noted that while job redesign may inversely affect performance, job satisfaction remains a positive factor. These studies collectively support the view that job satisfaction is a key driver of employee performance.

Despite a substantial body of research exploring the impact of Employee Training and Development (TD) programs on job satisfaction (JOS) and employee performance (EP) across various sectors and regions, there remains a notable gap in the literature regarding the specific context of private commercial banks in South Sudan. Existing studies have primarily focused on different geographical locations, industries, and institutional types, often concentrating on well-established markets such as the banking sectors in Pakistan, Bahrain, and Indonesia, or broader industries like education and telecommunications. In particular, the unique economic, social, and organizational dynamics of South Sudan have not been extensively studied. The private banking sector in South Sudan presents distinct challenges and opportunities that may influence the

effectiveness and outcomes of training and development programs differently compared to other regions. Factors such as the country's post-conflict environment, emerging financial infrastructure, and varying levels of institutional maturity create a unique context that has yet to be thoroughly investigated. Previous research has established general correlations between TD and job satisfaction, as well as TD and employee performance. However, the specific mechanisms through which TD impacts these outcomes in the South Sudanese banking sector remain unexplored. There is a need to understand how contextual factors, such as local economic conditions, organizational culture, and employee expectations in South Sudan, influence the relationship between TD, job satisfaction, and performance. Additionally, while some studies have explored the mediating role of job satisfaction between TD and performance, these findings have not been applied to the South Sudanese context. The potential moderating effects of local organizational practices and employee demographics on this relationship have not been examined. This research aims to address these gaps by investigating the impact of employee training and development programs specifically within private commercial banks in South Sudan. By doing so, it will contribute to a more nuanced understanding of how TD programs can be optimized to enhance job satisfaction and performance in this unique context, offering valuable insights for both academic research and practical application within South Sudan's financial sector.

2.1 Hypotheses development

2.1.1 Impact of Training and Development on Job Satisfaction

Numerous investigations on the correlation between Job Satisfaction (JOS) and Training and Development (TD) have consistently demonstrated a generally favourable link between these factors. Nguyen (2021) looked at how young workers in Vietnam felt about their jobs after receiving training and growth. The results of the study showed a strong positive correlation, indicating that effective training initiatives promote employee retention and improve work satisfaction (Nguyen, 2021). In a similar vein, Wajidi et al. (2023) investigated how effective training and development affected employees' work satisfaction in Pakistan's banking industry. Their results showed a high positive association, proving that training programs that are successful greatly increase workers' job satisfaction in this industry (Wajidi et al., 2023). Furthermore, the impact of training and development on work satisfaction among South African academic staff was investigated by Mampuru, Mokoena, and Isabirye (2024). They discovered that these initiatives promote a more fulfilling work environment by having a beneficial impact on job satisfaction, loyalty, and retention (Mampuru, Mokoena, & Isabirye, 2024). Additionally, Murtiningsih (2020) emphasised that training and development, via increased work satisfaction, significantly influences job satisfaction and staff retention (Murtiningsih, 2020). The effect of training and development on work satisfaction and performance in Pakistan's telecom industry was also investigated by Khan et al. (2016). Their findings suggested that these initiatives raise employee work satisfaction, which raises productivity.

Similar to this, Maleka et al. (2020) found that among low-income workers in South Africa, training and development were important determinants of job satisfaction. The study indicated that while training had a beneficial impact on work satisfaction, other aspects including vigour and performance management also had an impact (Maleka, Paul-Dachapalli, Ragadu, Schultz, & Van Hoek, 2020). Furthermore, Hasan et al. (2023) investigated how career development and training affected workers' performance and job satisfaction in Indonesia's Islamic banking industry. They discovered that while training was important, career growth had a greater impact on work satisfaction (Hasan, Lailla, Tantri, Ali, & Farras Ramadhan, 2023). Mulyadi (2020) affirmed that professional advancement and training had a good relationship with work satisfaction. According to the study's findings, training is a powerful motivator that raises work satisfaction (Mulyadi, 2020). According to Paposa and Kumar (2019), job satisfaction among faculty members at technical education institutions is positively correlated with training and development activities. According to Paposa and Kumar (2019), their study backs up the idea that

