

Training Satisfaction and Perceived Organizational Performance: The Parallel Mediating Roles of Work Engagement and Job Satisfaction

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Abstract: This study examines whether work engagement and job satisfaction jointly mediate the association between training satisfaction and perceived organizational performance. A cross-sectional online survey was conducted among 226 employees who had participated in training programs at an Indonesian life insurance company. The data were analyzed using partial least squares structural equation modeling. All reflective constructs demonstrated satisfactory reliability, convergent validity, and discriminant validity. Full-collinearity VIFs ranged from 2.346 to 3.156, suggesting no severe common-method collinearity, and Stone-Geisser Q^2 values for the endogenous constructs were positive (.359-.587). Training satisfaction was positively associated with perceived organizational performance ($\beta = .367, p < .001$), work engagement ($\beta = .658, p < .001$), and job satisfaction ($\beta = .712, p < .001$). Work engagement ($\beta = .280, p < .001$) and job satisfaction ($\beta = .282, p < .001$) were each positively associated with perceived organizational performance. The indirect effects through work engagement ($\beta = .184, 95\% \text{ CI } [.092, .284]$) and job satisfaction ($\beta = .201, 95\% \text{ CI } [.118, .293]$) were significant, while their difference was not ($\Delta\beta = .017, p = .820$). The direct effect remained significant, indicating complementary partial mediation. The model explained 68.3% of the variance in perceived organizational performance. The findings show that the parallel mediation pattern extends to a service-intensive Indonesian life-insurance context and support evaluating training through relevance, delivery quality, work engagement, and job satisfaction.

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INTRODUCTION

Employee capability is central to service delivery, customer relationship management, and operational reliability in life insurance. Training and development are therefore strategic human resource investments rather than administrative activities. Recent evidence links training and development with work performance and productivity (Hosen et al., 2024; Salah, 2016). However, training availability alone does not guarantee beneficial outcomes; employees must perceive the learning experience as relevant, understandable, well delivered, and useful for their responsibilities.

Training satisfaction captures this evaluative reaction to the learning experience. It reflects employees' assessments of content relevance, delivery quality, instructor capability, supervision, feedback, and overall usefulness. Studies in organizational and professional-training settings show that these features shape participants' satisfaction and willingness to use what they have learned

(Alshahrani et al., 2026; Arkoudis et al., 2025; Memon et al., 2016). Thus, training satisfaction provides a more informative indicator than participation or completion alone.

Work engagement and job satisfaction are two plausible mechanisms connecting training satisfaction with perceived organizational performance. Work engagement is a positive work-related state characterized by vigor, dedication, and absorption (Schaufeli et al., 2002), while job satisfaction reflects a favorable evaluation of work and its conditions. Developmental resources can promote engagement and positive work outcomes (Bakker & Demerouti, 2017; Mazzetti et al., 2023), and human resource development practices can support performance through job satisfaction (Keltu, 2024).

The proposed relationships can be explained through complementary perspectives. Expectancy-based reasoning suggests that employees are more motivated when they believe acquired capabilities will improve performance and lead to valued outcomes (Amali et al., 2023). Human capital reasoning treats training as an investment that develops productive knowledge and skills (Hosen et al., 2024). Social exchange theory further suggests that employees may reciprocate valuable organizational support through positive attitudes and contributions (Abarashi & Edirisingha, 2025; Cropanzano & Mitchell, 2005). Together with the job demands-resources perspective, these arguments support a parallel-mediation model.

Empirically, training satisfaction has been associated with work engagement (Memon et al., 2016), while recent PLS-SEM evidence links training satisfaction with work engagement, job satisfaction, and organizational performance in a single model (Nabi et al., 2025). Engaged and satisfied employees are more likely to invest sustained energy in their work and evaluate organizational effectiveness, productivity, service quality, competitiveness, and performance growth more favorably.

