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The Mediation Effect of Work Motivation on the Relationship Between Training Opportunities and Job Performance: A Lesson from Employees in Manufacturing Firms in Tanzania

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Abstract

In any organization, the quality of its human resources (employees) and the effectiveness of its training programmes in upgrading skills and knowledge of human resources are key to performance. Increased business competition has resulted in consumers demanding quality products and services. This has forced organizations to focus on the competence of their employees to meet customer demands to improve business performance. The objective of this study is to examine the mediation effect of work motivation in training opportunities and employee job performance relationship. The survey used a sample size of 139 employees from a manufacturing company in Tanzania to study this relationship. SmartPLS4 was used to analyse the data collected. The finding of the main effect indicates that training opportunities significantly influences employee job performance. The findings on the mediation effect show that work motivation fully mediates the nexus of training opportunities and job performance. Theoretically, the findings provide additional evidence that work motivation mediates the nexus between perceived training opportunity and job performance; while practically, an effective training programme improves employees' working skills, knowledge, experience, and attitude for better job performance. Thus, employee work motivation largely leads to positive outcomes on employee job performance.

Keywords: *training opportunities, work motivation, employee job performance*

1. Introduction

Human resources are critical to any organization; and the survival of an organization is determined by the performance of its employees (Phuong, 2025). Organizations need to improve employees by exposing them to relevant training programmes to enable them acquire skills and knowledge so as to raise their work performance (ibid.). Improved skills and competence of employees provide an excellent source of competitive advantage to organizations (McKinsey, 2006); hence organizations need to establish efficient training programmes to improve the skills and competence of their workforce. Several businesses undertake training investments to help staff become more skilled and capable of overcoming new obstacles and uncertainties (Beardwell & Thompson, 2017). Employee training refers to exposing them to programmes designed to provide new skills,

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knowledge, experience, and attitude to improve individual competencies; or to develop opportunities like transfers and promotions of employees in the future (Phuong et al., 2025). Moreover, training helps employees work under minimum supervision, manage fear in decision-making, control workplace stress, manage conflicts, attempt new tasks, and improve leadership skills (Karthik, 2012).

Sadaf et al. (2014), among others, advance that managers should design training programmes that are based on the strategic objectives of their organizations to develop the relevant skills and competencies of employees. Such programmes should align employee-specific objectives with the objectives of the organization. This is done by carrying out job analyses of employees where the requirements of current tasks are identified, as well as the specific training needs of employees. Although the extant literature offers sufficient evidence on the viable training opportunities–job performance nexus, there are limited studies examining the relationship between training and employee job performance when motivation is a mediating factor (Worlu, 2017). This is important because the success of any training programme is influenced by employees being motivated and owning the programme, which contributes to effective employee job performance.

Employee motivation, a key aspect of organizational behaviour, has both theoretical and practical significance. According to Maslow, motivation reflects an employee's drive to reach one's full potential, which also fuels workplace learning (Kanyesiga & Bazinzi, 2015). Training programs can influence employee motivation and job performance both directly and indirectly (Phuong et al., 2025). When employees perceive training as a valuable opportunity, they feel motivated to perform better (Amir & Amen, 2013). Such appreciation enhances their commitment, work attitude, competence, and overall performance by revitalizing their internal drive (Guan & Frenkel, 2018). Therefore, effective training plays a crucial role in boosting both motivation and job performance.

Due to globalization and technological changes, companies are facing competition (Tai, 2006). However, globalization and technological advances have increased customer awareness and demand for quality products and services at relatively fair prices (Ballot et al., 2006). This means that globalization and technological developments have brought a need for organizations to upgrade the skills and competencies of employees required to perform their tasks well to meet customer demands. Any company not ready to invest in employee training is likely to either exit the market, or struggle for survival (Naong, 2014). Therefore, companies aiming at obtaining competitive advantages invest in employee training programmes to improve employee skills, knowledge, experience, attitude, and competence to increase their respective job performances (Ballot et al., 2006).

