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Influence of On-the-Job Training Effectiveness on Job Performance: The Mediating Role of Job Involvement and the Moderating Role of Perceived Organizational Support in IFMIS based organizations



By:

Mujahid Sohail

01-222241-008

Supervisor:

Dr. Arif Khattak

**HR and Management Department
Bahria University Islamabad**

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Names of Student(s): Mujahid Sohail

Enrol # 01-222241-008

Class: (MBA MIS 2 Year)

Approved by:

Dr. Arif Khattak

Supervisor

Qurat Ul Ain Waqar

Research Coordinator

Dr. Aftab Haider

Head of Department

Abstract

Employee training programs have become the focus in order to improve performance in modern organizations, especially in more formalized public sector setting. This research investigates the effects of on-the-job training on employee performance using the mediating effects of job involvement and moderating effects of perceived organizational support (POS). Based on the human capital theory and social exchange theory, the research hypothesizes that, training enhances performance both directly and indirectly by increasing psychological involvement with work roles. Data were gathered using a quantitative research design where employees who work in an organization of the public sector were involved. On-the-job training and job involvement perceived organizational support and employee performance were measured using standardized and validated measurement scales. The hypotheses put forward were tested by the mediation and moderation analysis relying on the Hayes PROCESS macro of SPSS. The results indicate that on-the-job training contributes to employee performance in a significant positive manner. Moreover, job involvement was also determined to partly mediate the relations between training and performance and so showed that training improves performance through the enhanced psychological attachment and involvement of the employees with their jobs. The perceived organizational support in mediating between job involvement and employee performance was however not supported. This implies that in an organized organizational structure; performance results can be more affected by formal position and task needs than the perceived overall support of discretion. On the whole, the research can add to the current literature by shedding light on the psychological process of training performance impact and by elucidating the contextual role of organizational support. Human resource managers and policy implications are presented based on the need to create training programs that promote employee engagement as a way of attaining long-term performance gains.

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Chapter 1

Introduction

1.1 Background of the Study

The organizations of the public sector all over the world are constantly being pressured to revamp their administrative systems, enhance service delivery, and implement digital tools that will increase transparency and efficiency (Khan et al., 2022; World Bank, 2020). This change has been especially evident in Pakistan, where the Integrated Financial Management Information System (IFMIS) a technology-based financial platform aimed at enhancing fiscal discipline, minimizing leakages and simplifying government processes has been gradually implemented (Ahmad and Mehmood, 2020). Introduction of IFMIS has transformed job roles, workflows, and employee responsibilities in the departments of the federal and provincial government. In Islamabad and Rawalpindi, which hosts some of the largest ministries, divisions, and related departments, employees constitute a very important part of this digital transformation. The training of employees has turned into the necessity instead of the support role as these organizations switch to automated financial systems replacing manual processing (Rehman & Khan, 2021).

In this changing environment, on-the-job training (OJT) has become one of the fundamental tools of providing employees of the public sector with the skills necessary to work with IFMIS modules. OJT enables the personnel to acquire knowledge in their working environment itself, deal with actual tools and processes and apply the newly gained skills on the spot. The value of workplace-based skill development cannot be underestimated by those employees whose work is frequently associated with the need to utilize the IFMIS in order to deal with financial records, budget inputs, expenditure controls, and reporting activities (Maurer and London, 2018). As opposed to the always rigid classroom training, OJT is more versatile, ongoing, and in tune with the realities of the practical requirements of the financial management systems in the public sector (Saks & Burke, 2012).

Nevertheless, regardless of the increased investment in digitalization and training efforts, the empirical data on the situation in Pakistan indicates a common problem of failing to reach the desired performance results of such interventions in the organizations of the population (Yasmin and Afzal, 2019). The success of OJT is often determined by various organizational and psychological factors. In most instances, workers are technologically exposed, yet still fail

to convert training to better personal performance. This disconnect highlights the importance of looking beyond the training content to the personal and organizational enablers that support the manner in which employees internalize and use the skills that they learn (Gumilar, Hariadi, & Agung, 2024).

Job involvement is one of these factors and it indicates the extent of how employees attach themselves to their work and view it as meaningful (Kanungo, 1982). Under the conditions of the IFMIS-related roles with the importance of accuracy, compliance, and system proficiency, more job-involved employees will find motivation in the training process, comprehend knowledge better, and make changes to processes (Muduli, 2015). On the other hand, lowly involved employees can take training as a ritual and hence not much influence on performance. It implies that job involvement can serve as a significant mediating variable whereby effective OJT can be converted to high employee performance (Singh & Gupta, 2020).

Perceived organizational support (POS) which is the degree to which employees feel that their organization appreciates their efforts and are concerned about their welfare is another critical factor (Eisenberger et al., 1986). The sense of support among the employees in the Pakistani public sector where bureaucratic cultures and hierarchical structures are frequently prevalent can differ significantly. Whenever the employees feel that their organization is supportive to them (by offering them fair opportunities, recognition, and access to growth), they will tend to be motivated to make use of the training inputs in order to enhance their performance (Rhoades and Eisenberger, 2002). However, in contrast, the even effective OJT can fail to give the best results when POS is low. In this way, POS can be a moderating factor, reinforcing or making the correlation between the effectiveness of OJT and the performance of staff weaker (Aslam et al., 2020).

Collectively, the combination of these factors, such as training effectiveness, job involvement, POS, and employee performance, has gained significance especially as IFMIS is increasingly becoming more popular in the city of Islamabad and Rawalpindi. Workers in such organizations are supposed to work with more complex financial processes, adhere to workflows generated by systems, and remain transparent in terms of the requirements of the public accountability (Kim & Kang, 2021 et al., 2021). Not only personal ability is a measure of their performance but also signals the effectiveness of modernization efforts in the government (World Bank, 2020).

Although the dynamics are important, the literature on the specific effectiveness of OJT in IFMIS-applying institutions in Pakistan has been very sparse. The literature is more likely to investigate the general training programs and larger-scale human resource development practices or the issue of digital transformation without considering financial information system specifics (Gumilar, Hariadi, & Agung, 2024). This is what leads to a meaningful gap in knowledge and indicates that there is a necessity to conduct an empirically-based study on the role of OJT in the performance outcomes of this particular environment, as well as how the psychological and organizational factors affect this relationship.

Hence, the present research fits at the boundary between digitalization of the public sector, employee growth, and organizational behavior. It seeks to offer a subtle perspective of the impacts of on-the-job training on employee performance within Islamabad and Rawalpindi based public organizations using IFMIS though the mediator role of job involvement and moderator role of perceived organizational support. Through this, the research is useful in both the academia and practical interests of government departments that would like to advance the capacity and performance of their workforce.

1.2 Contextual Background

Pakistan is witnessing a progressive, yet considerable change of the digital governance in the public sector, especially in the financial information, expenditure controls, procurement, and reporting (Ahmad and Mehmood, 2020). In the past, government financial business was very paper-based, decentralized and prone to delays, errors and inefficiencies (World Bank, 2020). To go through these systemic problems, Pakistan implemented the Integrated Financial Management Information System (IFMIS)- a centralized online system that aims to promote fiscal transparency, compliance with financial regulations, and the higher accuracy of transactions within the government (Rehman & Khan, 2021). In the past ten years, the federal ministries, attach departments, and independent organizations in Islamabad and Rawalpindi have progressively implemented IFMIS in their day-to-day financial activities, changing the way the daily administrative business of the governmental machines is being conducted (Kim & Kang, 2021 et al., 2021).

The adoption of IFMIS has brought a new operational environment to the employees. Activities, which would previously be done manually like budget preparation, bill processing, journal voucher entry, reconciliation, and financial reporting, are now carried out by means of structured digital modules of the IFMIS. This transition requires technical expertise coupled

with an excellent level of awareness regarding the workflows of the system, electronic approvals, data integrity, and compliance standards (Khan et al., 2022). This has led to the need of employees to acquire the digital skills necessary in order to keep up with the technology enabled processes, which were initially supported by procedural knowledge. This shift has put the center of organizational priorities on capacity-building and staff development in terms of IFMIS-based public entities (Gumilar, Hariadi, & Agung, 2024).

Government of Pakistan, development partners, and internal capacity-building units have launched various training programs to help employees to sail through this change. On-the-job training (OJT) has become one of the most viable and the most common to be practiced strategies among them, particularly in financial, accounts, budgeting, and audit-related jobs (Saks and Burke, 2012; Maurer and London, 2018). Contrary to classroom-based workshops, which tend to be restrictive because of time constraints, and not united with the realities of day-to-day activities involved in the operations of a government, OJT enables employees to learn by engaging directly with the IFMIS system. Procedural tasks are shown by trainers, senior staff, or experts of the system, live entries are monitored, system navigation, and real-time troubleshooting assistance is provided. This will allow employees to learn not only technical operations of IFMIS but also the connection of these operations to the organizational processes (Khan, Ahmad, & Ali, 2023)

Although there is a strategic consideration of OJT, the performance of public-sector organizations in Islamabad and Rawalpindi has still been characterized by inconsistency in training quality, outcome of employee learning, and post-training performance. Certain departments have excellent internal support structures, frequent refresher courses, and effective resource individuals, and others have resource-related problems, poor follow-up, and weak monitoring (Aqeel et al., 2021). Such discrepancy has led to disparity of IFMIS expertise among employees and hence this translates to their accuracy, timeliness and general job performance. Employee competence is also a crucial factor in determining performance in organization where a single malfunction of a computerized financial system can create a backlog in payments, misbalance budget documents, or create audit findings (Ahmad & Mehmood, 2020).

Furthermore, the situation in the Pakistani public sector adds other variables that can be used to determine the impact of training on performance. Bureaucratization, top-to-bottom decision-making, and inflexible work processes may need to curtail employee initiative, which

diminishes their interest in transferring new skills into practice (Khan et al., 2022). Meanwhile, organizational support mechanisms, including recognition, feedback, access to system resources, and encouragement by the managers, are usually not uniform across a department to another. When employees feel that the organization supports them well, they are more likely to be more committed and willing to use digital tools and more in line with institutional objectives (Rhoades & Eisenberger, 2002; Aslam et al., 2020). Conversely, workers who do not feel supported can view training as a mandatory exercise and not a developmental experience.

On the same note, job involvement of the employees is also a key factor. Procedural and routine jobs in the public sector, especially the jobs to do with financial administration can be monotonous. Highly involved employees tend to be interested in learning, more attentive, and considerate of IFMIS work (Muduli, 2015). They tend to internalize training and convert it to a better performance. Lowly involved employees, in their turn, can be just mechanical performers with little concern about exploiting the capabilities of new system features and enhancing productivity (Singh & Gupta, 2020).

These situational facts explain why the levels of performance of employees in an organization based on IFMIS cannot be explained only by the technical training. The wider organizational climate, employee attitudes, workplace culture and perceived support structures are also all factors that influence whether and how OJT is going to add to performance outcomes (Ali & Ahmad, 2023). It is a reminder of the necessity of exploring the effectiveness of training in the context of particular operational, cultural, and administrative setting of the Pakistani public institutions.