proper training initiatives lead to improved levels of work satisfaction. In a similar vein, Choo and Bowley (2007), concentrating on the retail franchise industry, discovered that efficient training and development initiatives have a favourable influence on workers' job satisfaction. This study emphasises how crucial organised training programs are to raising worker satisfaction levels (Choo & Bowley, 2007). Training and development have a favourable influence on work satisfaction at private banks in Erbil, as Anwar and Shukur (2015) have shown. This lends credence to the theory put out by Anwar and Shukur (2015) that training initiatives are essential to raising work satisfaction. Additionally, Alrazehi, Amirah, and Emam (2021) looked at the function of work satisfaction as a mediator between employee retention and training and development in Yemeni banks. According to their findings, work satisfaction has a mediating role in this association between training efforts and favourable outcomes (Alrazehi, Amirah, & Emam, 2021). According to Okechukwu's (2017) research, work satisfaction among Malaysian university employees is positively impacted by training and development. The positive impacts of training initiatives on worker satisfaction are highlighted by this study (Okechukwu, 2017). In their 2013 study, Latif, Jan, and Shaheen investigated the link between work satisfaction and training satisfaction and discovered a strong positive correlation. According to their research, receiving quality training increases one's level of job satisfaction (Latif, Jan, & Shaheen, 2013). Last but not least, Desta (2021) looked at how training and development may improve job satisfaction and came to the conclusion that these programs had a favourable effect on it, with the work environment moderating this relationship (Desta, 2021). There is strong evidence to support the beneficial effects of training and development on work satisfaction, according to the examined literature. Consequently, the following is the formulation of the study's hypothesis:

H1: *Training and Development positively impacts Job Satisfaction within private commercial banks in South Sudan.*

2.1.2 Impact of Training and Development on Employee Performance

There is strong evidence from a number of research demonstrating how training and development improve employee performance. Tahir et al. (2014) looked at how United Bank Limited in Pakistan's workforce productivity and performance were affected by training and development. The results of their study demonstrated a noteworthy correlation between the execution of training initiatives and enhanced worker productivity, underscoring the beneficial effects of training on both performance and output. In a similar vein, Ogalo (2021) evaluated how training and development initiatives affected worker productivity in Bahrain's banking industry. The research findings indicate a noteworthy affirmative influence, proving that employee performance is improved through training initiatives. The study also discovered that employee satisfaction moderates this association, highlighting the benefits of training even more (Ogalo, 2021). Furthermore, Pich and Fendy (2021) investigated the relationship in Cambodia between employee performance, career advancement, and training. Their findings demonstrated that work satisfaction functions as a moderating variable and that employee performance is positively impacted by both career growth and training. The significance of training and development in raising employee performance is shown by this study. Ismail (2023) also looked into how employee performance at commercial banks in Mogadishu, Somalia, was affected by job training and development. The study demonstrated that there is a substantial positive correlation between training and performance, highlighting the fact that well-designed and delivered training greatly improves worker performance (Ismail, 2023). Abogsesa and Kaushik (2017) looked at the effect of training and development on worker performance at Jumhuriya Bank in a similar study. They saw that although employee performance and productivity increased as a result of training, there were some difficulties encountered during the process. Notwithstanding these problems, it was discovered that training had a generally good effect on performance. In a similar vein, Gibran and Ramadani (2021) evaluated how employee performance was impacted by career development and training. Their findings support the notion that well-designed training programs are essential for improving performance as they show that training has a favourable impact on employee performance. Furthermore, Hadaitana and Ali Iqbal (2023) examined how

employee satisfaction acted as a mediator in the relationship between training and development and performance. According to their research, employee performance was directly improved by training and development, and this effect was considerably mediated by employee satisfaction. Additionally, Arulsamy et al. (2023) highlighted the vital role that training and development programs play in maximising employee performance, emphasising the ways in which these initiatives lead to increased effectiveness, productivity, and work satisfaction. The need for efficient training programs to improve employee performance is emphasised by this study. Okechukwu (2017) investigated how employee performance and work satisfaction among university personnel are impacted by training and development. The results of the study demonstrated a positive correlation, indicating that efforts aimed at training and development greatly improve work satisfaction and performance. In a South African municipality, Nama et al. (2022) looked into how staff performance and service delivery were affected by training and development. Their findings demonstrated how training greatly enhances worker performance and service delivery, hence bolstering the advantages of training initiatives. Lastly, Khan et al. (2016) looked at how work satisfaction in Pakistan's telecom industry affected employee performance in relation to training and development. According to their results, job satisfaction is increased via training and development, which has a favourable impact on employee performance. The following is the study's hypothesis, which is based on the literature review:

H2: *Training and Development positively impacts Employee Performance within private commercial banks in South Sudan.*