Accordingly, this study tests seven hypotheses: training satisfaction is positively associated with perceived organizational performance (H1), work engagement (H2), and job satisfaction (H3); work engagement (H4) and job satisfaction (H5) are positively associated with perceived organizational performance; and work engagement (H6) and job satisfaction (H7) mediate the association between training satisfaction and perceived organizational performance.

The study is a contextual replication of the parallel-mediation model examined by Nabi et al. (2025), but its contribution is more specific than a simple replication. It tests whether the same motivational and attitudinal mechanisms generalize to Indonesian life insurance, a service-intensive financial setting in which employee capability directly shapes service delivery, customer relationships, and operational reliability. Rather than treating organizational performance as an objective financial outcome, this study examines perceived organizational performance through effectiveness, productivity, service quality, competitiveness, and performance growth (Venkatraman & Ramanujam, 1986). The contribution is therefore evidence about the contextual robustness of the model and the joint relevance of work engagement and job satisfaction in translating employees' evaluations of training into perceived organizational outcomes.

RESEARCH METHOD

Research design, setting, and participants

This quantitative study used a cross-sectional survey design and was conducted at PT MSIG Life Insurance Indonesia between November 2025 and May 2026. The target population comprised 474

employees. Probability sampling using a simple random sampling approach was applied, and the Slovin formula with a 5% error tolerance indicated a minimum sample of 217 respondents. The questionnaire was distributed online using Google Forms to eligible employees, and the final analytical sample consisted of 226 employees who had participated in company training programs. These 226 usable responses represented 47.7% of the 474-person target population. Because the distribution record did not retain the exact number of survey invitations delivered, an invitation-based response rate cannot be reconstructed and the 47.7% figure should be interpreted as population coverage rather than a conventional response rate.

The questionnaire used a five-point Likert response format ranging from 1 (strongly disagree) to 5 (strongly agree). The analysis is based on employees' perceptions. Accordingly, the dependent construct is referred to throughout this article as perceived organizational performance rather than as an objective financial or operational performance measure.

Measures

All constructs were modeled reflectively. Item wording was adapted to the organizational context while retaining the conceptual domains specified in the thesis instrument. Table 1 summarizes the retained indicators and the literature underpinning each construct.

Table 1. Construct Operationalization and Retained Indicators

Construct	Operational focus	Retained items	Key literature
Training satisfaction	Evaluation of training content, delivery, instructor capability, job relevance, and overall satisfaction	5	Memon et al. (2016); Arkoudis et al. (2025); Alshahrani et al. (2026)
Work engagement	Vigor, dedication, and absorption in work	5	Schaufeli et al. (2002); Bakker & Demerouti (2017)
Job satisfaction	Satisfaction with work, work-life balance, security, compensation, development opportunities, and work relationships	5	Keltu (2024); Nabi et al. (2025)
Perceived organizational performance	Perceived effectiveness, productivity, service quality, competitiveness, and performance growth	5	Venkatraman & Ramanujam (1986); Nabi et al. (2025)

Note. The work engagement instrument initially contained six items. WE6 ('I find it difficult to detach myself from the work I am doing') showed the weakest consistency with the other work-engagement items in a sensitivity check; excluding it marginally improved internal consistency and yielded a more parsimonious five-item block. WE6 was therefore omitted from the final PLS-SEM specification as a measurement-model refinement, not because the item was considered substantively invalid.

Ethics and confidentiality

The study was non-interventional; the researcher did not assign treatments to respondents. No separate institutional ethical-clearance number or retained signed/checkbox informed-consent record was available in the study documentation. For analysis, respondent-level data were anonymized: names, email addresses, and timestamps were excluded from the tabulated dataset. The revised article therefore reports the confidentiality procedure and the absence of a formal clearance/consent record

transparently rather than claiming an approval identifier or consent documentation that is not supported by the research files.