Since Islamabad and Rawalpindi are the locations of the largest of the federal ministries, divisions and public organizations in the country, such as finance, planning, interior, education and administrative departments, the conclusions made in this research have a wider application. The results of the performance of employees within these organizations have an impact on the financial management, the implementation of the policies, and the governance outcomes at the national level (Rehman & Khan, 2021). The interactions between OJT and job involvement and organizational support in this context is thus not just important academically, but also practically to enhance the efficiency and accountability of the Pakistani public sector.

1.3 Broad Research Problem

The public sector transformation in Pakistan (especially the transformation of the Pakistani government with references to the implementation of the Integrated Financial Management Information System (IFMIS)) has resulted in the emergence of new skills, as well as increased expectations of the employees and their performance. The quality, accuracy, and timeliness of the operations of the government financial processes directly depend in relation to the effectiveness of the employees as the federal organizations in Islamabad and Rawalpindi rely on IFMIS to budget, account, track their expenditures, and provide financial reports (Ahmad and Mehmood, 2020). In order to cope with these emerging requirements, on-the-job training (OJT) is a leading method by which the institutions serving the public sector have invested in training their employees to adapt to the digital workflows and acquire system-based competencies (Saks and Burke, 2012). Nevertheless, even with these attempts, the general performance of the staff working in most of the IFMIS-based departments is not uniform, creating doubts about the effectiveness of OJT to deliver the desired results (Yasmin & Afzal, 2019).

The main issue is in the repetitive discrepancy between training and performance. Although employees can be given technical instructions on how to use the modules of IFMIS, they might not be able to implement the knowledge they have in their day to day duties. This poor transfer of training where learning acquired in OJT fails to apply to better job behavior, has been reported in the public-sector setting where organizational structure is associated with administrative rigidity, hierarchy, and low performance incentives (Aqeel et al., 2021). Like in Pakistan, such trends have been noticed where most institutions in the country have complained of challenges in making training result in quantifiable gains in accuracy, responsiveness, and compliance to financial functions (Ali & Ahmad, 2023).

This dissonance indicates that technical training will not be enough in improving employee performance. Rather, psychological and organizational states can be influential in the result of OJT in desirable results. Among these are job involvement that allows assessing the degree of personal commitment, interest and psychological involvement an employee has to his or her work (Kanungo, 1982). When employees are very engaged in their work, there are high chances that they will listen more in the process of training, memorize new processes, and practice them repeatedly. On the other hand, low job involvement employees can engage in training without converting it to any real performance change (Muduli, 2015). This means that job involvement

could be one of the major mechanisms that explain why OJT can occasionally result in robust performance patterns and other times it causes a restrained change in behavior.

Perceived organizational support (POS) is another important factor. In the bureaucratic, public-sector settings like in Islamabad and Rawalpindi, the feeling of support, appreciation, and resource access leads the employees to be highly motivated and volunteer to put the new skills into practice (Rhoades and Eisenberger, 2002). Workers will be willing to make the extra effort necessary to move training to an effective location when they realize that the organization is concerned about their development (Aslam et al., 2020). Nonetheless, in the case of POS being low, employees can feel that training is a routine or symbolic exercise, instead of a valuable investment in the employee. This lessens their desire to practice acquired skills which undermines the OJT effectiveness on performance.

Regardless of the significance of these problems, there is a lack of empirical studies that directly study the connection between the effectiveness of OJT and employee performance in the environment of IFMIS-based state organizations in Pakistan. The majority of the available research focuses on the general training practices or the overall issues in digital transformation, and does not reflect on how job involvement and POS are related to training processes in such a special context (Gumilar, Hariadi, & Agung, 2024). Due to this, there is not enough evidence to state why OJT sometimes helps to foster great performance gains in specific department and does not do so in others.

Thus, the general research issue that the proposed study will include is the inadequate knowledge of how on-the-job training may affect employee performance in IFMIS-based governmental organizations and how job involvement and perceived organizational support mediate the relationship. It is vital to address this issue to empower the capacity of the public sector, provide digital financial systems with proper use, and improve the quality and efficiency of government financial activities in Pakistan.

1.4 Problem Statement

The employee performance in the organizations that use Integrated Financial Management Information System (IFMIS) in Islamabad and Rawalpindi is not being consistent in spite of the fact that the Government of Pakistan has also introduced the system to modernize the financial operations of the public sector. Even with the investment in on-the-job training (OJT) to enhance the employees in relation to their digital competencies and system-handling skills, numerous departments of the public sector remain at a loss of time, make errors, and are less

efficient in the financial management activities (Ahmad & Mehmood, 2020). This implies that training in itself is not leading to the desired changes in the job performance, and this has cast doubt on the efficacy of the current training systems.

Studies have shown that training success is not only based on the technical environment of the training but psychological and organizational aspects that influence the way employees internalize and apply the learning environment (Saks and Burke, 2012). Workers within a bureaucratic setting within Pakistan, where employees tend to feel lowly motivated, not autonomous, and with strict workflow, tend to negatively impact the implication of training into real job performance (Aqeel et al., 2021). Moreover, job involvement, or the extent to which employees consider themselves to be the part of the work, could determine the extent to which they approach OJT and apply the acquired skills to their professional tasks (Kanungo, 1982; Muduli, 2015). Unless there is an adequate engagement, the employees can go through training programs without transferring this exposure into the long-term performance.

In the same way, perceived organizational support (POS) is also a significant factor that can force or deny employees the desire to work hard in the application of training outcomes. Employees would feel motivated to apply the skills that they have learned, given that they perceive that their organization appreciates their input and invests in them (Rhoades and Eisenberger, 2002; Aslam et al., 2020). But in areas such as the weak POS where it is largely noted in Pakistani public institutions, workers might not feel appreciated and will be less motivated to turn training into better performance.

Although these effects have been known, empirical studies focusing on the influence of OJT effectiveness on job involvement and POS in determining employee performance in IFMIS-based government organizations in Pakistan are lacking. Current literature is mostly dedicated to the overall issues on human resource development or general questions of the public sector but is not dedicated to the context of digital financial systems (Gumilar, Hariadi, & Agung, 2024). As a result, policymakers and managers do not have evidence-based information to know why training is not always producing performance gains in cross-departmental levels.

Hence, the issue discussed in this paper is the lack of knowledge on the variables that establish whether on-the-job training correlates with significant changes in employee performance in IFMIS-enabled government agencies in Islamabad and Rawalpindi. In the absence of this knowledge, the training programs can still fail to achieve their desired results, and the success of the digital governance reforms of Pakistan will be compromised.

1.5 Research Gap

Although the digital governance and capacity building in the Pakistani public sector are increasingly becoming the focus of the existing literature, some significant gaps are discernible that do not provide us with a clear picture of how the employee performance can be positively transformed in the context of an IFMIS-based organization. To begin with, although many studies have been conducted regarding general training practices and human resource development in the context of the public sector (Yasmin & Afzal, 2019; Aqeel et al., 2021), a little number have been conducted on training in the specific context of IFMIS, where special digital skills and following system-related workflows are needed. IFMIS is a very specific operational context, in which financial activities like budgeting, processing of vouchers, reconciliations, and approvals are conditional on proper digital inputs, but empirical studies on the effectiveness of training in this area are few (Rehman & Khan, 2021).

Second, despite on-the-job training (OJT) being a common practice across the many government departments as a viable way of skill acquisition, its capacity to enhance performance in technology-enabled systems in the public sector has not been sufficiently researched in Pakistan. The existing research is mainly on the classroom-based training or overall capacity building program, but the study does not evaluate the translation of OJT into the real performance in digital financial systems (Gumilar, Hariadi, & Agung, 2024). Consequently, little evidence exists as to whether employees transfer what they acquire in the course of OJT to improve accuracy, timeliness, and efficiency within the IFEMIS operations.

Third, available literature is inclined to the isolated use of training without considering psychological and organization influences that determine the transfer of training to the workplace. Although international studies show job involvement plays a crucial role in defining how the employees internalize and use the new skills (Muduli, 2015), no empirical studies have been conducted in Pakistan to determine the role of job involvement as a mediating factor between OJT and employee performance. This mediating effect is important to understand considering the procedural character of the financial jobs of the public-sector.

Fourth, perceived organizational support (POS) as a moderating factor affecting training outcomes is not well-researched in the Pakistani context of the public sector. Studies show that assurance of organizational support allows the employees to be more disposed to the introduction of new skills and the adjustment to digital systems (Rhoades & Eisenberger, 2002; Aslam et al., 2020). Nevertheless, there is no research that has specifically used POS and

analyzed the relationship effect between OJT effectiveness and employee performance in the organizations enabled with the IFMIS- although the challenges of bureaucratic structures and inconsistent support systems are typical in the public institutions.

Lastly, we have a total lack of integrated studies, which concurrently test the effectiveness of OJT, job involvement, POS, and employee performance in terms of digital public financial systems in Pakistan. This leaves a serious gap in the theoretical and practical explanations since the policymakers and managers do not have comprehensive evidence to explain why the training initiatives do not produce a consistent performance improvement in the IFMIS-based departments in Islamabad and Rawalpindi. In short, the gap in the research is that no reference to an entire empirical framework focused on (a) whether on-the-job training enhances performance in IFMIS-based government agencies (b) the role of job involvement in mediating the relationship and (c) the role of perceived organizational support in moderating this relationship. This gap should be closed to improve the performance of employees and reinforce digital reform of the public-sector in Pakistan.

1.6 Research Objective

The study aims to examine the underlying mechanism in the association between on-the-job training and employee performance in IFMIS-based public organizations in Islamabad and Rawalpindi.

1.7 Research Questions

Based on the issues highlighted in the background, problem statement, and research gap, this study is guided by the following research questions:

1. To what extent does on-the-job training (OJT) influence employee performance in IFMIS-based public organizations in Islamabad and Rawalpindi?
2. Does job involvement mediate the relationship between on-the-job training and employee performance in these organizations?
3. Does perceived organizational support (POS) moderate the relationship between on-the-job training and employee performance?
4. How do OJT effectiveness, job involvement, and perceived organizational support jointly shape employee performance within IFMIS-enabled public-sector environments?

1.8 Research Hypothesis

1. On-the-job training has a positive and significant effect on employee performance in IFMIS-based public organizations in Islamabad and Rawalpindi.
2. Job involvement mediates the relationship between on-the-job training and employee performance among employees working in IFMIS-based public organizations in Islamabad and Rawalpindi.
3. Perceived organizational support moderates the relationship between on-the-job training and employee performance among employees working in IFMIS-based public organizations in Islamabad and Rawalpindi.

1.9 Significance of the Study

The study would have considerable importance to the researchers, policy makers, and those in the practice who aim at improving the efficacy of the performance of the public-sector in the changing digital-governance environment in Pakistan. On the one hand, the success of wider governance reforms depends on the factors that allow employees to work effectively in the digital environment of IFMIS as it becomes the center of financial management transactions in federal ministries and attached departments in Islamabad and Rawalpindi.

Theoretically, this research will add to the sparse literature on the area of capacity building in digital public financial systems in developing nations. Although there have been past studies that have been conducted to understand general training intervention in the public sector, a significant loophole is observed in the literature that investigates the functionality of on-job training (OJT) in IFMIS-enabled organizations. The study will contribute to theoretical knowledge on employee performance on digitalized bureaucratic organizations by incorporating OJT, job involvement, and perceived organizational support (POS) into a single conceptual framework. The use of job involvement as the mediating variable and the use of POS as the moderating variable also enriches the current theories in the field of human resource development and organizational behavior by establishing the effects of psychological and organizational conditions on transfer of training to workplace outcomes.