In Tanzania, changes in globalization and technological advancement are not exceptional, yet some companies still perceive employee training as a luxury without knowing its contribution in improving employee job performance

(Phuong, 2025). In work organizations, employees are trained to increase their capabilities in production. Training in the manufacturing industry prepares employees to assume high responsibilities, as well as to advance their careers and promotions (Guan & Frenkel, 2018). After training, learnt employees expect advancement in career and promotions, but advancements are limited in most organizations, especially in the private sector in Tanzania (Naong, 2014). This situation is likely to affect employee job performance, ultimately affecting the overall attainment of organizational objectives.

Although existing literature (Amir & Amen, 2013; Ballot et al., 2006; Guan & Frenkel, 2018; Githinji, 2014; Kasingu, 2018; Naong, 2014; Sadaf et al., 2014; Kanyesiga & Bazinzi, 2015) has explored the relationship between training and job performance, limited research has examined the mediating role of work motivation in this relationship. Motivation is closely linked to training, as training can enhance employees' enthusiasm and act as a motivational tool (Phuong, 2025). This study investigates how work motivation mediates the relationship between training and job performance. It contributes to the AMO (ability, motivation, and opportunity) theory by clarifying how motivation links training to improved employee performance. Practically, the study offers guidance for managers to design effective training programs that equip employees with essential skills, knowledge, and attitudes to enhance job performance beyond routine expectations (Brinkerhoff, 2006).

2. Theoretical Background and Review Literature

Literature on employee performance uphold that having the right skills, knowledge, experience, attitude, and competence leads to high job performance (Saraih et al., 2021). Employee performance means the ability of employees to enable an organization to attain its objectives while performing their respective assigned duties (Phuong, 2025). Employees are motivated to do their tasks when they feel that they have the right skills, knowledge, experience, attitude, and competence to perform their jobs. The skills, knowledge, experience, attitude and competence are obtained from training programmes offered by their organizations (ibid.). Organizations that recognize the importance of training, enable their managers to design effective training programmes that improve employee work motivation, as well as job performance (Kasingu, 2018). Likewise, organizations that take knowledge as a source of competitive advantage have a system to ensure a continuous learning of their employees (Ballot et al., 2006) that is done through training. Tai (2006) pointed out that well-trained employees can achieve superior job performance, which leads to achieving competitive advantages in the market. Training is vital to upgrade employee skills, knowledge, experience, attitude, and competence to do their jobs well.

Training is a planned intervention aimed at improving elements of employee job performance (Chiaburu & Tekleab, 2005). Therefore, training focuses on

improving the skills, knowledge, experience, and attitude of employees to achieve overall organizational goals. An effective training programme reduces employee demotivation and frustrations, and increases motivation to work (Chen et al., 2004). According to Rowden and Conine (2005), training is a tool to improve employee job performance. Trained employees are motivated to work, and can help meet customer demands (Tsai, 2007).

The AMO theory offers a valuable framework for understanding how training influences job performance, particularly when moderated by motivation (Hutchinson et al., 2013). The theory posits that employees' ability, motivation, and opportunity are key drivers of work performance (Guerci et al., 2013). Organizations enhance employee abilities through recruitment and training. While recruitment ensures the selection of candidates with the right skills and knowledge, training further develops the skills, knowledge, experience, and attitudes of current employees. Together, effective recruitment and training improve employee performance, boost morale, support retention, and improves employees' turnover (Jiang et al., 2012).

Organizations use reward systems to stimulate employee motivation and performance. Motivated employees demonstrate a lot of effort in performing their jobs; and this happens when employees are duly rewarded (Jiang, et al., 2012). Also, for employees to perform better, there should be a working environment that gives them opportunities to increase their performance. Such opportunities include the delegation of authority, increased responsibilities, and chances for career advancement (Guerci et al., 2013). Therefore, training provides a platform for employees to increase their abilities, work motivation, and opportunities to perform their tasks more efficiently.

