The Influence of Ability and Training on Job Satisfaction among Lecturers at Private Universities in Banten Province

Djaka Adiwinata[1], Irawan[2], Venia Setyarandini[3]

{djaka.adiwinata@gmail.com[1], irawanopis3@gmail.com[2], veenia.randini@gmail.com[3]}

Management Study Program, Faculty of Economics and Business[1,2], Architecture Study Program, Faculty of Science and Engineering[3], Universitas Faletehan, JL. Raya Cilegon No. Km. 06, Pelamunan, Kramatwatu District, Serang Regency, Banten 42161

Abstract. The purpose of this research is to investigate the relationship between job satisfaction and the ability and training of professors working at private institutions in the province of Banten. The data for this research was obtained from 55 professors at Faletehan University in Banten Province by means of a structured questionnaire. The data was then analyzed by means of the Structural Equation Modeling–Partial Least Squares (SEM-PLS) technique. This study takes a quantitative approach. Ability has a positive and significant influence on work satisfaction ($p = 0.014$), and training also has a positive and significant effect ($p = 0.000$), with training exhibiting a higher impact than ability. The data indicate that capacity has a positive and substantial effect on job satisfaction. There was a significant amount of predictive power shown by the fact that the combination of talent and training predicted 90.9% of the variation in job satisfaction. The significance of these findings lies in the fact that it is of utmost importance to connect the abilities of lecturers with their jobs and to provide training that is both relevant and continuous in order to improve work satisfaction. It provides a number of administrative and academic implications for the purpose of enhancing human resource strategies in higher education institutions that are either private or funded by the state.

Keywords: ability, training, job satisfaction.

1 Introduction

Human resources (HR) are a critical component of organizational performance, directly influencing the achievement of institutional goals. In the context of globalization, universities face increasing demands for efficiency and competitiveness, requiring well-managed and competent academic staff.

Law No. 12 of 2012 on Higher Education mandates that universities implement sound internal governance to ensure quality assurance. As part of the national education system, higher education institutions are expected to foster innovation, character development, and technological advancement while upholding humanistic values.

Lecturers play a central role in implementing the Tri Dharma of Higher Education, which integrates education, research, and community service. Job satisfaction is essential for

optimizing their performance, as it reflects how well individual needs are fulfilled in the workplace [1].

Two critical factors believed to influence job satisfaction are ability and training. Ability refers to competence, experience, and educational background [2] while training equips lecturers with the skills needed for present and future academic duties ([3]; [4]; [5]).

Based on this context, this study investigates The Influence of Ability and Training on Job Satisfaction among Lecturers at Private Universities in Banten Province.

This Word document can be used as a template for papers to be published in EAI Core Proceedings. Follow the text for further instructions on text formating, tables, figures, citations and references.

2 Methods

This study employed a quantitative research design using a survey method. The population consisted of lecturers at Universitas Faletehan, and the sample comprised 55 respondents selected through a saturated sampling technique. Data were collected from January to March 2025 using a structured questionnaire distributed via Google Forms.

The research variables included ability, training, and job satisfaction. Ability was measured through indicators of competence, experience, and task performance. Training was assessed based on the relevance, frequency, and perceived effectiveness of programs attended. Job satisfaction was measured using indicators of fulfillment, motivation, and overall contentment in the workplace.

Data analysis was conducted using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach, which allows for testing both individual and simultaneous effects between variables. The analysis evaluated path coefficients, p-values, and the coefficient of determination (R^2) to determine the strength and significance of relationships.

2.1 Research Design

Following Bougie (2016), research design is a plan for collecting, measuring, and analyzing data to answer research questions. This study employed a quantitative approach, which objectively tests theories by examining relationships between variables [6]. The variables were measured using a structured, closed-ended questionnaire with five response options on an interval scale.

Data were collected via a survey method, with items representing indicators for each dimension of the research variables. The analysis technique used was Structural Equation Modeling–Partial Least Squares (SEM-PLS), chosen for its ability to simultaneously test complex models, analyze latent variables, and account for measurement errors [7].