Data analysis

Partial least squares structural equation modeling (PLS-SEM) was conducted using SmartPLS. PLS-SEM is appropriate for simultaneously estimating relationships among latent constructs and indirect effects (Hair et al., 2019). The measurement model was assessed through outer loadings, Cronbach's alpha, rho_A, composite reliability, average variance extracted (AVE), and the heterotrait-monotrait ratio (HTMT). Because all substantive constructs were measured from the same respondents in a single survey, common method bias was assessed using the full-collinearity VIF approach (Kock, 2015). The structural model was evaluated using inner VIFs, standardized path coefficients, bootstrapping t-statistics and percentile confidence intervals, R^2 , adjusted R^2 , f^2 , Stone-Geisser Q^2 , SRMR, and NFI. Direct and indirect effects were considered statistically significant when $p < .05$ and their 95% bootstrap confidence intervals did not include zero. The difference between the two specific indirect effects was additionally evaluated using a 5,000-resample bootstrap contrast.

RESULTS AND DISCUSSION

Respondent profile

The sample was balanced by gender, with 111 male respondents (49.1%) and 115 female respondents (50.9%). The largest age group was 25-30 years (31.4%), and 46.9% of participants had worked at the company for more than five years. This tenure profile indicates that many respondents had sufficient organizational experience to assess the training programs and work environment. The original questionnaire collected gender, age, and tenure only; education level and organizational position were not included in the instrument and therefore cannot be reported retrospectively.

Table 2. Respondent Profile (N = 226)

Characteristic	Category	n	%
Gender	Male	111	49.1
	Female	115	50.9
Age	< 25 years	43	19.0
	25-30 years	71	31.4
	31-35 years	40	17.7
	36-40 years	42	18.6
	> 40 years	22	9.7
	Not reported	8	3.6
Tenure	< 1 year	22	9.7
	1-3 years	49	21.7
	3-5 years	46	20.4
	> 5 years	106	46.9
	Not reported	3	1.3

Note. Percentages may not equal 100 because nonresponses are presented separately for age and tenure. Education level and organizational position were not collected in the original questionnaire and are therefore unavailable for retrospective reporting.

Measurement model

All retained indicators exceeded the recommended loading threshold of .70. Cronbach's alpha, rho_A, and composite reliability exceeded .90 across all constructs, while AVE values ranged from .765 to .860. These results support internal consistency and convergent validity (Table 3). Full-collinearity VIFs were 2.715 for training satisfaction, 2.346 for work engagement, 2.661 for job satisfaction, and 3.156 for perceived organizational performance. All values were below the 3.3 criterion, indicating that common-method collinearity was not severe in the model (Kock, 2015).

Table 3. Reliability and Convergent Validity

Construct	Items	Loading range	Cronbach's α	rho_A	CR	AVE
Training satisfaction	5	.866-.884	.923	.923	.942	.765
Work engagement	5	.906-.920	.949	.949	.961	.830
Job satisfaction	5	.902-.921	.950	.951	.961	.833
Perceived organizational performance	5	.923-.931	.959	.959	.968	.860

Note. CR = composite reliability; AVE = average variance extracted.

Discriminant validity was established because all HTMT ratios were below .90. The largest HTMT value was .799 for training satisfaction and perceived organizational performance (Table 4).

Table 4. Heterotrait-Monotrait Ratio (HTMT)

Construct	1	2	3	4
1. Training satisfaction	-			
2. Work engagement	.703	-		
3. Job satisfaction	.759	.715	-	
4. Perceived organizational performance	.799	.747	.768	-

Note. All HTMT values were below the .90 criterion.

Structural model and hypothesis testing

Inner VIF values ranged from 1.000 to 2.410, indicating no critical structural collinearity concern. The model explained 43.3% of the variance in work engagement ($R^2 = .433$; adjusted $R^2 = .431$), 50.6% in job satisfaction ($R^2 = .506$; adjusted $R^2 = .504$), and 68.3% in perceived organizational performance ($R^2 = .683$; adjusted $R^2 = .679$). Stone-Geisser Q^2 values were .359 for work engagement, .421 for job satisfaction, and .587 for perceived organizational performance; all values were above zero, supporting predictive relevance. Approximate model fit was acceptable (SRMR = .071; NFI = .945). Training satisfaction had large effect sizes for job satisfaction ($f^2 = 1.026$) and work engagement ($f^2 = .764$), a medium effect size for perceived organizational performance ($f^2 = .186$), and the effects of work engagement ($f^2 = .118$) and job satisfaction ($f^2 = .104$) on perceived organizational performance were small.