In addition to the AMO theory, Maslow's hierarchy of needs theory provides a framework for understanding the needs of employees, and the order under which these needs are satisfied (Budria & Pereira, 2007). The theory outlines five hierarchical needs: physiological, safety, needs for love/affection and belongingness, esteem, and self-actualization (Gupta, 2009). According to the theory, one does not satisfy the second need until the first need has been satisfied, and so forth. The implication of Maslow's hierarchy of needs theory of motivation is that organizational benefits play an important role in stimulating the performance of employees. These benefits, among other things, include employees' training or allocation to attend specialized training. Training encourages employees to try new tasks, solve job-related problems, and advance their careers.

Several empirical studies—e.g., by Kasunga (2018), Twumasi (2018), Saraih et al. (2021), and Guan and Frenkel (2018)—have shown that there is a link between training and job performance, yet few have assessed the mediation effect of motivation on the link between employee training and job performance (Boselie et al., 2005; Kraiger & Ford, 2007). Even though earlier findings have shown a positive relationship between training and job performance (Morin &

Renaud, 2004; Sonia, 2004; Mark et al., 2008; Nader & Shahroz, 2011), none have examined if work motivation strengthens this relationship. Some studies suggest that employee job performance is an antecedent of training and motivation (Guest et al., 2003; Wright et al., 2005); thus, an alternative way to understand the relationship between training and job performance is to examine employee work motivation as a mediator.

Human resources management (HRM) best practices indicate that employee training opportunities increase skills, knowledge, experience, attitude, and competence, hence leading to superior job performance (Armstrong, 2009). Specifically, when an organization meets employee training needs, the employees will apply the acquired skills, knowledge, experience, attitude, and competence to improve job performance. Sonia, (2004) studied the training-job performance nexus in the Latin American health sector using an experimental study design. With a control group of 71 managers who did not attend the five-day training, he found that managers who did not attend the training programme had poorer job performance than managers who attended the training programme. Similarly, Mark et al. (2008) studied the impact of undulation training and firefighter job performance in the US using the experiment method, with a sample size of 7 participants, and found a significant relationship between training and job performance. Unlike these studies that used the experiment method, this study employed the survey method to examine the issue. The benefit of the survey method is the possibility of obtaining a large sample size that will strengthen the statistical power of the results, and hence give a good indication of the generalization of the results within manufacturing companies in Tanzania.

Furthermore, Morin and Renaud (2004) studied the impact of corporate university training on job performance of Canadian financial employees. Using data sets from computerized personnel files of the Canadian financial institutions, they did not find a significant effect on corporate university training and job performance for the employees. Unlike Morin and Renaud (2004), who used secondary data from computerized personnel files, this study uses primary data. The use of primary data focuses objectively on the research question, which might improve the small relationship reported by Morin and Renaud, (ibid.).

Based on the weak or small relationship presented in the literature on the relationship under study, and the small sample size used by experimental studies to examine this relationship, this study aims to fill in the gap by increasing the sample size of the study, and by using the survey method. The use of a large sample size validates the study findings (Spector, 2006), giving results that have more validation of generalization. Based on this literature, hypothesis one is presented as:

H1: There is a positive relationship between employee training and employee job performance.

Motivation is a psychological process that pushes and directs an employee's action towards achieving organizational goals (Kreitner & Kinicki, 2004). In other words, motivation is a voluntary force coming from within an employee that determines the behaviour to influence one's performance. In the context of training and development, recent research has suggested the need to examine how motivation influences employee willingness to work; and how training affects motivation (Chen & Klimosko, 2007; Kraiger & Ford, 2007; Kasingu, 2018; Saraih et al., 2021; Putra & Ali, 2022). In this regard, this study looked at how training opportunities affect work motivation. It has been pointed out that opportunities for employee training lead to a high level of individual employee fulfilment (Roca & Garner, 2008; Putra & Ali, 2022). More precisely, upgrading skills and knowledge can lead to satisfaction when employees seek challenging jobs to optimize their skills and knowledge. When employees perceive the importance of training opportunities, they are likely to accept training as an opportunity rather than as a punishment, which would improve job performance. Gagne and Deci (2005), Guan and Frenkel (2018) and Saraih et al. (2021) show that intrinsic motivation significantly influences job performance. This indicates that motivation can mediate the relationship between training opportunities and employee performance. Accordingly, training opportunities are predicted to have a positive relationship with work motivation.