Practically, the study provides useful information to the government departments that aim at improving the competencies of employees who perform budgeting, accounting, financial reporting, expenditure controls, and audit compliance in the context of IFMIS. The organizations in the public sector usually spend a lot in the training programs without showing the desired change in the employee performance. The study offers practical recommendations to how training improvement can be designed to be more relevant to the realities in an organization by defining the circumstances under which OJT can be more effective. The mediating role of job involvement will assist managers in establishing workplace conditions that would increase employee engagement whereas the moderating role of POS underlines the necessity of resource-rich organizational cultures that would support employees in efficiently utilizing the recently learned skills.

Moreover, our results are anticipated to have implications in public-sector training institutes, capacity-building units as well as development partners who will work towards enhancing the system of digital governance in Pakistan. The results of the study can be used in policy development that relates to the design, implementation, and review of training programs to be sure that technical capacity-building will result in actual changes in accuracy, efficiency, and accountability in the work of IFMIS operations.

Lastly, it can be concluded that the study has implications to future studies as it offers a platform upon which scholarly investigations into the performance of employees in digital governance setups can be based. It focuses on previously unexplored relationships, especially in IFMIS-based organizations in Islamabad and Rawalpindi, thus providing new opportunities of comparative research across provinces, ministries, and other digital systems in the public sector.

On the whole, the research can be valuable to the study and practice as it provides an in-depth insight into the interplay of training efficacy with the organization and psychology to influence the performance of the employees, thus facilitating the current change process of the Pakistani system of transparent, efficient, and technology-based financial management of the government.

1.10 Operational Definitions

1.10.1. On-the-Job Training (OJT):

OJT is formal learning which occurs at the workplace where employees learn job related skills by direct instruction, illustration, practice and feedback as they carry out specific tasks in the actual work environment. In this research, OJT encompasses practical training of the staff to work with the modules of IFMIS, to do digital financial processes, and to operate the system processes (Adapted from Saks & Burke, 2012; Maurer & London, 2018).

1.10.2. Job Involvement:

Job involvement refers to the extent to which an employee becomes psychologically attached to his or her job as well as believing that his or her work is at the centre of the self perception. It is a demonstration of the engagement of an employee and his/her interest and personal commitment to work duties (Kanungo, 1982; Muduli, 2015). Job involvement is the concept in this research, which describes to what extent IFMIS employees attached to the system based activities and responsibilities.

1.10.3. Perceived Organization Support (POS):

POS is the judgments of employees regarding how much their organization appreciates their input and that it takes care of them (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). In this research, POS is the perceptions of employees to support, recognition, resource availability, supervisory encouragement, and developmental opportunities in the IFMIS-based public organizations.

1.10.4. Employee Performance:

Employee performance is a term that is used to describe the degree which employees successfully complete the job duties, achieve anticipated standards and provide contribution toward the organization objectives. Within the framework of the current research, the employee performance is comprised of the accuracy, timeliness, compliance and efficiency in the execution of IFMIS related financial tasks including budgeting, voucher processing, reporting, and record management (Adapted from Koopmans et al., 2014).

1.11 Chapter Summary

This chapter provided the foundational building blocks of the research since it explained the background, contextual environment and the issues that created the impetus to conduct the research. It was an emphasis on the current digitalization of the Pakistani populace sector, especially the implementation of IFMIS into federal ministries and departments in Islamabad and Rawalpindi. On-the-job training (OJT) has been highlighted in the chapter, which promoted the development of skills in employees to handle financial tasks that are based on the operation system, however, there has been incoherence of performance outcomes relative to the training and actual job performance.

The chapter also explained the potential effects of psychological and organizational conditions on employee gains of OJT; job involvement and perceived organizational support (POS). The little concern that was accorded to these variables in the nature of IFMIS-propelled public organizations was a clear research gap that this study seeks to fill. In line with this, the research questions and objectives were formulated to study the connection between OJT, job involvement, POS, and employee performance. Key variables were also outlined in operational definitions that would be used to guide the empirical features of the research.

On the whole, Chapter 1 provided the theoretical, practical, and contextual justification of the study and preconditioned the next step of the literature analysis that will investigate the available study variables research and deepen the conceptual framework.

Chapter 2

Literature review

2.1 Introduction to the Chapter

This chapter provides a comprehensive review of the theoretical and empirical literature relevant to the study variables: on-the-job training (OJT), job involvement, perceived organizational support (POS), and employee performance. It examines how these constructs have been defined, conceptualized, and operationalized across previous research, while also highlighting their interrelationships in organizational settings. Given the unique nature of IFMIS-based public-sector work environments in Pakistan, the literature review draws from studies on public-sector training, digital transformation, employee attitudes, and performance management to build a clear foundation for the study's conceptual framework.

The chapter begins by reviewing existing research on OJT, discussing its role in building employee skills and supporting the transfer of learning to workplace performance. It then explores the construct of job involvement, emphasizing its psychological significance and its documented influence on training effectiveness and performance outcomes. The review subsequently examines perceived organizational support, a critical organizational behavior variable that shapes employee motivation, commitment, and willingness to apply newly acquired competencies. Following this, the chapter reviews literature on employee performance, especially in digital or system-based work settings such as IFMIS.

2.2 On-the-Job Training (OJT)

2.2.1 Concept and Definitions

On-the-job training (OJT) means a form of learning, where employees are provided with job related skills as they carry out real work tasks, under the supervision of supervisors, mentors or other experienced employees. It is focused on practical learning, immediate problem solving, and instant implementation of newly obtained skills in the workplace setting (Saks and Burke, 2012). In contrast to classroom-based training, which is frequently theoretical, OJT allows employees to train in real working conditions, which makes the process more realistic, focused in real-world scenarios, and closer to the demands of the employee day-to-day job (Maurer & London, 2018). OJT is commonly known in the context of public-sector organization as one of the best methods of improving the abilities of employees especially in situations where the job functions are procedural, rule-based and system oriented. Since the world of public

administration is often characterized by standardized procedures, financial management, and a set of roles performed by technologists, employees are given the opportunity to get instruction and experience working with real documents, systems, and processes (Kim & Kang, 2021). This property predisposes OJT to the digitalized administrative systems like the Integrated Financial Management Information System (IFMIS), wherein employees have to learn how to navigate the system, generate vouchers, enter the budget, and accept digital approvals. OJT is also important in facilitating the transfer of the learning that is regarded as the level at which employees put the learning and skills acquired into their job duties (Baldwin & Ford, 1988). OJT structures are close to the job environment and therefore shorten the distance between the training inputs and actual requirements of the daily work. This proximity between practice and learning is useful in the field of the public financial management system as it allows the employees to internalize the complex sequences of the procedures, keep the accuracy level, and reacting to the demands of the system (Nguyen et al., 2020). Besides, OJT is associated with employee confidence and ability especially during technological change among employees. Studies indicate that staff that learns through practical application with the use of digital systems exhibits greater mastery, quicker adaptation to tasks, and more accuracy than employees who are taught using conventional methods of instruction (Al-Hawamdeh and Al-Omari, 2021). This turns out OJT as a key capacity development instrument in public organizations based on the IFMIS, as the technical competence and familiarity with the system have a direct impact on the financial performance outcomes. Overall, OJT is a contextual and pragmatic training method that imparts employees with the skills that they need to effectively carry out operational functions in systems. Its applicability is increased in digital environments of the public sector, where employees are compelled to quickly adjust to new technologies and adhere to standardised administrative practices.

2.2.2 Empirical Literature on OJT

A considerable amount of literature evidence connecting OJT to positively influencing employee performance has been shown in both the context of the public sector and digital administrative setting. Research has always demonstrated that workers that undergo ordered OJT programs are more accurate, efficient, and compliant with procedures, especially those that involve repetitive and system-based duties. In this case, one of the studies on government institutions in Malaysia discovered that OJT had a substantial positive impact on the performance of the employees on the tasks, particularly where the accounting and financial management processes were involved (Ismail et al., 2017). Along these lines, in Indonesia,

OJT enhanced the productivity of the employees and their mastery of the task in the context of the public administrative environment with the features of the digital transformation (Nguyen et al., 2020).

OJT has been of specific relevance in the context of developing countries, especially in capacity building in the public-sector organizations that are being technologically modernized. The African examples of studies in the public-sector reveal that OJT results in increased system proficiency, a lower error rate, and an improved level of accountability in digital financial systems (Makwinja & Hambira, 2021). These results underscore the fact that practical learning is required in which employees are required to learn new technologies or financial platforms within a short period of time.

In South Asia, there are also empirical results that prove helpfulness of OJT in enhancing job results. A study in Sri Lanka and Bangladesh found that employees who are task demonstrated and supervised perform at administrative and financial operational positions more effectively than those who are trained using lecture-based erudition (Perera & Udawatte, 2020). This fact highlights the topicality of OJT in bureaucracies like the Pakistani civil sector.

In Pakistan, there is an increasing body of literature that OJT is one of the factors that largely determine the performance of the employees in government departments. The employees of the government who are provided with practical training show much more precision, adherence to the procedure, and trust in the digital work process (Aqeel et al., 2021). Research on technology-enabled public organizations also indicates that OJT helps to increase the rate of adoption of systems, reduce processing times, and improve job performance especially in financial management and administrative departments (Yasmin & Afzal, 2019).

Regardless of this fact, various research findings have observed discrepancy in training results within the Pakistani public sector. The difference in the knowledge of the trainers, departmental support, and follow-up mechanisms usually cause disparity in learning and low performance improvement (Gumilar, Hariadi, & Agung, 2024). All these ambivalent findings emphasize the necessity to conduct further investigation into the conditions in which OJT can have the greatest impact on performance in organizations with IFMIS. Prior research in Kenya also indicates that the adoption of Integrated Financial Management Information Systems (IFMIS) is intended to enhance transparency, accountability, and efficiency in public financial management. Empirical evidence shows that staff competence and system quality within IFMIS significantly and positively influence the performance of government ministries, while

internal controls exhibit a positive but statistically insignificant effect. The study further highlights the importance of continuous staff training and capacity building to maximize the performance benefits of IFMIS implementation in the public sector (Gichuhi & Muna, 2024).

Within the set of the current research, these empirical findings prove that OJT is well accepted as one of the indispensable means of providing employee competence in system-based settings. Nevertheless, the lack of consistency in the results of the Pakistani, public sector indicates that other variables, including job involvement and perceived organizational support, also need to be involved to conceptualize the overall effect of OJT on performance in organizations that are based on IFMIS.

2.2.3 Empirical Evidence on OJT in Developing Countries

Studies from developing countries provide substantial evidence that OJT significantly enhances employee productivity and system adoption. For example, Maurer and London (2018) found that structured OJT in Bangladesh's public agencies led to improved use of financial management systems and reduced clerical errors. Similarly, Cobblah and Van der Walt (2017) reported that OJT improved performance in Ghanaian public institutions, especially in units responsible for procurement and financial documentation.