2.1.3 Impact of Job Satisfaction on Employee Performance

Numerous research studies have investigated the connection between worker performance and job satisfaction in a variety of industries. Memon et al. (2023) emphasised the critical significance that job satisfaction plays in improving worker performance in Pakistan's construction sector. Similarly, at Bank Rakyat Indonesia, Nurdiansyah et al. (2020) showed that work motivation had a favourable impact on performance both directly and indirectly through job satisfaction. According to Ngwenya and Pelsler (2020), psychological capital increases work happiness and employee engagement, which in turn enhances performance. Engagement acts as a mediator in this relationship. Research by Sabrina and Ikhsan (2023) demonstrated that performance at PT Megamas Plaza Bangunan is greatly impacted by job satisfaction rather than only motivation. According to Mira et al. (2019), work satisfaction does not buffer the association between HRM practices and performance in Saudi Ports, even if both factors have a beneficial impact. According to Sabuhari et al. (2020), organisational culture adaption does not moderate the influence of staff capabilities on performance; work satisfaction does. According to Renyut et al. (2017), work satisfaction is raised by organisational commitment, and this raises performance in the Maluku Governor's Office. Phuong and Vinh (2020) found that in Vietnam's hotel industry, work satisfaction had a favourable impact on employee loyalty and performance. When it comes to the work environment, Idris et al. (2020) found that job satisfaction has a substantial impact on performance at Indonesian State Polytechnic institutions. According to Razak et al. (2018), performance in the Makassar Government Region is highly impacted by work satisfaction and promotions. According to Riyanto et al. (2021), employee involvement in Indonesian IT organisations has a considerable impact on performance through work motivation and job satisfaction. According to Jamaludin and Subiyanto (2022), the Environmental Agency of Bantul Regency's performance is favourably impacted by work satisfaction, organisational culture, and leadership style. According to Rodrigo et al. (2022), performance at ABC Manufacturing Company and work satisfaction are significantly positively correlated. According to Ihsani and Wijayanto (2022), performance at PT Taiyo Sinar Raya Teknik is favourably impacted by organisational culture, motivation, and work satisfaction. According to Jufrizen and Hutasuhut (2022), organisational citizenship behaviour mediates the favourable impacts of work motivation and job satisfaction on performance. According to Sabil (2021), employee well-being has no effect on performance, but work satisfaction does. According to Astuti and Amalia (2021), psychological capital modifies the link between work happiness and performance, which is mediated by

organisational commitment. Finally, research by Siengthai and Pila-Ngarm (2016) revealed that performance is positively impacted by job redesign but negatively by work satisfaction. The premise that work happiness has a favourable influence on employee performance in South Sudan's private commercial banks is supported by this extensive body of research.

H3: *Job Satisfaction positively impacts Employee Performance within private commercial banks in South Sudan.*

2.2 Theoretical Framework

Based on previous research findings, the study's theoretical framework includes the concepts of Employee Performance (EP), Job Satisfaction (JOS), and Training and Development (TD). It is well acknowledged that variables such as training and development are essential for improving job satisfaction. According to Nguyen's (2021) research, young employees who get successful training programs report higher levels of job happiness, which implies that well-executed TD efforts can boost job satisfaction in general and aid in staff retention. Similarly, in Pakistan's banking industry, Wajidi et al. (2023) showed a considerable positive association between TD and JOS, emphasising the importance of effective training in raising work satisfaction. These results were supported by Mampuru, Mokoena, and Isabirye (2024), who found that TD had a favourable impact on academic staff members' work satisfaction, loyalty, and retention in South Africa. According to these research, TD helps employees feel more satisfied with their jobs by giving them the abilities and self-assurance they need to carry out their responsibilities well. It has also been demonstrated that employee performance is positively impacted by training and development. According to Tahir et al. (2014), TD considerably improves worker productivity and performance in Pakistan's banking industry, suggesting that well-designed training initiatives produce superior results. This was corroborated by Ogalo (2021), which showed that work satisfaction acted as a mediator in the link between staff performance and TD programs in Bahrain's banking industry. Ismail (2023) also found a considerable positive correlation between TD and performance in Somali commercial banks, highlighting the need of quality training in raising staff performance. There is a wealth of research supporting the link between employee performance and job satisfaction. Memon et al. (2023) have demonstrated that in Pakistan's construction business, work satisfaction has a considerable positive impact on employee performance. Nurdiansyah et al.'s (2020) research revealed that in Indonesia, job satisfaction acts as a mediator between the benefits of work motivation and employee performance. Additionally, Ngwenya and Pelser (2020) discovered that employee engagement mediates the relationship between work satisfaction and performance improvements in Zimbabwe's manufacturing sector. According to these research, improved performance results are correlated with increased job satisfaction, implying that contented workers are more likely to execute their jobs well. Furthermore, this paradigm incorporates the research showing that TD improves JOS, which in turn improves EP. The combined knowledge gained from these researches serves as a basis for investigating how these connections function inside South Sudan's private commercial banks.