Gagne and Deci (2005) studied the self-determination theory and work motivation in enhancing workplace motivation and performance. Using extrinsic motivation and intrinsic motivation, they found that work motivation has a positive impact on job performance. This study establishes the self-determination theory (SDT) as a comprehensive and empirically supported framework for understanding work motivation; emphasizing the importance of autonomous motivation. Comprising both intrinsic motivation and internalized extrinsic motivation, the study has predicted positive workplace outcomes; such as job satisfaction, performance, commitment, and well-being. By integrating concepts such as autonomy, competence, and relatedness, SDT provides insights that challenge traditional views that focus primarily on the quantity rather than the quality of motivation. However, a notable limitation of the study is the relatively limited application of its propositions within organizational settings, as much of the supporting evidence derived from educational, health, and experimental contexts. This presents an opportunity for current research to rigorously test these propositions in diverse workplace environments, particularly to explore how work motivation influences the relationship between training and employee job performance. (Gagne & Deci, 2005; Putra & Ali, 2022).

Anders and Bard (2008) studied the relationship between training opportunities, work motivation, and job performance. Using a cross-sectional survey with a sample size of 343 (from 400) organizations, they found that the training opportunity-job performance relation is fully mediated by motivation.

However, the predictor used, which is training, had a 13% explanatory power of the relationship, which is relatively low. This study expects a higher predictive power; thus, the following hypothesis was formulated:

H2: Work motivation mediates the relationship between training opportunities and employee job performance.

3. Research Model and Study Methodology

3.1 Research Model

Based on the AMO theory, empirical literature and the hypotheses formulated, Figure 1 presents the research framework of this study.

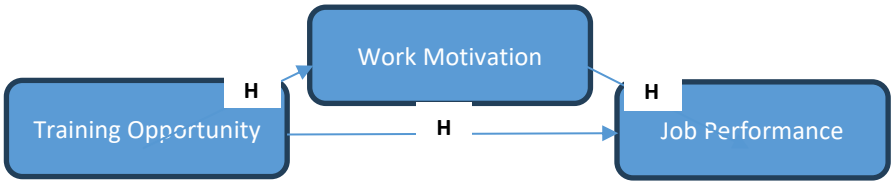

Figure 1: The Research Framework
Source: Developed from literature review (2024)

3.2 Study Methodology

3.2.1 Data Source, Sample Size

The study examined employee job performance in the manufacturing sector in Tanzania. The manufacturing sector is pivotal to national development, especially in realizing Tanzania's Vision 2025 regarding industrialization. Assessing employee job performance helps gauge the sector's efficiency and productivity, and hence its contribution to overall economic growth.

The study used a purposive sampling technique to draw the sample size. Purposive sampling allows researchers to focus on a specific population that is most relevant to the research question; and in this case in measuring the influence of perceived training on job performance as mediated by work motivation (Creswell & Creswell, 2017). Data was collected from manufacturing companies in Dar es Salaam using a questionnaire. Dar es Salaam has more than 80% of all industries in Tanzania (Mwansasu, 2025), so drawing a sample from the manufacturing sector in Dar es Salaam gives representative data of all manufacturing companies in Tanzania.

A total of 200 questionnaires were sent to employees of the selected manufacturing companies in Dar es Salaam. Before sending the questionnaires, pre-validation was done on two companies. The questionnaires were subsequently revised to improve the contents. Out of the 200 questionnaires sent, 142 were returned, which is a response rate of 71%; and sufficient for data analysis (Dillman et al., 2014). To ascertain whether non-respondents had the same

characteristics as late respondents (Lages et al., 2008), the study compared all the mean differences of the nominal variables between early responses and late responses. There were no significant differences found (Creswell, 2014).

3.2.2 Measurement

The questionnaires emailed to the respondents contained four sections. The first three sections asked questions intended to collect information on training, motivation, and performance. The fourth section asked about the demographic and descriptive statistics of the respondents. Each section had questions on a five-point Likert scale. Table 1 provides more details of the items used.