In the South Asian context, empirical studies emphasize that hands-on learning is crucial for overcoming technological barriers and strengthening the quality of public service delivery (Ahmed & Khan, 2020). OJT has also been shown to increase confidence among employees who are unfamiliar with digital systems, facilitating smoother adoption and better job outcomes.

These findings are highly relevant to Pakistan's public sector, where variations in digital literacy and limited training budgets create gaps in employee performance across ministries. As IFMIS continues to expand, OJT remains one of the most practical mechanisms for ensuring consistent system usage and operational accuracy.

2.3 Job Involvement

2.3.1 Concept and Definitions

Job involvement is the level of identification that the individuals have with the job and that they regard the job as the core of their self (Kanungo, 1982). It shows the psychological attachment of an employee towards work, the degree of his/her involvement, and the desire to put effort into the job activities. Highly involved employees tend to be more attentive,

motivated and committed towards their work duties (Muduli, 2015). Job involvement is especially significant in such system-based environments as IFMIS as workers have to be focused, detail-oriented, and proactive in carrying out the digital financial work.

2.3.2 Job Involvement Empirical Literature

In empirical research, the positive relationship between job involvement and performance of the employees is always positive. Research indicates that the more engaged employees are in their job, the more accuracy, stronger commitment in their tasks, and overall better performance results they have (Singh & Gupta, 2020). Other studies in the international market also reveal that job involvement is a key indicator of bolstering training engagement and skill application, and considering that, workers with greater involvement obtain more advantages out of OJT (Muduli, 2015).

Job involvement has associated with increased task efficiency, fewer mistakes, and better compliance with procedural regulations in South Asian settings of the public sector (Maurer & London, 2018). The same studies in Pakistan indicate that the more employees are engaged in their jobs, the more they are receptive to digital procedures and capable of transferring training into workplace behavior (Aqeel et al., 2021).

In general, the literature indicates that job involvement is a significant factor in mediating how the employees internalize the inputs of OJT and carry out system-based duties in the present study, job involvement is a suitable mediating variable.

2.4 Perceived Organizational Support (POS)

2.4.1 Concept and Definitions

Perceived organizational support (POS) is the belief that the organization cherishes their contribution and is concerned about their well being (Eisenberger, Huntington, Hutchison, and Sowa, 1986). Based on the Social Exchange Theory, POS absorb the perceptions of fairness, recognition and instrumental support (Rhoades & Eisenberger, 2002). Where POS has an influence on the motivation of employees to use new skills and to pursue the initiative in using digital processes, the system-driven work-based environment is the bureaucratic one, namely IFMIS-based governmental organizations.

2.4.2 Empirical Literature on POS

Empirical research demonstrates that POS is positively correlated with job performance, organizational commitment and transfer of training to practice. According to meta-analytic and

field studies, an elevated POS heightens effort and discretionary actions of employees as well as their readiness to exceed the minimum required roles (Rhoades & Eisenberger, 2002). The studies of the context of the public sector reveal that POS facilitates the transfer of learning by supplying resources, feedback, and psychological safety to execute recently acquired skills (Kuvaas & Dysvik, 2009; Aslam et al., 2020). The research that is specific to Pakistan states that organizational support in the form of inconsistency across the different departments of the government undermines the results of the training and the motivation of employees to effectively utilize the new systems (Aqeel et al., 2021; Gumilar, Hariadi, & Agung, 2024).

Combined, the literature implies that POS may be a realistic mediator in the OJT - performance pathway: in high-POS condition, employees have higher chances of leveraging the OJT; in low-POS condition, the training advantages are undermined.

2.5 Employee Performance

2.5.1 Concept and Definitions

Employee performance can be defined as the success of employees to perform their job duties, deliver desired results and help the organization to meet its objectives (Koopmans et al., 2014). In the administrative, public-sector context, performance normally incorporates the criteria of accuracy, promptness, adherence to procedure and the capacity to fulfill role-specific norms. In the context of the IFMIS-based organization, the performance of employees is intertwined with successful digital tasks performance, including proper voucher recording, prompt financial reporting, and observing system work-flows.

2.5.2 Empirical Literature on the Job Performance

Empirical studies have continued to indicate that training, motivation, organizational support, and digital competency are the factors that affect performance in the organizations of the public sector. Research has shown that trained employees are likely to have higher quality of performance and lower rates of errors, especially working in system-oriented environments (Nguyen et al., 2020). According to research by South Asian governmental agencies, there is a problem with fulfilling the expectations of the performance because of the lack of resources, bureaucracy, and the disparity in the degrees of digital preparedness (Perera & Udawatte, 2020).

Studies in Pakistan also support the fact that employee performance in government departments can be improved in ways that staff are given practical training and supervision especially in

positions dealing with finances and administration (Aqeel et al., 2021). Nevertheless, lack of consistency in training transfer and organizational support remain the barriers to the performance results related to digital systems, including IFMIS (Ali & Ahmad, 2023).

2.6 On-the-Job Training (OJT) and Employee Performance

In public-sector organizations, especially those operating in increasingly digital and system-dependent environments, on-the-job training (OJT) has become a crucial mechanism for improving employee capability and overall service delivery. Unlike conventional workshops or classroom-based training—often criticized for being detached from real operational challenges—OJT embeds learning directly within day-to-day tasks (Noe, 2017). Within The adoption of the Integrated Financial Management Information System (IFMIS) in Pakistan by the federal ministries and departments based in Islamabad and Rawalpindi has intensified the necessity of having practical learning approaches that enhance system proficiency, process familiarity and proper digital financial transactions. As employees learn to use modules like budgeting, bill processing, and reporting, OJT offers real time support and employees can connect the theory with real system application. Since the tasks connected with IFMIS involve tendencies to accuracy and knowledge of technical and organizational rules, OJT has become the key instrument that determines the performance of workers and the efficiency of their working in the public sector.

Nonetheless, like other third world nations, Pakistan has difficulty in harmonizing the quality of training at the ministry level. Whilst there are departments that make provision of mentoring, ongoing supervision and refresher programs, others use informal knowledge sharing which causes inconsistency in the staff performance. This is in line with international results that OJT produces good results based on the organizational support, mentoring as well as practice opportunities (Salas et al., 2012). The inability to be accurate, fast and compliant, the main performance indicators of the financial management position, may become a concern to the employees when the organization switched to a digital form of workflow and the employees did not receive a proper amount of practical training. This renders OJT a very important element in determining the effectiveness with which employees adapt to digital reforms in governance.

Digital transformation in the sphere of the public sector demands that employees receive new competencies, adapt to work processes based on technology, and guarantee the accuracy of data. With systems such as IFMIS taking centre stage in the governance process, the value of

pragmatic training also rises. Some studies conducted in developing nations have shown that digitization reforms are frequently unsuccessful because employees have no ability to use new system (World Bank, 2020). Financial reforms in the country based on IFMIS force employees to conform to standardized digital processes, system generated controls and reporting mechanisms that are automated.

OJT can be used to close this skills gap since employees can be given IFMIS tasks to work on under supervision. Practical experience demonstrates that practical training leads to flexibility of the system, less error and increased confidence among the users (Mtebe & Raisamo, 2014). Besides, the work in the public sector is often rule-directed, and this aspect implies that employees receive guided learning, which increases adherence. Online, any minor errors during data-entry may influence the results of the audit, including the budgets, which is why OJT can be particularly helpful. According to studies carried in South Asia, the frontline administrative staff work significantly better when training is integrated into the real digital process (Maurer & London, (2018).

Therefore, OJT is important in ensuring that workers fit the system requirements, standards of auditing and execute their online duties efficiently, in the context of IFMIS-oriented companies in Islamabad and Rawalpindi.

The performance of employees is usually pegged on how much the people have the knowledge, skills as well as confidence to perform their duties. OJT has a direct contribution to all these dimensions, which include experiential learning, instant feedback and corrective feedback in real-time. Studies have always indicated that on job trained employees perform better as compared to employees trained off-site or through lectures (Salas et al., 2012; Saks and Burke, 2012). This is due to the fact that OJT incorporates learning as part of workflow and the interval between training and real execution of the task is minimized.

This is supported by Human Capital Theory (Becker, 1993) which states that organizations gain when employees acquire task oriented skills which enhance productivity. In government sector work, where quality and adherence are the vital elements, OJT develops employee ability in a form that is directly correlated with the performance indicators like timeliness, error lessening and accuracy in the procedures.

Researchers have discovered that workers in the government that undergo unstructured OJT are better at their tasks, make better decisions, and have more faith in their ability to perform tasks involving technology (Kim and Park, 2020). This is to mean better financial recording,

less bottle necks in the financial processing and better consistency in reporting to users of IFMIS.

H1: On-the-job training has a positive and significant effect on employee performance in IFMIS-based public organizations in Islamabad and Rawalpindi.

2.7 Job Involvement as a Mediator

Job involvement is an important component in the determination of how workers absorb the on-the-job training benefits and transform them into better performance. In the external environment, particularly those with strong dependency on the digital system like IFMIS, the degree to which the employees associate themselves with their positions determines the seriousness of training and the success of new skill transfer. Job involvement is the extent to which individuals are more or less psychologically engaged in their job and they deem their work as meaningful (Lodahl & Kejner, 1965). When the employees perceive that their job is a key component of their identity, they will work harder, be more attentive to work, and perform at higher accuracy and responsibility levels, which are especially needed in the work of a financial manager.

Job involvement is the psychological process that links the training inputs and the performance outputs. Even though OJT opens up employees to practical knowledge, the degree to which the knowledge can be translated into the work behaviour of employees will highly rely on the level of involvement in employees with their job. Studies have found out that employees with a higher score on job involvement use training more fruitfully with improved performance results (Saks & Burke, 2012). Indicatively, Yuan and Lee (2022) found that job involvement enhanced enormously the impact of training on performance in administrative employees in government agencies. On the same note, Kim and Park (2020) established that engagement enhanced the effects of training digital-skills in government agencies on system accuracy and efficiency. These results show that even OJT might not necessarily promote better performance unless the employees are psychologically committed to the job.

The Social Exchange Theory can be used to explain the mediating mechanism (Blau, 1964). In case the already highly involved employees feel that they are being invested in by the organization through training, they reward it by putting in more effort and demonstrating better job performance as a result. This relationship is further explained by the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) which proposes that OJT works as a significant job resource that increases involvement, which consequently leads to increased

performance. Highly involved employees will therefore have greater chances of translating the training knowledge into better accuracy, compliance and task efficiency in the course of operations in IFMIS.

Job involvement is even more critical in the situation of the Pakistani public sector. Government employment is usually procedural and rule-oriented, and this can at times decrease the autonomy of the employees. Nonetheless, with digital transformation by using IFMIS, more meaningful and skills-based activities are presented which can bring up more engagement in case employees feel that they are supported and competent. Pakistan-based studies have shown that the engagement increases when employees feel that they have a chance to apply the skills and make a significant impact on the organizational objectives (Khilji, 2019). Thus, highly involved employees are in better positions to take advantage of OJT and work well in the system-based set-ups.

H2: Job involvement mediates the relationship between on-the-job training and employee performance among employees working in IFMIS-based public organizations in Islamabad and Rawalpindi.