The SEM-PLS results were evaluated using a systematic process involving both measurement model and structural model assessments. The measurement model evaluation considered validity, reliability, convergent validity, and discriminant validity, while the structural model evaluation assessed R^2, f^2, Q^2, and path coefficients with their significance levels [8].

3 Results and Discussion

3.1 Data Analysis

In this study, the ability variable is measured with 3 indicators, the training variable with 3 indicators and the job satisfaction variable is measured with 5 indicators, so the form of the PLS model that will be estimated in this study is as follows in figure 1.
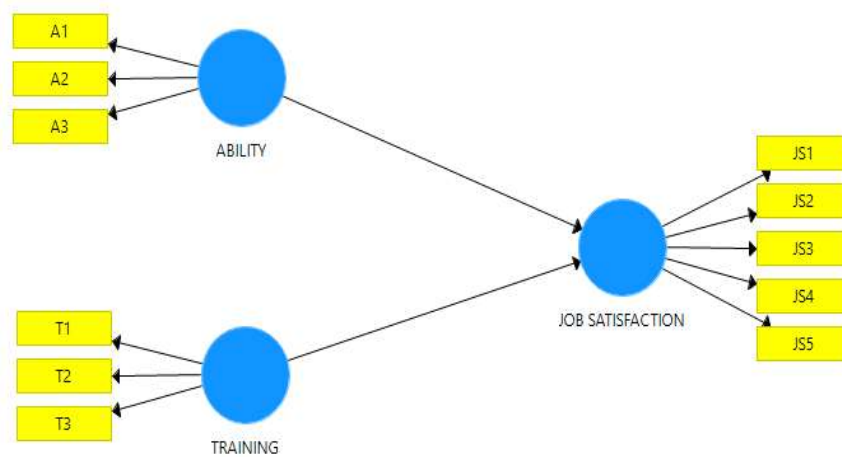

Fig. 1. PLS Model

The analysis in PLS consists of two main stages: (1) testing the measurement model (outer model) and (2) testing the structural model (inner model).

3.2 Measurement Model Evaluation (Outer Model)

The measurement model evaluation includes tests for Convergent Validity, Discriminant Validity, and Composite Reliability. The PLS analysis results can be used to test research hypotheses if all indicators in the PLS model meet the requirements for convergent validity, discriminant validity, and composite reliability.

3.2.1. Convergent Validity

Convergent validity was assessed by examining the loading factor of each indicator on its construct. For confirmatory research, the threshold loading factor is 0.70. Since this research is confirmatory, the 0.70 threshold was applied.
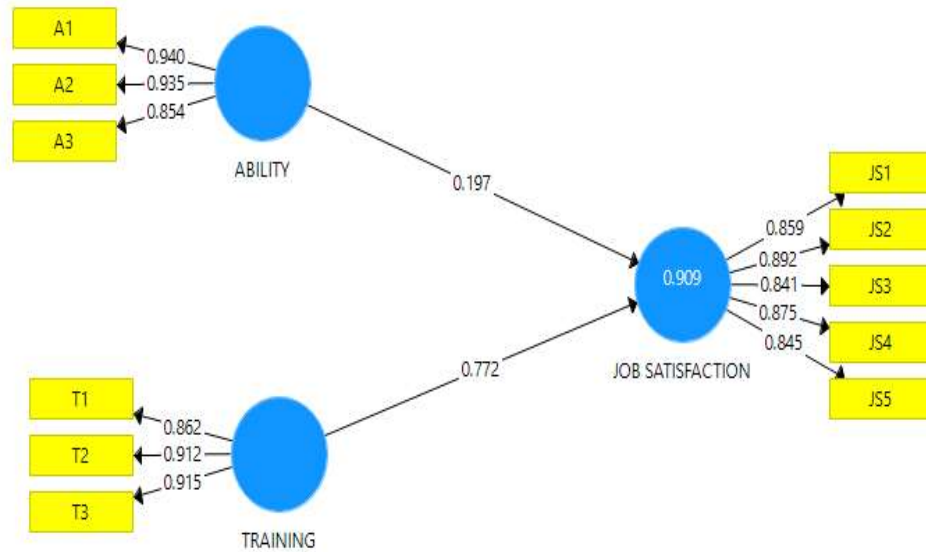
Fig. 2. PLS Model Estimation (Algorithm)

Based on Figure 2, all indicators have loading factor values above 0.70, indicating that they are valid in measuring their constructs. The detailed values are as follows on table 1.