Table 1: Items Measuring Training Opportunities, Work Motivation and Job Performance

Item	Description	Reference
Perceived Training Opportunity		
QT1	The training offered is individually adjusted to my personal goals	Chiaburu &
QT2	Training provides chances to learn new skills and knowledge	Tekleab (2005)
QT3	Training offers chances for career development	
QT4	I feel confident that training helps to solve job-related problems	
QT5	I received better training previously	
QT6	I received better training in my previous job	
Work Motivation		
QM1	The tasks I do are enjoyable	
QM2	My job is interesting thus motivating me to work	McKinsey (2006)
QM3	The task I do is a driving force in performance	
Job Performance		
QP1	My current performance is better than before the training	
QP2	I always put my best effort on the job than what is expected	Hunter (1996)
QP3	I deliver quality tasks than a colleague with similar qualifications	
QP4	I am able to deal with uncertain and unpredictable work situation	

Source: Research Compilation (2022)

Employee job performance was measured by four items as validated by Hunter (1996). Perceived training opportunity was measured by six items as validated by Chiaburu and Tekleab (2005); while work motivation was measured by three items as validated by McKinsey (2006).

4. Analysis and Interpretation of Findings

4.1 Descriptive Statistics

The mean, standard deviation, and inter-correlation are presented in Table 2. Multicollinearity was checked using collinearity diagnosis before data analysis. The tolerance value was 0.7 (Hair et al., 2017). The correlation results show that training is positively related to employee job performance ($r= 0.22$, $p=0.009< 0.01$) and work motivation ($r= 0.596$, $p=0.000< 0.01$). A positive relationship is

also established between work motivation and employee job performance (r= 0.418, p=0.000< 0.01). Also, there is a significant relationship between age and perceived training opportunity (r= -0.210, p=0.013< 0.05). All the variables have positive direction as hypothesized.

Table 2: Mean, STD, and Pairwise Correlations

Variables	Mean	Std. Dev.	(1)	(2)	(3)	(4)	(5)	(6)
(1) Age	34.22	5.02	1.00					
(2) Gender	1.4	.49	**-0.31***	1.00				
(3) Education	1.99	.61	0.01	-0.11	1.00			
(4) Perceived training	2.56	.95	**-0.21***	-0.03	0.04			
(5) Work motivation	2.39	.98	**-0.16***	0.05	-0.02	**0.60***		
(6) Job performance	2.29	.76	-0.12	**0.19***	-0.00	**0.22***	**0.42***	

4.2 Assessment of the Measurement Model

The study used SmartPLS4 to assess the measurement and structural models. The measurement model assessed the reliability of the indicators (using indicator items outer loading). Further, the internal consistency reliability was tested using Cronbach alpha and composite reliability. The discriminant validity of the constructs was tested using the cross-loading of indicators items; and the convergent validity was tested using the average variance extracted (AVE) formula (Hair et al., 2012). Consistency testing focused on items forming the constructs; and both convergent validity and discriminant validity were used in assessing the construct validity (ibid.).

Indicator reliability was measured by using indicator item outer loading. The rule of thumb is that loading above 0.7 is preferred (ibid.). Except for item QP_B that measures job performance, and which loaded at 0.684 (rounded to 0.7), all other items for all constructs loaded at least at 0.7. Thus, all items were considered to be a good fit as seen in Table 5.

This study used both the Cronbach alpha and composite reliability to evaluate internal consistency reliability. Among the two internal consistency assessment techniques, composite reliability is superior to Cronbach alpha since it tends to preserve the standardized outer loading values of each construct item (Fornell & Larcker, 1981). Table 3 shows that all latent variables in this investigation had Cronbach's alpha and composite reliability values over 0.7, confirming the presence of internal consistency.

Table 3: Construct Reliability and Validity

Main Constructs	Cronbach's Alpha	Composite Reliability	AVE
Perceived training	0.810	0.858	0.628
Work motivation	0.799	0.821	0.616
Job performance	0.772	0.801	0.688

Moreover, the study employed the AVE formula to test the convergent validity. The rule of thumb is that if the AVE is above 0.5, it confirms the existence of convergent validity as proposed by Hair et al. (2017). For this study, as indicated in Table 3, all AVE values for all constructs were above the minimum threshold of 0.5, confirming the existence of convergent validity.