2.8 Perceived Organizational Support as a Moderator

Perceived organizational support (POS) is extremely important in determining the way employees perceive and react to the initiatives of their organization. POS describes how employees feel that their company appreciates their input and takes care of them (Eisenberger et al., 1986). The perception of support among the employees working in the public-sector setting, where a hierarchical structure, strict procedures, and low incentives tend to predetermine the work experience, becomes central to maintaining the motivation levels and making any learning programs result in the significant performance changes. The employees are more likely to react positively to training and become more engaged in working activities when they are encouraged that their organization supports them, i.e., by showing guidance, treating them fairly, recognizing them, providing them with opportunities to develop, and offering them access to resources. The moderating value of POS plays a particularly significant role in the situation of OJT. Whereas OJT offers the technical literacy and practical experience to handle the IFMIS activities, it is the employee who believes that the company cares about them learning the job and appreciates the efforts put in. When employees believe that the organization is highly supportive, they will have a higher propensity of considering training as an investment in working on them. As a result, they are more open to the application of the

knowledge they obtain, show initiative, and exceed the minimum requirements to achieve the accuracy and efficiency in the operations related to IFMIS. Conversely, when employees view the support as low, they might regard training as a form of mandatory commitment with little enthusiasm to embrace new skills in their duty. The moderate role of POS in training-performance relationships is supported by empirical studies. It has been demonstrated that, the effects of training on performance are much greater when the employees feel supported (Chiang & Hsieh, 2012). The use of POS in the context of the public sector has been associated with increased job effort, less resistance to change, and better adoption of digital systems (Kim & Park, 2020). The studies in developing nations also support the idea that organizational support is connected to increased motivation of employees to implement system-based training to improve the service quality and accuracy of administrative processes (Ahmed & Khan, 2020). These results are relatively consistent with the setting of IFMIS-based institutions of Islamabad and Rawalpindi where the transition to the digital mode of governance demands not only technical expertise but also psychological assurance and company support. Conceptual underpinnings can be used to explain the moderating role of POS on the impact of OJT. According to the Social Exchange Theory (Blau, 1964) in cases where employees feel that they are supported by the organization, they have a sense of obligation, and they respond with positive attitude and better performance. To this extent, POS enhances the bond between OJT and performance since employees are more receptive to the investment made by the organization in their training. According to the Job Demands-Resources Model (Bakker and Demerouti, 2007), POS is also enumerated as a job resource that helps to alleviate strain and increase motivation and the chances of employees to utilize newly acquired skills. Under the conditions of an IFMIS-based environment when the employees have to deal with more complicated digital processes, organizational resources like the managerial support, access to the system, troubleshooting assistance, and performance feedback would enhance the effectiveness of OJT and reinforce positive work behaviours. Organizational support in the Pakistani public sector is rather different in the various departments of the country- some of them provide good mentoring and a great deal of resources, whereas others do not have systemic support and reinforcement. Such variations determine the response of employees towards OJT and their ability to transfer the knowledge gained during training to performance. Feeling supported by both the supervisors and the organization, the employees are more assured to use IFMIS, are more ready to ask questions, and are more consistent in their performance of digital tasks correctly. Consequently, POS is an important contextual determinant to strong or weak performance outcomes as a result of OJT.

H 3: Perceived organizational support moderates the relationship between on-the-job training and employee performance among employees working in IFMIS-based public organizations in Islamabad and Rawalpindi.

2.9 Theoretical Framework

The relations considered in this paper are based on the well-developed organizational behavior theories that illustrate how employees learn, interact, and work in the well-organized work environments. The Social Exchange Theory (Blau, 1964) opines that employee who believe that they are significantly supported and invested in by their organization (through effective on-job training) feel compelled to payback the organization by working better. This correlates well with perceived organizational support which determines whether employees will use new skills learnt in the process of training or not.

In the same vein, Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007) is based on the fact that resources (such as training, guidance by supervisors, and supportive environments) in the workplace assist employees in managing job demands, as well as improving the performance outcomes. OJT is an important asset which lessens stress and increases capacity in IFMIS-based organizations in which job requirements encompass technical accuracy, computer navigation, and compliance with financial processes.

The mediating function of job involvement is further advocated by the Self-Determination Theory (Deci & Ryan, 2000) who believe that employees perform better when their psychological needs are satisfied to competence and meaningful involvement. By allowing employees to feel competent and confident in the tasks performed in IFMIS with the help of OJT, they will be more psychologically involved with their work.

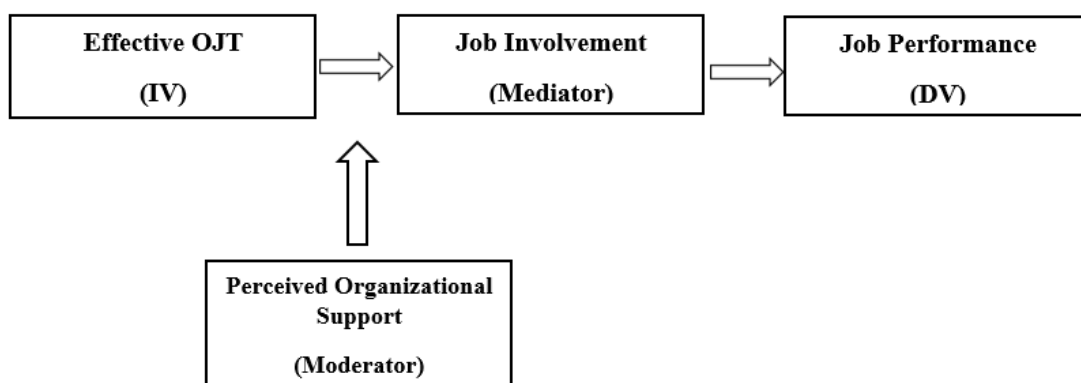
Collectively, these theories present a consistent basis of knowledge on the role of OJT in its direct influence on performance, the role of job involvement in mediating this influence, and how the perceived organizational support reinforces or undermines the overall training-performance relationship in the digital context of the Pakistani public-sector.

2.10 Cultural and Contextual Reflection

To be able to discuss the dynamics of on-the-job training and employee performance in the context of IFMIS-based public organization, one has to be sensitive to the specifics of the Pakistani administrative and cultural environment. The institutions of the public sector are planned to be located in Islamabad and Rawalpindi; these institutions are bureaucratic with

hierarchy, rigidity of procedures and high compliance expectations, which affect the perceptions of the employees towards training and the implementation of new skills. Pakistan is a collectivist society culturally in which the relationships, society harmony and respect in hierarchical form determines workplace behaviour. Such norms tend to influence the motivation levels, willingness of the employees to work with digital systems as well as the willingness to act independently in the tasks that occur on systems basis. Furthermore, the work of the public sector is usually considered to be stable and slow, though, occasionally this may decrease the urgency in learning new skills unless the employees are really encouraged and appreciated. Evidence of comparable developing-country settings indicates that digital transformation initiatives can be more effective with the help of organizational backing, acceptance, and direction being integrated into the training setting (Masuda et al., 2012; Parker, 2018). The cultural expectations of support, clarity, and workplace stability of employees can in the case of IFMIS, where procedural accuracy and system competence are key, play a major role in the effectiveness of employees in internalizing OJT and transforming it into higher performance. These situational facts contribute to the necessity to perceive the outcome of training not only in terms of technical interventions but also in terms of cultural and administrative conditions under which employees work.

2.11 Study Framework



Chapter 3

Research Methodology

3.1 Research Philosophy

Research philosophy refers to how a researcher thinks on how knowledge ought to be collected and analyzed. It assists in directing the way research is to be executed. Within the scope of business research, some of the types of research philosophies include positivism, interpretivism, realism, and pragmatism. The philosophies have different perspectives of reality and knowledge. As an illustration, positivism is concerned with facts and figures, and it utilizes scientific procedures of testing theories. Interpretivism on the other hand is more about how people feel and what they experience. Realism is of the view that reality is there but the perception of it may vary with different people even though pragmatism is concerned with finding practical solutions and using any means that is appropriate.

The current study selected positivism as the research philosophy in this research work. This is because the topic Influence of On-the-Job Training Effectiveness on Job Performance: The Mediating Role of Job Involvement and the Moderating Role of Perceived Organizational Support in IFMIS based organizations has definite variables that can be quantified through a structured questionnaire. The most appropriate one is positivism since it will assist in gathering objective information about healthcare workers in Islamabad, Pakistan. This philosophy encourages the application of the quantitative approach, which is appropriate in the analysis of vast volumes of information and uncovering the patterns and to verify the relationship between on job training and job performance. Moreover, positivism allows me to be neutral and not personal, and this aspect makes sure that the findings of the research are objective and fact-based.

3.2 Research Purpose

The purpose of the research gives the general purpose of the study- why the research is being conducted and what does it want to accomplish. The research purposes in business administration typically consist of three categories exploratory, descriptive, and causal. Exploratory research is applied when the topic in question is new, and the researcher needs to find out more about it. The descriptive research is applied in describing characteristics or functions of something such as describing the behavior of employees. Causal research is employed to identify and test cause-and-effect relationships among variables, as is the case

of whether one thing causes another. This is a causal study depending on the objective of the current research. This is because the current study wished to look into the way on job training contributes towards job performance, and the influence of job involvement and perceived organizational support on the relationship. Thus, causal approach was adopted with the aim to find out whether a given variable (On-job training) causes the change in other variables. This approach helps in understanding the true impact of on the job trainings on job performance in the IFMIS based organizations in Islamabad and, Rawalpindi, using measurable data and structured methods.

3.3 Research Approach

The research approach is the plan for how a researcher will go from asking a question to finding answers. It guides how the researcher will collect and analyze data. In business administration, there are mainly two types of research approaches: deductive and inductive. A deductive approach starts with a theory or hypothesis and then uses data to test it. It moves from general ideas to specific results. An inductive approach, on the other hand, starts with observations or data, and then builds new theories based on the findings. It moves from specific observations to general conclusions.

Based on the research strategy, my study is deductive in nature. The reason is that the current study starting with existing theories and using them to form hypotheses about how on-job training affects job performance, with job involvement as mediator and perceived organizational support as moderator. The data is collected to test these relationships. A deductive approach is suitable because there is strong theoretical support from past research, and the current study aims confirm whether those theories apply in the IFMIS based public sectors of Islamabad and Rawalpindi. This approach also fits well with our use of a quantitative method and a positivist philosophy, allowing researcher to test the hypotheses using statistical tools and structured data.

3.4 Research Strategy

A research strategy is the general guide in which a researcher will carry out the research. It contains the techniques and processes that are applied to gather, examine and interpret data so as to provide answers to the research questions. There are primarily two research approaches to business administration, quantitative and qualitative. Quantitative strategy is about numbers, measurements and statistical analysis. It employs such tools as surveys and experimental tests to verify the hypothesis. A qualitative approach, on its part, is concerned

with the meanings, experiences, and behaviors by means of interviews, observations, or open-ended questions. The current research is a quantitative one, in accordance with the research strategy. The reason is that the subject- Influence of On-the-Job Training Effectiveness on Job Performance: The Mediating Role of Job Involvement and the Moderating Role of Perceived Organizational Support in IFMIS based organizations is a topic with particular variables, which can be assessed with the help of a structured questionnaire. The quantitative approach was selected as we can gather data about as many healthcare employees in Islamabad and Rawalpindi, Pakistan, as possible and verify the correlations between the variables with the help of statistical tools. The positivist philosophy and deductive approach of this research also work well with this strategy, which would allow me to come up with clear, objective and reliable results.