Table 5. Structural Model Results and Hypothesis Testing

Hyp.	Relationship	β	95% CI	t	p	f^2	Decision
H1	TS $\rightarrow$ POP	.367	[.228, .497]	5.351	< .001	.186	Supported
H2	TS $\rightarrow$ WE	.658	[.579, .727]	17.364	< .001	.764	Supported
H3	TS $\rightarrow$ JS	.712	[.635, .776]	19.720	< .001	1.026	Supported
H4	WE $\rightarrow$ POP	.280	[.144, .416]	4.071	< .001	.118	Supported

H5	JS → POP	.282	[.168, .403]	4.686	< .001	.104	Supported
H6	TS → WE → POP	.184	[.092, .284]	3.767	< .001	-	Supported
H7	TS → JS → POP	.201	[.118, .293]	4.512	< .001	-	Supported

Note. TS = training satisfaction; WE = work engagement; JS = job satisfaction; POP = perceived organizational performance. β = standardized path coefficient. CI = percentile bootstrap 95% confidence interval. f^2 is reported for direct effects only.

A formal bootstrap contrast of the two specific indirect effects yielded $\Delta\beta = .017$ (job satisfaction pathway minus work engagement pathway), with a 95% percentile bootstrap confidence interval of [- .131, .159] and $p = .820$. Thus, although both indirect effects were significant individually, their magnitudes did not differ statistically.

Discussion

All proposed relationships were supported. First, training satisfaction was positively associated with perceived organizational performance. Employees who perceived training as relevant, understandable, well delivered, and beneficial also tended to rate organizational effectiveness, productivity, service quality, competitiveness, and performance growth more favorably. This pattern aligns with evidence that training and development can strengthen work performance and productivity (Hosen et al., 2024; Salah, 2016) and with recent findings linking training satisfaction to organizational performance (Nabi et al., 2025).

Second, training satisfaction had particularly strong associations with job satisfaction and work engagement. The effect on job satisfaction was slightly larger than the effect on work engagement, although the present study did not formally test the difference between these coefficients. One interpretation is that employees experience effective training not only as a technical intervention but also as evidence of organizational investment and support. This interpretation is consistent with expectancy, human capital, and social exchange reasoning (Abarashi & Edirisingha, 2025; Amali et al., 2023; Cropanzano & Mitchell, 2005), as well as prior evidence connecting training satisfaction with engagement and job satisfaction (Keltu, 2024; Memon et al., 2016; Nabi et al., 2025).

Third, both work engagement and job satisfaction were positively associated with perceived organizational performance. The findings are consistent with the JD-R motivational process, in which developmental and job resources foster engagement and beneficial outcomes (Bakker & Demerouti, 2017), and with meta-analytic evidence linking work engagement to positive work attitudes and outcomes (Mazzetti et al., 2023). They also reinforce evidence that job satisfaction can transmit the effects of human resource development practices to performance (Keltu, 2024).

Finally, both indirect effects were significant while the direct path from training satisfaction to perceived organizational performance remained significant. This pattern supports complementary partial mediation: training satisfaction is associated with perceived organizational performance partly through the motivational pathway of work engagement and the attitudinal pathway of job satisfaction, but it also retains a direct association. The indirect effect through job satisfaction ($\beta = .201$) was numerically larger than the indirect effect through work engagement ($\beta = .184$). However, the formal bootstrap contrast showed that the difference was not statistically significant ($\Delta\beta = .017$, 95% CI [- .131, .159], $p = .820$). The evidence therefore supports two parallel mediating mechanisms without establishing one pathway as stronger than the other.