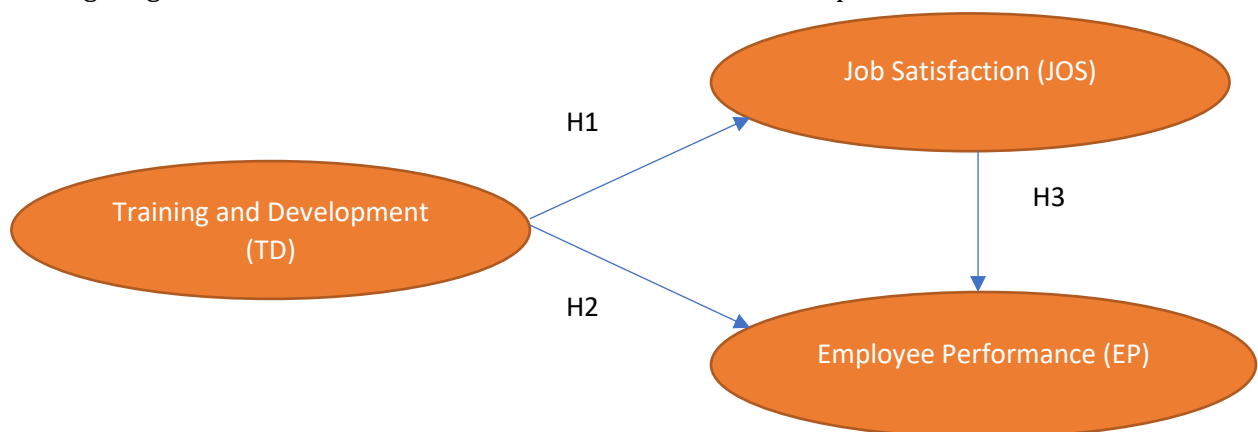


Figure 1: Theoretical Framework

3. Methodology

This study utilizes a quantitative research design to explore the impact of employee training and development programs on job satisfaction and performance within private commercial banks in South Sudan. Primary data were collected through a structured questionnaire distributed among employees across various private commercial banks in the region. Initially, 415 employees participated in the survey; however, after excluding incomplete responses, 397 valid responses were retained for analysis. A non-probability purposive sampling technique was employed to ensure that the participants had adequate experience and exposure to the training and development programs provided by their respective banks. The survey was conducted over a two-month period, and all respondents provided informed consent before participating.

The questionnaire was designed to capture insights across three key constructs: Training and Development, Job Satisfaction, and Employee Performance. The Training and Development construct was measured using four items adapted from Oraby & Elsafty (2022) and Delery & Doty (1996). These items were intended to assess employees' perceptions of the effectiveness, relevance, and impact of the training and development programs on their professional growth and job-related skills. The Job Satisfaction construct was assessed using four items adapted from Cheng et al. (2015) and Kanuto (2024), which measured overall job satisfaction, the engagement level in job roles, and the extent to which organizational expectations were met. The Employee Performance construct was evaluated using four items adapted from Liaquat et al. (2024), focusing on self-assessments of work quality, productivity, and contributions to organizational goals (presented in Table 1). Each item was rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to capture the respondents' levels of agreement with each statement. Data analysis was conducted using Covariance-Based Structural Equation Modeling (CB-SEM) to test the structural relationships between the constructs. CB-SEM was selected for its robustness in evaluating complex relationships and modeling latent constructs with multiple indicators. The analysis was performed using AMOS 24.0, following a two-step approach: first, the measurement model was assessed to ensure the reliability and validity of the constructs; second, the structural model was evaluated to test the hypothesized relationships.

Table 2 presents the demographic and professional characteristics of the 397 respondents who participated in the study. The gender distribution indicates that 54% of the respondents were male (215 respondents), while 46% were female (182 respondents). The majority of respondents fell within the 31-40 age bracket (42%, 165 respondents), followed by those aged 41-50 (39%, 153 respondents). A smaller proportion of respondents were either between 20-30 years old (12%, 47 respondents) or over 51 years old (8%, 32 respondents). Regarding educational qualifications, 42% of the respondents held a Bachelor's degree (165 respondents), while 35% had completed a Master's degree (137 respondents). Additionally, 15% (58 respondents) reported having "Other" educational qualifications, and 9% (37 respondents) had completed only high school, with none of the respondents holding a PhD. In terms of professional experience, 39% of the respondents (155 respondents) had 0-2 years of experience, followed by 31% (125 respondents) with 3-5 years of experience. A quarter of the respondents (25%, 98 respondents) had 6-10 years of experience, while a small group (5%, 19 respondents) had more than 10 years of experience. Finally, all respondents (100%, 397 respondents) were employed within the banking sector, as this study specifically focuses on employees of private commercial banks in South Sudan.