Table 1. Loading Factor Values

	ABILITY	JOB SATISFACTION	TRAINING
A1	0.940		
A2	0.935		
A3	0.854		
JS1		0.859	
JS2		0.892	
JS3		0.841	
JS4		0.875	
JS5		0.845	
T1			0.862
T2			0.912
T3			0.915

Additionally, convergent validity was evaluated using Average Variance Extracted (AVE), with the criterion that AVE should be above 0.50. The detailed values are as follows on table 2

Table 2. AVE Values

	Average Variance Extracted (AVE)
Ability	0.829
Job Satisfaction	0.744
Training	0.804

Results show that all constructs have AVE values above 0.50, indicating good convergent validity.

3.2.2. Discriminant Validity

Discriminant validity ensures that each construct is distinct from others. A model achieves good discriminant validity when the square root of AVE for each construct exceeds its correlation with other constructs.

Table 3. Discriminant Validity

	ABILITY	JOB SATISFACTION	TRAINING
Ability	0.910		
Job satisfaction	0.892	0.863	
Training	0.900	0.950	0.897

Table 3 shows all constructs meet the criterion, confirming good discriminant validity.

3.2.3. Composite Reliability and Cronbach's Alpha

Construct reliability was assessed using Cronbach's Alpha and Composite Reliability. A construct is considered reliable if both values exceed 0.70.

Table 4. Construct Reliability

	Cronbach's Alpha	Composite Reliability
Ab	0.896	0.936
JS	0.914	0.936
Tr	0.878	0.925

The results from table 4 shows that all constructs meet the reliability criteria, with Cronbach's Alpha > 0.70, Composite Reliability > 0.70, and AVE > 0.50.

3.3 Structural Model Evaluation (Inner Model)

3.3.1. Q^2 Predictive Relevance

The Q^2 value indicates the predictive relevance of the model:

0.02 = weak predictive relevance

0.15 = moderate predictive relevance

0.35 = strong predictive relevance

Table 5. Q² Predictive Relevance

	SSO	SSE	Q² (=1-SSE/SSO)
Training	165.000	165.000	
Job satisfaction	275.000	95.126	0.654
Ability	165.000	165.000	

The Q² value for job satisfaction is 0.654, indicating strong predictive relevance.

3.3.2. Goodness of Fit Test

Goodness of fit in PLS is evaluated using SRMR. The model meets the criterion if SRMR <0.10, and is considered perfectly fit if SRMR < 0.08.

Table 6. Goodness of Fit Results

	Model Saturated	Model Estmasi
SRMR	0.087	0.087

Table 6 shows the SRMR value is 0.072, indicating the model is fit and suitable for hypothesis testing.

3.3.3. Significance Test (Partial Effects)

The significance test examines the effect of exogenous variables on endogenous variables. At a 5% significance level:

If $p < 0.05$ and $t > 1.696 \rightarrow$ significant effect

If $p > 0.05 \rightarrow$ no significant effect

Table 7. Significance Test Results

	Sample Asli (O)	Rata-rata Sam...	Standar Devias...	T Statistik (l O/...	p Values
Ability-> job satisfaction	0.197	0.184	0.080	2.468	**0.014**
Training -> job satisfaction	0.772	0.785	0.076	10.206	**0.000**

Table 7 explains the findings abaout ability $\rightarrow$ Job Satisfaction: $p = 0.014$ (positive effect, significant) – Higher ability leads to higher job satisfaction. Training $\rightarrow$ Job Satisfaction: $p = 0.000$ (positive effect, significant) – More training leads to higher job satisfaction.