Furthermore, the study used discriminant validity to find out how much each item in one concept differed from other components using the cross-loading of indicator items. All the items utilized in this study for a specific construct were distinct from other items in other constructs because, according to the method of evaluating discriminant validity based on cross-loadings, the cross-loadings of items for one construct were higher than those of the other constructs as shown in Table 4 (Henseler et al., 2015). The study used SmartPLS4 to determine the factor structure and the loadings of the items on their respective variables (Coyle-Shapiro et al., 2004).

Table 4: Cross Loading

	Job Performance	Perceived Training Opportunities	Work Motivation
QM_A	0.606	0.821	0.876
QM_B	0.721	0.685	0.877
QM_C	0.455	0.548	0.726
QP_A	0.827	0.631	0.679
QP_B	0.684	0.304	0.401
QP_C	0.791	0.378	0.390
QP_D	0.857	0.690	0.703
QT_B	0.679	0.764	0.753
QT_C	0.461	0.807	0.594
QT_D	0.259	0.703	0.460
QT_F	0.600	0.858	0.729

Source: Research data, 2022

4.2.1 Assessment of the Inner Structural Model

The model was deemed appropriate for use in the present study based on the results of the external evaluation model. Therefore, to increase acceptability, the inner structural model was evaluated based on its predictive fitness and the degree to which its constructs link to one another. To achieve the objectives of this evaluation, the study analysed collinearity problems, the coefficient of determination (R2), β-values and their corresponding p-values that evaluated the path coefficients, f2 that evaluated effect magnitude, and Q2 that evaluated the predictive significance of the model.

4.2.2 Assessment of Collinearity

The variance inflation factor (VIF) is used to assess the collinearity problem. The VIF values in the study, ranging from 1.361 to 2.622, fall well below the established threshold of 10; indicating an absence of multicollinearity concerns (Hairet al., 2012). Table 5 shows the VIF test results in detail.

Table 5: Assessment of Collinearity Test

Items	VIF
QM_A	1.841
QM_B	1.882
QM_C	1.361
QP_A	1.627
QP_B	1.637
QP_C	2.107
QP_D	1.909
QT_B	1.447
QT_C	2.622
QT_D	2.196
QT_F	1.930

This absence of multicollinearity concerns means that the regression model's estimates for the independent variables—training opportunities and job performance—are robust and not significantly influenced by inter-variable correlations. The low VIF values underscore the reliability of the model, confirming that each predictor makes an independent contribution to explaining variance in job performance, the dependent variable. The inclusion of collinearity diagnostics further demonstrates the methodological rigour of the study, and reinforces the validity of its structural equation modelling approach.

4.2.3 Assessment of Coefficient of Determination

By calculating the overall effect size and variance in the dependent construct for the inner model, the R–squared (goodness of fit) was utilized to evaluate how well the model predicted changes or variations in the dependent construct. This study's R^2 is 0.539, indicating that perceived training accounts for 53.9% of the differences in job performance (Hair et al., 2017).

4.2.4 Estimation of Main Effect Path Coefficients

The β-values, p-values, and T-values were utilized to estimate the main effect route coefficients, and determine the significant level of these path coefficients. T-statistics, p-values, and standardized coefficients were computed using boot-strapping techniques on 5000 subsamples with no sign changes, as Table 6 shows.

Table 6: Path Coefficients, T-statistics and P-values

	Standard Deviation	T Statistics	P Values
Training Opportunities -> Job Performance	0.133	1.771	0.077
Training Opportunities -> Work Motivation	0.030	27.725	0.000
Work Motivation -> Job Performance	0.137	3.857	0.000

Table 6 shows that all the two main effect paths (training opportunities on work motivation, and work motivation on job performance) coefficients were

highly significant at the 1% level. The effect of training opportunities on job performance was insignificant at a 5% level of significance. The three coefficients are positive, implying that perceived training and work motivation influence job performance; while perceived training influences work motivation. A positive relationship between perceived training and work motivation, and between work motivation and job performance is evidence that work motivation can be used as a mediate in this study.