3.5 Time Horizon

The term time horizon in business research is used to refer to the period of time during which the data is to be gathered. Depending on time-horizon, two types of studies: cross-sectional and longitudinal exist primarily. A cross-sectional study is one that gathers information at a one-point instance. It provides a brief preview of the current state of affairs in a given situation. A longitudinal study, however, involves gathering data over a longer duration of time i.e. months or even years to observe the changes with time. This research is cross-sectional in nature based on the time horizon. This implies that the researcher gathered information on healthcare workers in Islamabad and Rawalpindi in Pakistan at a single time. The study used such a method as it is more practical particularly in cases where time and resources are constrained. As the research intended to analyze the existing effects of on job training on job performance, a cross-sectional study will assist in obtaining the necessary information fast and efficiently. It is also appropriate to the quantitative approach and deductive approach adopted by the study.

3.6 Data Collection Method

Taking quantitative research, numerical data can be gathered in several ways. These are common ways such as questionnaires, structured interviews, experimentation as well as observation. Questionnaires are most common among them as they enable a researcher to collect the information of numerous individuals within a short period of time and time efficiently. Questionnaires may be distributed via online, and paper means and tend to be close ended; such a response will require fewer data analysis tools, which are often

statistical. In the current research, a questionnaire is used to gather information from employees in IFMIS based organization in Islamabad and Rawalpindi, Pakistan. The research selected primarily an online survey mode as it is convenient, cost efficient, and time saving, and one can easily reach more respondents using this method. While paper-based questionnaires were personally distributed to employees with limited access to online platforms. This approach is appropriate in the current research's quantitative approach and assisted in gathering correct and systematic data to examine how on job training influences job performance, as well as the mediating effects of job involvement and moderating effect of perceived organizational support.

3.7 Unit of Analysis

The unit of analysis refers to the primary entity being analyzed in a research study. It defines what or who is being studied and on what level the data is analyzed. In business and organizational research, the unit of analysis is commonly individual employees, groups, departments, or entire organizations, depending on the objectives of the study.

In the present research, the unit of analysis is **individual employees** working in IFMIS-based organizations in Islamabad and Rawalpindi. The study focuses on employees' perceptions of on-the-job training, job involvement, perceived organizational support, and their self-reported job performance. Since the data was collected from individual respondents through a structured questionnaire, and all variables were measured at the individual level, selecting individual employees as the unit of analysis is appropriate and consistent with the study objectives.

3.8 Population

The population of a study refers to the entire group of individuals or entities that share common characteristics relevant to the research and from which a sample is drawn. Defining the population clearly helps in ensuring that the findings of the study can be generalized to the appropriate group.

The current study population will be the employees of IFMIS based organizations within the public sector in the city of Islamabad and Rawalpindi in Pakistan. They are government ministries, divisions, and attached departments and the public-sector offices in Islamabad and Rawalpindi that rely on the Integrated Financial Management Information System to accomplish their budgeting, accounting, expenditure control, financial reporting, and audit-

related processes (World Bank, 2020; Rehman and Khan, 2021). These workers have been engaged in organizational business processes that entail the application of on-the-job training as a mechanism of capacity-building programs. The workforce consists of workers representing various departments and job levels of these companies, which guarantees a variety of experience, education level, and functional positions.

3.9 Sampling Technique

Sampling technique is the technique applied in collecting the data of the population by choosing a sample of individuals. Sampling methods are commonly divided into probability and non-probability sampling methods. Probability sampling gives the same chances to be sampled to the entire population and non probability is based on access and judgment of the researcher.

The convenience sampling method used in this research was not a probability one. The method was chosen by the practical limitations like the access to a full frame of sampling and time limitations. The study included employees who were readily available and willing to take part in the survey. The convenience sampling technique is frequently applied in organizational studies and is deemed appropriate in the exploratory and causal research where the main aim of inquiry is to verify the connection among variables and not to determine the population parameters.

3.10 Sample

A sample refers to a section of the population that is chosen to carry out the data collection and analysis. A proper sample can enable a researcher to make valid conclusions and still cope with time and resource limitations.

The current study sample was comprised of the employees of the organizations that operate on the basis of IFMIS in Islamabad and Rawalpindi. The respondents were selected on different departments among them administration, finance, human resources, IT and operations. This guaranteed the proper representation of the various functional areas in the organizations. The sample was limited to only those employees who had undergone on-the-job training in order to make the responses relevant and accurate.

3.11 Sample Size

Sample size is the number of respondents to be used in study. A sufficient sample size is necessary in order to guarantee statistical power and reliability of findings particularly when

conducting quantitative research to determine regression, mediation and moderated mediation.

Questionnaires were distributed among employees totaling to 200 in number. This sample is adequate in terms of the minimum requirement of regression based mediation and moderation, and it is also believed that this sample size is adequate to give reliable and generalizable outcomes.

3.12 Data Collection Procedure

Data collection procedure provides the process of collecting data systematically among the respondents. In the present research, the data collection was conducted in a systematic and planned way. Questionnaires were administered to employees both online and using papers after the approval.

Online questionnaires were shared through email and messaging platforms, while printed questionnaires were personally administered to employees who had limited access to online facilities. Respondents were briefed about the purpose of the study and were assured that their responses would be used solely for academic purposes. Adequate time was given to complete the questionnaire, and follow-ups were conducted to improve the response rate.

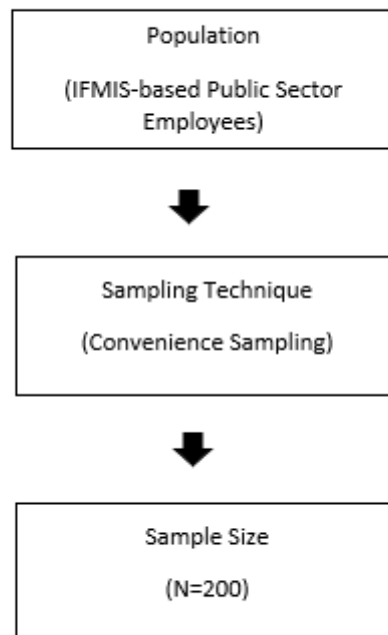


Figure: Sampling Method

3.13 Study Instruments

3.13.1 On Job Training Scale

To measure the independent variable (on-job training effectiveness) we will use “General Training Effectiveness Scale (GTES)” (Aziz, 2015). The scale has 10 items, measured using a five-point Likert scale. It is three subscales; learning Performance, Individual Performance, and Organization performance.

3.13.2 Job performance

The dependent variable for this study will be Individual Work Performance, measured using the Individual Work Performance Questionnaire (IWPQ) Version 1.0, American-English edition. According to the official instruction manual by Koopmans (2015), the IWPQ is a validated and freely available scientific instrument designed to measure employees’ work-related behaviors across multiple occupations.

The final IWPQ consists of 18 items organized into three subscales:

- Task Performance- 5 items
- Contextual Performance-8 items
- Counterproductive Work Behavior (CWB)-5 items

Thus, the complete instrument contains 18 items across three dimensions.

However, this Study Will Use Only Two Subscales (Task and Contextual Performance)

This decision is based on three reasons:

1. **Relevance to the research construct (job performance).** Task and contextual performance represent *positive, competence-reflective* behaviors most directly linked to training effectiveness.
2. **Methodological suitability.** CWB often triggers social desirability bias, especially in public-sector surveys, and is commonly excluded in similar training–performance studies.
3. **Support from instrument developers.** Even in the IWPQ manual, CWB is described as difficult to measure due to low variability and social desirability effects.

Therefore, Task and Contextual subscales provide a valid, ethical, and psychometrically strong dependent variable for this study.

3.13.3 Job Involvement

Job involvement was measured using the 9-Item Utrecht Work Engagement Scale (UWES-9). This scale is widely used to assess employees' psychological involvement and engagement in their work roles. The UWES-9 captures three core dimensions of work engagement, namely vigor, dedication, and absorption, with each dimension measured through three items.

The respondents were requested to specify the degree to which they have different work-related emotions and behaviours. Everything was measured with the help of the Likert-type scale when the higher the score, the higher the level of job involvement. The UWES-9 has shown good psychometric qualities in previous studies as well as has been tested in various organizational culture and settings. The scale was used in the current research because of its validated reliability and applicability to the research of the involvement of employees as an intervening variable between on-the-job training and job performance (Houle et al., 2022).

3.13.4 Perceived Organizational Support

Perceived Organizational Support (POS) was assessed with the help of Perceived Organizational Support Scale which was created by Eisenberger, Huntington, Hutchison and Sowa (1986). This scale determines the beliefs of the employees on how far their organization appreciates their efforts and also considers their well-being.

The scale has six items, which describe the perception of the employees on the organizational appreciation, concern and support. The answers were noted to a Likert-type scale whereby the more the score, the better the perception of organizational support. The POS scale has found extensive application in organizational and management research and has remained highly reliable and valid. The scale was chosen in the context of the current study to investigate the moderating impact of support which is perceived as an organization on the relationship between on-the-job training, job involvement, and job performance.

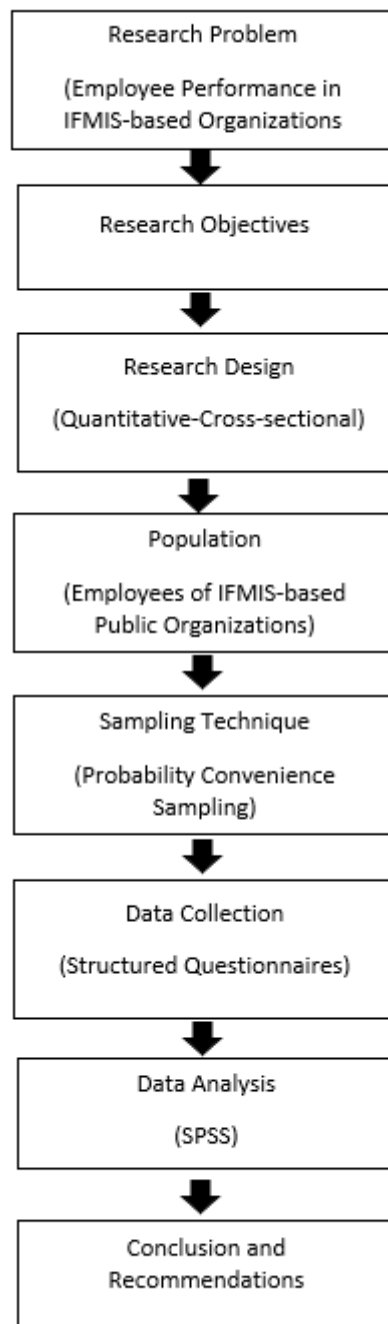
3.14 Ethical Considerations

In any study that would utilize human participants, ethics is an element that must be established. They also make sure that the rights, dignity and well-being of respondents are safeguarded during the research process.