3.3.4. Effect Size (f²)

The f² value indicates the partial effect size of each predictor:

0.02 = small effect

0.15 = medium effect

0.35 = large effect

Table 8. Effect Size (f²)

	Ability	Job satisfaction	Training
Ability		0.081	
Job satisfaction			
Training		1.253	

Table 8 shows training shows the largest contribution to job satisfaction among the predictors.

3.4 Hypothesis Testing
1. H1: Ability has a positive and significant effect on job satisfaction ($p = 0.014$). → Accepted.
2. H2: Training has a positive and significant effect on job satisfaction ($p = 0.000$). → Accepted.
3. H3: Ability and training together have a strong predictive effect on job satisfaction, with Adjusted $R^2 = 0.909$, meaning 90.9% of the variance in job satisfaction is explained by ability and training. It shown on table 9.

Table 9. R^2 and Adjusted R^2

	R square	Adjusted r square
Job satisfaction	0.909	0.906

4 Conclusion

The conclusions drawn from this study are ability has a positive and significant effect on job satisfaction. The better the ability, the higher the job satisfaction, and vice versa. Training has a positive and significant effect on job satisfaction. The better the training, the higher the job satisfaction, and vice versa. Ability and training simultaneously have a positive and significant effect on job satisfaction. The better the ability and training, the higher the job satisfaction, and vice versa.

Given that ability has a positive and significant effect on job satisfaction, organizations are advised to consistently identify, develop, and facilitate the improvement of individual abilities through competency appropriate assignments, mentoring, and experiential learning. Regular evaluation of employee performance is also important to identify areas requiring further development.

Because training has also been shown to have a significant impact on job satisfaction, organizations need to ensure that the training programs provided are relevant, applicable, and aligned with job requirements. Training should be designed to improve not only technical skills but also soft skills such as communication, teamwork, and time management. Furthermore, regular evaluation of training effectiveness is necessary.

To optimally achieve higher levels of job satisfaction, organizations are advised to integrate individual skill development with ongoing training. The collaboration between competency development and structured training can create a productive and motivating work environment, as well as improve employee loyalty and overall performance.

References

[1] Mathis RL, Jackson JH, Valentine SR, Meglich PA. Human resource management. Fifteenth edition, student edition. Boston, Mass: Cengage Learning; 2017.
[2] Ebener M, Hasselhorn H. Validation of Short Measures of Work Ability for Research and Employee Surveys. IJERPH 2019;16:3386. https://doi.org/10.3390/ijerph16183386.

[3] Adiwinata D, Irawan I, Adha S, Kusuma HW. influence of organizational culture and work environment toward lecturer performance with instrinsic motivation as intervening variables. Ijbem 2022;5:287–96. https://doi.org/10.21744/ijbem.v5n4.1981.

[4] Parta IKW, Ismail D, Wijaya NS. Pengaruh Pelatihan dan Disiplin Kerja Terhadap Kinerja Karyawan. paris 2023;2:1751–71. https://doi.org/10.22334/paris.v2i8.498.

[5] Pramono AC, Prahiawan W. Effect Of Training On Employee Performance With Competence And Commitment As Intervening. ATM 2021;6:142–50. https://doi.org/10.33050/atm.v6i2.1742.

[6] Manalu H, Ramly F, Mubarak I, Kusuma PP, Guampe FA, Triadinda D, Sritutur FF, Epty D, Sopingi I, Santoso A, Fatimah AN, Dani R, Norman E, Syahriani E, Widayanti R, Sofyana NN, Arina F, Sari DD. Metode Penelitian Ekonomi 2024.

[7] Purwanti Y, Chasanah AN. Analisis Motivasi Pelajar Indonesia Melanjutkan Studi di Jepang dengan Structural Equational Modeling Partial Least Square. Salus Cult J Pembang Mns dan Kebud 2022;2:114–23. https://doi.org/10.55480/saluscultura.v2i2.44.

[8] Muhamad Dafa Aditya, Djaka Adiwinata, Irawan. Kepuasan Kerja: Grit dan Keseimbangan Hidup Kerja dengan Motivasi Sebagai Variabel Mediasi 2025.