Table 1: Study Variables, Items, and Sources

| Variables | Items | Source |
|--------------------------------------|--|--|
| Training and Development (TD) | TD1: The training programs offered by the bank effectively enhance my job-related skills. | Oraby & Elsafty (2022); Delery & Doty (1996) |
| | TD2: The training content provided by the bank is directly relevant to my daily job responsibilities. | |
| | TD3: I have ample opportunities for professional development within the bank. | |
| | TD4: The bank supports me in applying the skills I have acquired through training to my job | |
| Job Satisfaction (JOS) | JOS1: In my role at the bank, I feel that I am contributing to something meaningful. | Cheng et al., 2015; Kanuto (2024) |
| | JOS2: I find my job at the bank to be engaging and stimulating. | |
| | JOS3: I am satisfied with my current job at the bank | |
| | JOS4: If given the chance to start over, I would prefer a different job than the one I currently have at the bank. | |
| Employee Performance (EP) | EP1: Employees at the bank consistently maintain a high level of productivity. | Liaquat et al. (2024) |
| | EP2: The internal work processes at the bank are both efficient and effective. | |
| | EP3: Financial incentives motivate employees at the bank to enhance their work efficiency. | |
| | EP4: Moral motivations encourage employees at the bank to strive for greater achievements in their work. | |

Table 2: Respondent Profile Characteristics

| Variable | Number | Percentage (%) |
|-----------------------------|--------|----------------|
| Gender | | |
| Female | 182 | 46 |
| Male | 215 | 54 |
| Age | | |
| 51 or above | 32 | 8 |
| 41-50 | 153 | 39 |
| 31-40 | 165 | 42 |
| 20-30 | 47 | 12 |
| Education Level | | |
| PhD | 0 | 0 |
| Master's Degree | 137 | 35 |
| Bachelor's Degree | 165 | 42 |
| High School | 37 | 9 |
| Other | 58 | 15 |
| Years of Experience | | |
| 10+ years | 19 | 5 |
| 6-10 years | 98 | 25 |
| 3-5 years | 125 | 31 |
| 0-2 years | 155 | 39 |
| Type of Organization | | |
| Bank | 397 | 100 |

4. Results and discussion

4.1 Measurement Model and Construct Validity

Table 3 provides a detailed overview of the measurement items used to assess the constructs of Training and Development (TD), Job Satisfaction (JOS), and Employee Performance (EP) in this study. For **Training and Development**, the measurement items include TD1, which evaluates whether training programs effectively enhance job-related skills, with a factor loading of 0.72. TD2 assesses the relevance of training content to daily job responsibilities (factor loading of 0.85). TD3 measures the availability of professional development opportunities (factor loading of 0.88), and TD4 considers the support provided by the bank in applying acquired skills (factor loading of 0.87). The composite reliability (CR) for Training and Development is 0.88, reflecting strong internal consistency, and the average variance extracted (AVE) is 0.78, indicating good convergent validity. In **Job Satisfaction**, the items include JOS1, which measures the sense of contributing to something meaningful in one's role (factor loading of 0.78). JOS2 evaluates job

engagement and stimulation (factor loading of 0.83), while JOS3 assesses overall job satisfaction (factor loading of 0.86). JOS4, a reverse-coded item, measures the preference for a different job if given a chance (factor loading of 0.87). The CR for Job Satisfaction is 0.87, and the AVE is 0.77, showing strong reliability and validity for this construct. For **Employee Performance**, EP1 measures productivity levels (factor loading of 0.85), EP2 assesses the efficiency and effectiveness of internal work processes (factor loading of 0.73), EP3 evaluates the motivational impact of financial incentives (factor loading of 0.77), and EP4 considers the effect of moral motivations on work achievements (factor loading of 0.86). The composite reliability for Employee Performance is 0.83, and the AVE is 0.73, indicating robust internal consistency and convergent validity.

Table 3: Measurement items

| Variables | Items | Factor loadings | Composite reliability (CR) | Average variance extracted (AVE) |
|--------------------------------------|--|-----------------|----------------------------|----------------------------------|
| Training and Development (TD) | TD1: The training programs offered by the bank effectively enhance my job-related skills. | 0.72 | 0.88 | 0.78 |
| | TD2: The training content provided by the bank is directly relevant to my daily job responsibilities. | 0.85 | | |
| | TD3: I have ample opportunities for professional development within the bank. | 0.88 | | |
| | TD4: The bank supports me in applying the skills I have acquired through training to my job | 0.87 | | |
| Job Satisfaction (JOS) | JOS1: In my role at the bank, I feel that I am contributing to something meaningful. | 0.78 | 0.87 | 0.77 |
| | JOS2: I find my job at the bank to be engaging and stimulating. | 0.83 | | |
| | JOS3: I am satisfied with my current job at the bank | 0.86 | | |
| | JOS4: If given the chance to start over, I would prefer a different job than the one I currently have at the bank. | 0.87 | | |
| Employee Performance (EP) | EP1: Employees at the bank consistently maintain a high level of productivity. | 0.85 | 0.83 | 0.73 |
| | EP2: The internal work processes at the bank are both efficient and effective. | 0.73 | | |
| | EP3: Financial incentives motivate employees at the bank to enhance their work efficiency. | 0.77 | | |
| | EP4: Moral motivations encourage employees at the bank to strive for greater achievements in their work. | 0.86 | | |

Table 4 presents the squared intercorrelations among the constructs Training and Development (TD), Job Satisfaction (JOS), and Employee Performance (EP), highlighting the strength of relationships between these variables. The diagonal values represent the square roots of the AVE for each construct, providing a measure of variance captured by each construct. For **Training and Development**, the squared intercorrelation with Job Satisfaction is 0.78, and with Employee Performance is 0.81, indicating strong relationships. **Job Satisfaction** has a squared intercorrelation of 0.82 with Employee Performance, demonstrating a significant link between job satisfaction and performance outcomes. The diagonal values (0.83 for TD, 0.88 for JOS, and 0.87 for EP) are greater than the squared intercorrelations with other constructs, suggesting that each construct is well-represented and distinct from the others. This supports the discriminant validity of the constructs, ensuring that each measures a unique aspect of the overall model.