4.2.5 Estimation of Mediating Path Coefficients (β-Values) and p-Values

After adding mediating variables to the main model, the mediating path coefficients were calculated. The mediating path coefficients were estimated using *β*-values and p-values that determined the mediating variables' significance level, the same as the main route coefficients estimations. T-statistics, p-values, and standardized coefficients were computed using bootstrapping techniques on 5000 subsamples with no sign changes, as shown in Table 7.

Table 7: Path Coefficients, T-Statistics and p-Values

	Standard Deviation	T Statistics	P Values
Perceived training -> Work Motivation -> Job Performance	0.118	3.748	0.000

As shown in Table 7, work motivation mediates the perceived training opportunities-job performance relation. This relationship is positive and statistically significant at a 1% significance level. Since the main effect was insignificant, and the mediation effect was significant, this indicates that work motivation fully mediates the training-performance nexus.

5. Discussion and Implications

The study aimed to establish the mediation effect between training opportunities and employee job performance. The findings demonstrate that work motivation mediates the relationship between training opportunities and employee job performance. This implies that work motivation is a psychological force that pushes the action of employee towards attaining better job performance (Kreitner & Kinicki, 2004).

These findings conform to previous research that has examined the relationship between training, motivation, and employee outcome/productivity (Anders & Bard, 2008; Guan & Frenkel, 2018; Kasingu, 2018; Putra & Ali, 2022; Saraih et al., 2021). The current study found a significant positive influence of work motivation on job performance; and that training opportunity is the antecedent of work motivation. When employees are given training, they are expected to improve their job performance. Work motivation acts as a catalyst for employees to demonstrate behaviour that leads to better job performance in an organization.

The study contributes to training and job performance literature by providing additional evidence to the training-opportunity-work and motivation-job performance linkage. This is one of the few studies that have highlighted the importance of work motivation as a mediator to better explain the nexus between training opportunities and job performance. Also, the study contributes to theory by providing additional evidence of work motivation mediating the nexus between training opportunities and employee job performance.

To firm managers, this study helps to underscore the fact that motivated employees demonstrate behaviour that has a value-added impact on job performance. Thus, the level of investment that organizations make in training has an effect on employee job performance. When training opportunities and work motivation are perceived positively, employees can deliver value-added impacts on their job performance. Although it may sound that motivated employees may need less or no training, we suggest that organizations continue to provide training to employees to ensure a continuous improvement of their job performance.

The findings of this study should be interpreted with some limitations. First, the study examined the links between perceived training opportunity, work motivation, and job performance without controlling the content of training, and an evaluation of the reactions of trained employees. When measures of training reaction are assessed in line with levels of employee motivation, this may provide a better explanation of this relationship (Putra & Ali, 2022). Secondly, the sample size used is small, which might undermine the precision of the estimates, hence limiting the widespread generalization of the study findings on the manufacturing industry. Based on these limitations, we suggest that future studies should increase the sample size, while considering many companies in the manufacturing industry.

6. Conclusion

The aim of the study was to investigate the mediation effect of work motivation on the nexus between training opportunities and job performance. Using the survey method, the results indicate that work motivation fully mediates the nexus between training opportunities and job performance. Therefore, effective training programmes primarily lead to positive outcomes in employee performance (Muhammad & Muhammad, 2012). The relevance of training on job performance is drawn by the AMO motivation theory, which presents work motivation as a mediator between training opportunities and employee job performance. Practically, an effective training programme improves employee work skills, knowledge, experience, attitude, and competence: all boosting better work performance. Training is more beneficial when employees can apply the acquired skills, knowledge, experience, attitude, and competence in the execution of their daily tasks. This study has given a new insight into the relationship between perceived training opportunity, work motivation, and employee job performance in the context of developing countries; especially on how work motivation affects the relationship between perceived training opportunities and job performance.

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