A number of ethical principles were observed in this study. The respondents were only volunteers in the research, and they were made to understand that they can drop out at any point without any repercussions. All participants were informed before participating in the data

collection. The anonymity and confidentiality were guaranteed through no personally identifiable information being taken. The data was gathered and utilized with an academic research purpose only and was placed in a safe place to avoid unauthorized access. Such actions reflected adherence to the ethical standards and added to the validity and honesty of the study.

3.15 Research Methodology Diagram



Chapter 4

Results and Data Analysis

This chapter presents the statistical analysis and empirical findings of the study. The purpose of this chapter is to report the results obtained through SPSS in a clear and objective manner, following the structure and presentation style of the approved sample thesis. The analyses include descriptive statistics of the sample and inferential analyses examining differences in Job Performance across demographic groups.

4.1 Descriptive Frequencies of the Sample

This section presents the demographic profile of the respondents included in the study. Descriptive statistics were used to summarize the distribution of respondents across gender, education level, and department. The total sample consisted of 200 respondents.

4.1.1 Gender Distribution

Table 4.1 presents the frequency and percentage distribution of respondents based on gender. The results indicate that the majority of the respondents were male ($n = 119$, 59.5%), while female respondents accounted for 81 participants (40.5%). This distribution shows a higher representation of male employees in the sample.

Table 4.1

Gender-wise Distribution of Respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	81	40.5	40.5	40.5
Male	119	59.5	59.5	100.0
Total	200	100.0	100.0	—

4.1.2 Education Level

The distribution of respondents according to education level is presented in Table 4.2. The findings reveal that most respondents held a Master's degree ($n = 97$, 48.5%), followed by graduates ($n = 67$, 33.5%). A smaller proportion of respondents had PhD qualifications ($n =$

22, 11.0%), while undergraduate degree holders constituted the smallest group ($n = 14$, 7.0%). Overall, the sample reflects a relatively high level of educational attainment.

Table 4.2

Education Level of Respondents

Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
Undergraduate	14	7.0	7.0	7.0
Graduate	67	33.5	33.5	33.5
Masters	97	48.5	48.5	82.0
PhD	22	11.0	11.0	93.0
Total	200	100.0	100.0	—

4.1.3 Department-wise Distribution

Table 4.3 shows the distribution of respondents across different departments. The largest proportion of respondents belonged to the Finance department ($n = 55$, 27.5%), followed by Human Resources ($n = 42$, 21.0%) and Administration ($n = 38$, 19.0%). Respondents from Operations ($n = 34$, 17.0%) and IT ($n = 31$, 15.5%) were comparatively fewer. The results indicate a reasonably balanced representation of departments within the organization.

Table 4.3

Department-wise Distribution of Respondents

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Administration	38	19.0	19.0	19.0
Finance	55	27.5	27.5	46.5
HR	42	21.0	21.0	67.5
IT	31	15.5	15.5	83.0

Operations	34	17.0	17.0	100.0
Total	200	100.0	100.0	—

4.2 Reliability Analysis

Reliability analysis was conducted to examine the internal consistency of the measurement scales used in the study. Cronbach's alpha coefficient was used as the criterion to assess reliability. Values of Cronbach's alpha equal to or greater than 0.70 are generally considered acceptable, while values above 0.80 indicate good to excellent internal consistency.

The reliability results for all study variables are presented collectively in Table 4.4, following the format used in the sample thesis.

Table 4.4

Reliability Statistics of Study Variables

Variable	Number of Items	Cronbach's Alpha
On-the-Job Training (OJT)	10	0.901
Job Performance	13	0.875
Job Involvement	9	0.857
Perceived Organizational Support	6	0.872

The results indicate that all scales demonstrated good to excellent internal consistency. The Cronbach's alpha values ranged from 0.857 to 0.901, confirming that the items used to measure each construct were reliable and suitable for further statistical analysis.

Key Observations

The reliability analysis shows that all measurement scales used in the study meet the acceptable threshold for internal consistency. Among the variables, On-the-Job Training (OJT) exhibited the highest reliability, indicating strong consistency among its items. Job Performance, Job

Involvement, and Perceived Organizational Support also demonstrated robust reliability coefficients, supporting their suitability for inclusion in subsequent inferential analyses.

4.3 Correlation Analysis

Pearson’s product–moment correlation analysis was conducted to examine the strength and direction of relationships among the study variables, namely On-the-Job Training (OJT), Job Performance, Job Involvement, and Perceived Organizational Support (POS). The results of the correlation analysis are presented in Table 4.5.

Table 4.5

Correlation Matrix of Study Variables

Variables	OJT	Job Performance	Job Involvement	POS
OJT	1	-	-	-
Job Performance	.430**	1	-	-
Job Involvement	.391**	.593**	1	-
POS	.403**	.337**	.566**	1

Note. $p < .01$ (2-tailed).

The results indicate that all variables are positively and significantly correlated with one another at the 0.01 significance level. On-the-Job Training showed a moderate positive correlation with Job Performance ($r = .430$), Job Involvement ($r = .391$), and Perceived Organizational Support ($r = .403$). Job Performance was strongly associated with Job Involvement ($r = .593$) and moderately related to Perceived Organizational Support ($r = .337$). Additionally, Job Involvement demonstrated a strong positive correlation with Perceived Organizational Support ($r = .566$).

Key Observations

The correlation analysis reveals meaningful and statistically significant positive relationships among all study variables. These findings suggest that higher levels of on-the-job training, job involvement, and perceived organizational support are associated with better job performance.

The strength and significance of these relationships provide empirical justification for conducting further mediation and moderated mediation analyses in subsequent sections.

4.4 Group Differences in Job Performance

This section examines differences in Job Performance across key demographic groups. Inferential statistical techniques were applied to determine whether statistically significant differences exist between groups.

4.4.1 Independent Samples t-Test (Gender and Job Performance)

An independent samples t-test was conducted to examine whether Job Performance differed significantly between male and female employees. Prior to conducting the t-test, Levene’s test for equality of variances was assessed.

Levene’s test was non-significant ($F = 2.03, p = .156$), indicating that the assumption of equal variances was met. Therefore, the results of the t-test under the assumption of equal variances were interpreted.

The results revealed a statistically significant difference in Job Performance between male and female employees, $t(197) = 2.58, p = .011$. Male employees ($M = 55.38, SD = 5.12$) reported higher levels of Job Performance compared to female employees ($M = 53.37, SD = 5.79$).

Table 4.6

Independent Samples t-Test for Gender Differences in Job Performance

Variable	Male (n = 118)		Female (n = 82)		t	p	95% CI		Cohen’s d
	M	SD	M	SD			LL	UL	
Job Performance	55.38	5.12	53.37	5.79	2.58	.011	0.47	3.55	0.36

Key Observations

The findings indicate that gender plays a significant role in explaining differences in Job Performance, with male employees demonstrating higher performance scores than female

employees. This result highlights the presence of gender-based differences in Job Performance within the sampled organization.

4.4.2 One-Way ANOVA for Department and Job Performance

A one-way analysis of variance (ANOVA) was conducted to examine whether there were statistically significant differences in Job Performance across different departments.

Table 4.7

One-Way ANOVA Results for Department and Job Performance

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	188.779	4	47.195	1.591	.178
Within Groups	5756.185	194	29.671		
Total	5944.965	198			

The ANOVA results showed that the overall model was not statistically significant, $F(4, 194) = 1.59$, $p = .178$. This indicates that Job Performance does not significantly differ across departments at the 0.05 significance level.

Key Observations

The results demonstrate that departmental affiliation does not have a statistically significant effect on Job Performance. Employees across different departments exhibit comparable levels of Job Performance, suggesting that performance outcomes are not department-specific in the present sample.

Post-Hoc Analysis for Department

Despite the non-significant overall ANOVA result, a Games–Howell post-hoc test was conducted to further explore pairwise comparisons between departments, as this test is robust to unequal sample sizes.

The post-hoc results revealed that none of the pairwise comparisons between departments were statistically significant ($p > .05$). The confidence intervals for all comparisons included zero, further confirming the absence of meaningful differences in Job Performance across departments.

These findings reinforce the ANOVA results and suggest that employees across different departments exhibit comparable levels of Job Performance.

4.4.3 One-Way ANOVA for Education Level and Job Performance

A one-way analysis of variance (ANOVA) was conducted to assess whether Job Performance differed significantly across education levels.

Table 4.8

One-Way ANOVA Results for Education Level and Job Performance

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	759.680	3	253.227	9.523	.000
Within Groups	5185.285	195	26.591		
Total	5944.965	198			

The ANOVA results indicated a statistically significant difference in Job Performance across education levels, $F(3, 195) = 9.52, p < .001$.

Key Observations

The results demonstrate that Job Performance varies significantly according to education level. This significant finding provides statistical justification for conducting post-hoc comparisons to determine which education groups differ from one another.

4.5 Post-Hoc Analysis for Education Level

The Games–Howell post-hoc test was employed to identify specific group differences in Job Performance across education levels. The results showed several statistically significant mean differences.

Employees with education level 2 demonstrated significantly lower Job Performance compared to those with education level 3 (Mean Difference = -3.12, $p = .002$) and education level 4 (Mean Difference = -6.11, $p < .001$). Similarly, education level 3 differed significantly from education level 4 (Mean Difference = -2.99, $p = .012$).

In contrast, no statistically significant differences were observed between education level 1 and the other education groups, as all corresponding p-values exceeded 0.05.

These findings suggest that higher educational attainment is associated with better Job Performance, with particularly strong differences observed between mid and higher education categories.

4.6 Mediation Analysis

To examine whether Job Involvement mediates the relationship between On-the-Job Training (OJT) and Job Performance, a mediation analysis was conducted using PROCESS macro Model 4 developed by Hayes (2022). Bootstrapping with 5,000 resamples was employed to test the significance of the indirect effect at a 95% confidence interval.

Table 4.9

Mediation Analysis of Job Involvement between On-the-Job Training and Job Performance (PROCESS Model 4)

Path	Effect	SE	t	p	LLCI	ULCI
Path a (OJT → Job Involvement)	0.4728	0.0916	5.1615	.000	0.2916	0.6539
Path b (Job Involvement → Job Performance)	0.5434	0.0799	6.7999	.000	0.3853	0.7014
Direct Effect (c') (OJT → Job Performance)	0.2874	0.0931	3.0882	.002	0.1033	0.4714
Total Effect (c) (OJT → Job Performance)	0.5443	0.0983	5.5388	.000	0.3499	0.7386
Indirect Effect (a × b)	0.2569	0.0597	-	-	0.1542	0.3854

Note. Bootstrapped confidence intervals are based on 5,000 samples. Mediation is significant when zero is not included in the confidence interval.

Key Observations

The mediation analysis revealed that On-the-Job Training significantly predicts Job Involvement, indicating that employees who receive higher levels of training tend to be more involved in their jobs. Job Involvement, in turn, significantly predicts Job Performance, demonstrating its strong positive role in enhancing employee outcomes.

The total effect of OJT on Job Performance was significant, confirming that training directly improves performance. When Job Involvement was included in the model, the direct effect remained significant but reduced in magnitude, suggesting partial mediation.

Most importantly, the indirect effect of OJT on Job Performance through Job Involvement was statistically significant, as the bootstrapped confidence interval did not include zero. This confirms that Job Involvement partially mediates the relationship between On-the-Job Training and Job Performance.