Table 4: Squared intercorrelation among the constructs

| | | 1 | 2 | 3 |
|---|--------------------------------------|------|------|------|
| 1 | Training and Development (TD) | 0.83 | | |
| 2 | Job Satisfaction (JOS) | 0.78 | 0.88 | |
| 3 | Employee Performance (EP) | 0.81 | 0.82 | 0.87 |

4.2 Direct, Indirect, and Total Effects in the Structural Model Analysis

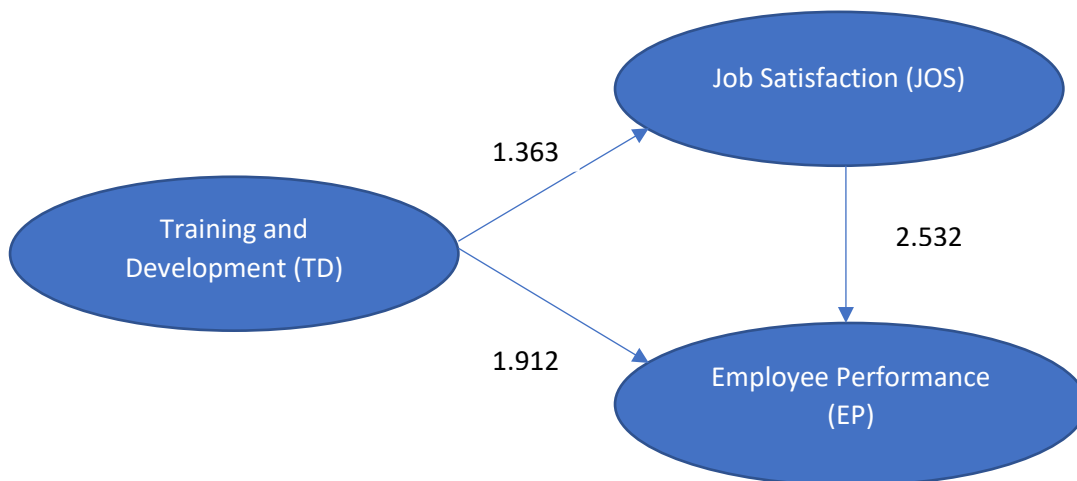
Table 5 presents detailed estimates of the direct, indirect, and total effects among the constructs of Training and Development (TD), Job Satisfaction (JOS), and Employee Performance (EP) based on the Structural Equation Modeling (SEM) analysis. The direct effect of Training and Development on Employee Performance is 1.912. This result indicates that for each unit increase in Training and Development, Employee Performance increases by 1.912 units, demonstrating the substantial impact of training programs on enhancing employee performance. Additionally, Job Satisfaction has a direct effect of 2.532 on Employee Performance, meaning that for each unit increase in Job Satisfaction, Employee Performance increases by 2.532 units. This highlights the significant role of job satisfaction in improving employee performance.

The indirect effect shows the mediating role of Job Satisfaction in the relationship between Training and Development and Employee Performance. Specifically, the indirect effect is 0.753, which means that for each unit increase in Training and Development, Job Satisfaction increases, and this increase in Job Satisfaction contributes an additional 0.753 units to Employee Performance. This mediation effect underscores that part of the benefit of Training and Development on Employee Performance comes through its impact on enhancing Job Satisfaction. Moreover, the total effect of Training and Development on Employee Performance is 2.665. This total effect combines both the direct effect of 1.912 and the indirect effect of 0.753, showing that a one-unit increase in Training and Development results in a 2.665-unit increase in Employee Performance when considering both direct impacts and mediated pathways. Similarly, the total effect of Job Satisfaction on Employee Performance is 2.532, reflecting the combined impact of Job Satisfaction's direct effect and its role in mediating the effects of Training and Development. These SEM results illustrate that increases in Training and Development and Job Satisfaction lead to significant improvements in Employee Performance. Specifically, a unit increase in Training and Development leads to a direct increase in Employee Performance and an additional mediated increase through Job Satisfaction. Likewise, a unit increase in Job Satisfaction significantly enhances Employee Performance. These findings highlight the critical importance of both direct interventions in training and the enhancement of job satisfaction for maximizing employee performance outcomes.