Theoretical implications

The study contributes by clarifying what is added by the Indonesian life-insurance context. It does not propose a new causal architecture; instead, it shows that the parallel-mediation pattern reported in prior work can be reproduced in a service-intensive financial organization where training quality is closely tied to employees' ability to deliver reliable service and maintain customer-facing performance. The results indicate that training satisfaction is not merely a reaction-level outcome; it is a proximal employee experience associated with competence-related expectations, reciprocal responses to organizational support, work engagement, job satisfaction, and perceived organizational performance. By operationalizing the outcome as perceived effectiveness, productivity, service quality, competitiveness, and performance growth, the study extends evidence from other industries (Memon et al., 2016; Nabi et al., 2025) to an underexamined Indonesian life-insurance setting while showing that the engagement and satisfaction pathways are statistically comparable in magnitude.

Practical implications

For practitioners, the results suggest that training should be managed as an integrated employee-experience process. First, managers should use periodic training-needs analysis to align content with current role requirements. Second, training evaluation should include employees' feedback on material relevance, delivery method, instructor capability, and overall usefulness, rather than relying only on attendance or completion. Third, post-training reinforcement through coaching, practical assignments, manager follow-up, and feedback can help employees apply learning to their work.

The study also indicates that training dashboards can include leading employee indicators, such as training satisfaction, work engagement, and job satisfaction, alongside immediate learning measures. This broader evaluation approach may help organizations identify whether training is generating the employee conditions that are associated with stronger perceived organizational performance.

Limitations and future research

Several limitations should guide interpretation. First, the cross-sectional design supports associations but does not establish definitive causality or temporal order. Longitudinal or multiwave designs could examine whether training satisfaction precedes changes in engagement, job satisfaction, and performance perceptions. Second, data for all constructs were collected from employees in one organization and relied on self-report measures. Although the full-collinearity assessment did not indicate severe common-method collinearity, future studies should combine employee surveys with objective indicators, supervisor ratings, customer metrics, or financial data. Third, the single-company setting constrains generalizability; replication across multiple insurance companies and other service sectors would strengthen external validity. Fourth, education level and organizational position were not collected in the original questionnaire, limiting the demographic detail that can be reported or used for subgroup analysis. Fifth, the survey distribution log did not retain the exact number of invitations delivered, so an invitation-based response rate cannot be reconstructed, and no separate institutional ethical-clearance number or retained informed-consent record was available in the study documentation. These documentation limitations are reported transparently and should be addressed prospectively in future data collection. Future research could also examine boundary conditions such as leadership support, organizational culture, learning transfer, and perceived organizational support.

CONCLUSION

This study concludes that training satisfaction has a positive and significant association with perceived organizational performance among employees of PT MSIG Life Insurance Indonesia. The findings demonstrate that training programs perceived as relevant, understandable, well delivered, and beneficial for employees' responsibilities not only enhance perceptions of organizational effectiveness, productivity, service quality, competitiveness, and performance growth, but also strengthen positive employee attitudes and work-related conditions. The results further confirm that work engagement and job satisfaction function as important mechanisms that explain how training satisfaction contributes to improved perceived organizational performance.

These findings indicate that organizations should not merely provide training opportunities but should focus on managing training as an integrated employee development experience. Effective training requires alignment between learning content and job requirements, qualified instructors, appropriate delivery methods, and continuous post-training support to facilitate knowledge application in the workplace. Both work engagement and job satisfaction demonstrated significant mediating effects, while the direct relationship between training satisfaction and perceived organizational performance remained significant, indicating a complementary partial mediation model. Although the indirect effect through job satisfaction was numerically higher than through work engagement, the difference was not statistically significant, suggesting that both pathways contribute comparably to translating training experiences into organizational performance perceptions. Therefore, strategic investment in high-quality training experiences can serve as an important approach for organizations to enhance employee engagement, job satisfaction, and sustainable organizational performance.

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