Additionally, the results of the structural model analysis are supported by several fit indices and the path coefficients between constructs. The goodness of fit indices indicate a well-fitting model. The Chi-square statistic is 825 with 332 degrees of freedom, yielding a Chi-square to degrees of freedom ratio that is within an acceptable range. The Root Mean Square Error of Approximation (RMSEA) is 0.072, which is below the commonly accepted threshold of 0.08, suggesting a good fit of the model to the data. The model also shows strong fit according to the Adjusted Goodness of Fit Index (AGFI) at 0.97, Confirmatory Fit Index (CFI) at 0.95, and Incremental Fit Index (IFI) at 0.98, all of which exceed the recommended values of 0.90 or higher. The Non-Normed Fit Index (NNFI) and Normed Fit Index (NFI) are 0.89 and 0.93, respectively, indicating a solid fit but slightly lower than the ideal benchmarks. The Goodness of Fit Index (GFI) stands at 0.87, which is acceptable and demonstrates that the model adequately fits the observed data. Also, the figure 2 illustrates the direct, indirect, and total effects among the constructs. Direct effects show a substantial influence of Training and Development (TD) on Job Satisfaction (JOS) and a strong direct effect of JOS on Employee Performance (EP). The direct effect of TD on EP is significant, while the indirect effect of TD on EP through JOS is also notable, emphasizing the mediating role of Job Satisfaction. The total effect from TD to EP, including both direct and indirect paths, highlights the comprehensive impact of training and development programs on employee performance through enhanced job satisfaction. These findings underscore the complex interactions and confirm the significance of both direct and mediated pathways in influencing employee outcomes.

Table 5: Direct, indirect and total effects—estimates

| | Training and Development (TD) | Job Satisfaction (JOS) |
|---------------------------|-------------------------------|------------------------|
| Direct effects | | |
| Job Satisfaction (JOS) | 1.363 | |
| Employee Performance (EP) | 1.912 | 2.532 |
| Indirect effects | | |
| Job Satisfaction (JOS) | | |
| Employee Performance (EP) | 0.753 | |
| Total effect | | |
| Job Satisfaction (JOS) | 1.363 | |
| Employee Performance (EP) | 2.665 | 2.532 |



Note: Degrees of freedom): 332; Chi square: 825; Root mean square error of approximation: 0.072; Adjusted goodness of fit index): 0.97; Non-normed fit index): 0.89; Confirmatory fit index): 0.95; Normed fit index): 0.93; Incremental fit index): 0.98. Goodness of fit index): 0.87;

Figure 2: Direct, indirect and total effects

5. Applications

5.1 Managerial Applications

The study has several practical applications for managers within private commercial banks in South Sudan. Firstly, designing targeted Training and Development (TD) programs is crucial. Managers should ensure that training initiatives are tailored to address the specific skills and knowledge gaps relevant to employees' job functions. By aligning training content with job requirements, banks can enhance the effectiveness of these programs and better support employee development. Secondly, investing in continuous learning opportunities is essential. Ongoing training and professional development opportunities can help employees stay current with industry trends and best practices, thus improving their job satisfaction and overall performance. Managers should foster a culture of lifelong learning within the organization. Thirdly, regularly evaluating the impact of TD programs is necessary. Managers should implement feedback mechanisms to assess the effectiveness of training initiatives and make data-driven adjustments as needed. This ensures that training programs remain relevant and impactful over time. Fourthly, promoting a supportive work environment is vital for enhancing Job Satisfaction (JOS). Managers should focus on creating a positive organizational culture that values employee contributions, offers meaningful work, and provides opportunities for career advancement. A supportive environment can significantly boost job satisfaction and performance. Fifthly, implementing recognition and reward systems can motivate employees and reinforce the value of their contributions. Managers should establish clear criteria for recognizing and rewarding exceptional performance, which can further enhance employee satisfaction and

performance. Sixthly, fostering open communication channels is important. Managers should encourage regular dialogue between employees and management to address concerns, gather feedback, and support employees in achieving their professional goals. Effective communication can enhance job satisfaction and strengthen the TD-EP relationship. Seventhly, aligning organizational goals with employee development ensures that individual training efforts contribute to broader business objectives. Managers should clearly communicate how employee development supports organizational success and integrate personal development plans with the bank's strategic goals. This alignment can enhance the overall effectiveness of TD programs and drive better performance outcomes. By focusing on these practical applications, managers can leverage Training and Development initiatives to improve Job Satisfaction and Employee Performance, ultimately contributing to the success and growth of their organizations.

5.2 Theoretical Applications

The study offers several theoretical applications that contribute to the understanding of the relationships between Training and Development (TD), Job Satisfaction (JOS), and Employee Performance (EP) within private commercial banks in South Sudan. Firstly, the integration of TD into the SERVQUAL model provides a theoretical extension of the model. This study demonstrates how TD can enhance job satisfaction and, consequently, employee performance, aligning with the SERVQUAL framework's emphasis on service quality and employee behavior. This extension helps refine the SERVQUAL model by incorporating TD as a significant factor influencing service quality outcomes. Secondly, the application of the Job Characteristics Model (JCM) can be enhanced by incorporating insights from this study. The findings support the idea that effective TD programs improve job satisfaction by providing employees with the necessary skills and opportunities for growth. Integrating these aspects into the JCM can offer a more comprehensive understanding of how job characteristics affect employee attitudes and performance. Thirdly, theoretical frameworks on employee motivation can be expanded through this study's findings. The study's results highlight how TD and JOS influence employee performance, which aligns with expectancy theory and self-determination theory. This contribution enriches the theoretical discourse on employee motivation by emphasizing the mediating role of job satisfaction in the TD-performance relationship. Fourthly, the study supports the Resource-Based View (RBV) of the firm by demonstrating that TD can be a valuable organizational resource. By investing in employee training, banks can enhance their competitive advantage through improved job satisfaction and performance. This application reinforces the RBV's notion that human capital is a crucial asset for organizational success. Fifthly, theoretical applications of organizational behavior theories can be advanced through this study. The research provides empirical support for theories that link training and development with employee outcomes, enriching the understanding of how organizational behavior practices impact employee satisfaction and performance. Sixthly, the study contributes to the Developmental Human Resource Management (HRM) theories. By illustrating the positive effects of TD on job satisfaction and performance, it underscores the importance of strategic HRM practices in fostering employee growth and enhancing organizational effectiveness. Seventhly, the study's findings inform the Social Exchange Theory (SET) by highlighting how investments in employee training can lead to reciprocal benefits in terms of increased job satisfaction and performance. This theoretical application enhances the understanding of how employer-employee exchanges contribute to overall organizational performance. These theoretical applications offer valuable insights for further research and provide a solid foundation for developing more nuanced theories related to training, job satisfaction, and employee performance.

Conclusion

This study explores the impact of Training and Development (TD) programs on Job Satisfaction (JOS) and Employee Performance (EP) within private commercial banks in South Sudan, revealing several significant findings. The results indicate that effective TD programs significantly enhance job satisfaction, which in turn positively affects employee performance. The empirical evidence underscores the critical role of TD in improving both job satisfaction and performance outcomes, highlighting the importance of well-structured training initiatives in achieving organizational goals. The study's theoretical framework, integrating TD, JOS, and EP, provides a comprehensive understanding of how these constructs interact. By employing Covariance-Based Structural Equation Modeling (CB-SEM), the research demonstrates that job satisfaction acts as a crucial mediator in the relationship between training and employee performance. This mediation effect emphasizes the value of job satisfaction in amplifying the benefits of TD programs. Practically, the findings offer actionable insights for managers and organizations, emphasizing the need for continuous investment in employee training to enhance job satisfaction and, consequently, performance. The study also contributes to the broader theoretical discourse by refining existing models and theories related to employee training, motivation, and organizational behavior. Overall, the study confirms that effective training and development initiatives are vital for improving employee outcomes in the banking sector. By fostering job satisfaction through targeted training programs, organizations can achieve better performance levels and enhance their competitive advantage in the industry.

Limitations and Future Research Directions

Despite its contributions, the study has several limitations that should be acknowledged. The research is confined to private commercial banks in South Sudan, which may limit the generalizability of the findings to other sectors or regions. The study's cross-sectional design also restricts the ability to make causal inferences about the relationships between TD, JOS, and EP. Longitudinal studies could provide a more comprehensive understanding of these dynamics over time. Additionally, the study relies on self-reported data from employees, which may introduce biases such as social desirability or response bias. Future research could benefit from incorporating multiple data sources, including managerial assessments and objective performance metrics, to validate the findings. Another limitation is the focus on only three constructs (TD, JOS, and EP), which might overlook other relevant factors influencing employee outcomes. Future studies could explore additional variables, such as organizational culture, leadership styles, and work-life balance, to provide a more holistic view of employee performance. Moreover, the study's use of a non-probability purposive sampling technique may affect the representativeness of the sample. Researchers could consider employing probability sampling methods in future studies to enhance the generalizability of the results. Future research should also investigate the impact of specific types of TD programs on different aspects of job satisfaction and performance. Examining the effectiveness of various training methods, such as on-the-job training versus formal education, could offer deeper insights into optimizing TD initiatives. Finally, expanding the research to include other sectors or geographical regions could provide a broader perspective on the applicability of the findings. Comparative studies across different industries or countries could reveal variations in the effectiveness of TD programs and their impact on job satisfaction and performance. In summary, while the study provides valuable insights into the relationships between training, job satisfaction, and performance, addressing these limitations and exploring additional research avenues will contribute to a more nuanced understanding of these dynamics.

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