4.7 Moderated Mediation Analysis

A moderated mediation analysis was conducted using PROCESS macro Model 7 (Hayes, 2022) to examine whether Perceived Organizational Support (POS) moderates the indirect effect of On-the-Job Training (OJT) on Job Performance through Job Involvement. Bootstrapping with 5,000 samples was used to generate bias-corrected confidence intervals at the 95% confidence level.

4.10 Table

Moderated Mediation Analysis of OJT, Job Involvement, POS, and Job Performance (PROCESS Model 7)

(a) Moderation of Path a (OJT → Job Involvement)

Predictor	Effect	SE	t	p	LLCI	ULCI
OJT	0.0768	0.4565	0.1683	.866	-0.8234	0.9771
POS	0.2446	0.8297	0.2948	.769	-1.3917	1.8809
OJT × POS	0.0080	0.0186	0.4288	.669	-0.0288	0.0448

(b) Outcome Model (Job Involvement → Job Performance)

Predictor	Effect	SE	t	p	LLCI	ULCI
OJT	0.2409	0.0852	2.8262	.005	0.0728	0.4091

Predictor	Effect	SE	t	p	LLCI	ULCI
Job Involvement	0.5647	0.0735	7.6873	.000	0.4198	0.7096

(c) Conditional Indirect Effects of OJT on Job Performance at Levels of POS

POS Level	Indirect Effect	BootSE	BootLLCI	BootULCI
Low (16th percentile)	0.1427	0.0522	0.0548	0.2656
Medium (50th percentile)	0.1563	0.0481	0.0693	0.2577
High (84th percentile)	0.1698	0.0626	0.0438	0.2918

(d) Index of Moderated Mediation

Moderator	Index	BootSE	BootLLCI	BootULCI
POS	0.0045	0.0106	-0.0202	0.0224

Note. Bootstrap confidence intervals are based on 5,000 resamples. Moderated mediation is supported when the confidence interval for the index does not include zero.

Key Observations

The moderated mediation analysis revealed that On-the-Job Training did not significantly interact with Perceived Organizational Support in predicting Job Involvement, indicating that POS does not moderate the relationship between OJT and Job Involvement. The interaction term (OJT × POS) was statistically non-significant.

However, Job Involvement significantly predicted Job Performance, and OJT also retained a significant direct effect on Job Performance, demonstrating that training independently contributes to improved performance outcomes.

The conditional indirect effects of OJT on Job Performance through Job Involvement were significant at low, medium, and high levels of POS, as none of the bootstrapped confidence

intervals included zero. Despite this, the index of moderated mediation was not significant, confirming that the strength of the indirect effect does not significantly vary across levels of POS.

Overall, these findings indicate that Job Involvement mediates the relationship between On-the-Job Training and Job Performance, but Perceived Organizational Support does not function as a moderator in this mediated relationship.

4.8 Result Summary

Path Tested	Result	Interpretation
OJT → Job Performance	Supported	On-the-job training significantly increases job performance.
OJT → Job Involvement	Supported	On-the-job training significantly enhances job involvement.
Job Involvement → Job Performance	Supported	Job involvement significantly improves job performance.
OJT → Job Involvement → Job Performance (Indirect)	Supported	Job involvement significantly mediates the relationship between on-the-job training and job performance.
OJT × POS → Job Involvement → Job Performance (Moderated Mediation)	Not Supported	Perceived organizational support does not significantly moderate the indirect relationship between on-the-job training and job performance through job involvement.

The results of the data analysis provide empirical support for the proposed relationships among the study variables. The findings indicate that On-the-Job Training has a significant positive impact on Job Performance, both directly and indirectly through Job Involvement. Job Involvement emerged as a significant mediating variable, highlighting its central role in enhancing employee performance.

Although Perceived Organizational Support was positively associated with key variables, it did not significantly moderate the relationship between On-the-Job Training and Job Involvement. Nevertheless, the mediation effect remained stable across varying levels of organizational support.

Overall, the findings suggest that investing in effective training programs enhances employee involvement, which in turn leads to improved job performance. The results align with the theoretical framework of the study and provide a strong basis for the discussion presented in the subsequent chapter.

Chapter 5

Discussion, Conclusion and Recommendations

5.1. Discussion

This chapter entails a critical discussion of the main findings of the research by contrasting the empirical findings that are presented in Chapter 4 with the literature and theoretical framework present in the literature. This discussion aims to make inferences on the findings beyond the level of statistical significance, combine the findings with those of other studies, and discuss the theoretical and practical implications of the findings to the IFMIS-based public sector organizations in Pakistan. It has been discussed in the order of hypotheses to be tested, how On-the-Job Training affects Job Performance both directly and indirectly via Job Involvement, and the conditional role of Perceived Organizational Support as well. In this way, the chapter does not only explain the existence of relationship, but the reasons behind the existence of the relationships in the organizational and institutional context of Pakistan.

The first hypothesis stated that **Perceived organizational support moderates the relationship between on-the-job training and employee performance among employees working in IFMIS-based public organizations in Islamabad and Rawalpindi**. This hypothesis was strongly supported and proved by the results obtained, as they showed that effective on-the-job training has a great impact on job performance of employees. This finding is in line with Human Capital Theory that argues that investment in knowledge and skill accumulation of employees enhance productivity and work performance (Becker, 1993). As it has been previously found in empirical research, training can provide employees with task-specific skills, clarity in the procedures, and confidence transferable into better efficiency and precision in the workplace (Noe, 2017; Salas et al., 2012).

Training becomes especially important in organizations whose IFMIS employs intricate financial and information systems to which employees have to work. These findings show that those employees who hold a belief that training is effective can better handle performance expectations and that training is not a process of performance improvement that is just a requirement, but a functional process. It should be noted however that training in isolation may not necessarily ensure improved performance in case organizational factors like pressure at work, old systems or bureaucratic inflexibility still prevail. Therefore, in as much as the results

confirm the direct role of training, they also suggest the results of performance outcomes can be biased by other systemic factors (Aguinis & Kraiger, 2009).

Hypothesis 2 proposed that **job involvement mediates the relationship between on-the-job training and employee performance**. The results supported Hypothesis 2. The mediation analysis revealed that job involvement increased significantly by on-the-job training which positively affected the performance of employees. Additionally, when the indirect effect is significantly statistically significant, this supports the fact that job involvement is a relevant psychological process by which training is translated to better performance outcomes. This conclusion is in line with the training transfer and human capital theories, which indicate that training will result in greater capacity, confidence, and role clarity in employees, subsequently creating greater psychological attachment to work roles and increased involvement (Baldwin & Ford, 1988; Noe, 2017). The empirical research also confirms the idea that employees who feel investment in their development is higher are more likely to demonstrate job involvement and better performance (Kuvaas & Dysvik, 2009; Saks & Burke, 2012). Thus, Hypothesis 2 can be accepted on the basis of the statistical and theoretical reasons.

Hypothesis 3 examined **the moderating role of perceived organizational support (POS) in the relationship between job involvement and employee performance**. Hypothesis 3 was not supported by the results because the interaction effect of job involvement and perceived organizational support was not significant. This means that perceived organizational support did not have a significant influence on the strength of the relationship between job involvement and employee performance. Even though past studies indicate that POS has positive effects on the attitude of employees and employees performance (Eisenberger et al., 1986; Rhoades and Eisenberger, 2002), the lack of moderation effect could be explained by the context of the study. Formal processes and work demands can be more influential in the construction of performance in structured organizational settings than the perceived discretionary assistance. Also, the past research shows that POS tends to have a direct influence on performance, as opposed to being a conditional variable and enhancing current relationships (Kim & Kang, 2021).

However, one can claim that personal dispositions, career aspirations, and consideration of job security are also possible reasons behind job involvement, and they are especially relevant in the context of employment in the public sector. Thus, although training is a considerable factor,

participation can also be based on structural and motive factors that are out of the scope of this research.

In addition to the direct relationships, the mediation analysis also gave more insight into the translation of On-the-Job Training to better Job Performance. The findings proved that Job Involvement is a significant mediator between training and performance, which showed a partial mediation effect. This discovery implies that training does not only enhance performance at the workplace but also indirectly so by increasing the level of psychological engagement of employees in their work.

Theoretically, this mediation pathway combines Human Capital Theory and Social Exchange Theory in the sense that the skill development (resource acquisition) increases psychological involvement that in turn prompts performance behavior. This is consistent with the prior studies that identified engagement and involvement as some of the psychological processes in which HR practices can impact the outcomes (Rich et al., 2010).

The fact that there is also partial mediation also indicates that there are other processes like increased self-efficacy, reduced role ambiguity or higher job satisfaction which can be operating with job involvement. This supports the complexity of the training-performance relationships and emphasizes the necessity of further research analyzing a variety of mediating paths at the same time.

The paper also assumed that Perceived Organizational Support would intervene in the relationship between On-the-Job Training and Job Performance through Job Involvement. To the contrary, the moderated mediation analysis showed that the interaction effect of training and organizational support however was not significant. Although POS was a predictor of job involvement and performance on its own, it did not enhance or diminish the training-involvement relationship.

This insignificant result does not rule out the value of organizational support rather proposes situational constraints to the moderating capacity. The training programs in the IFMIS-oriented public sector organizations are often institutionalized, compulsory and standardized as opposed to discretionary. Consequently, conditional influence of POS can be reduced as the employees might view training as an organizational routine instead of an indicator of special support.

This has been done with similar findings reported on bureaucratic and rule-based organizational settings whereby formal systems prevail in employee perceptions (Caesens et

al., 2017). Also, employees in collectivist societies such as Pakistan can be more concerned with job security and structural values than with perceived discretionary support. Hence, lack of moderation can be a factor of sector-specific and cultural reality as opposed to theoretical weaknesses.

Noteworthy, the moderated mediation index was non significant which implies that the indirect impact of training via involvement is also consistent across the levels of perceived organizational support. This indicates that the effectiveness of training in increasing involvement is strong especially when the perceptions of support are different.

Theoretically, the following contributions are important to the study. To begin with, it expands upon training-performance literature as it empirically supports Job Involvement as one of the psychological mechanisms, which connect training and performance in the public sector context. Second, the study improves the already existing models by testing moderated mediation to establish the conditions in which organizational support does or does not influence the role of mediation. Third, the results add to a sparse body of empirical data regarding IFMIS-based organisations in Pakistan, providing the context-specific information of a non-Western and high power-distance environment.

Practically, the findings have significant implications to the policymakers and administrators of the public sector organizations. To start with, on the job training should be invested on in structure and relevance and especially in technology intensive systems such as IFMIS. Second, the training programs must be aimed at not only the skills development but also job involvement (through role clarity, self-direction, and significance). Third, although organizational support is also necessary, managers must be aware that it is not always likely to significantly influence the results of training unless the support is viewed as being sincere and willful.

Irrespective of the contributions, the study has shortcomings. The cross-sectional design does not provide causality and longitudinal studies in future may be one way to measure how training effectiveness, involvement and performance change over time. Self-reported data could result in common method bias, yet the constructs used are perceptual, meaning that they are based on perceptions. Also, the article concentrated on one industry and a particular region but this might not be generalizable.

Further studies are needed on other mediators like job satisfaction or self-efficacy and moderate like leadership style or organizational justice. Causal interpretations would be enhanced further through longitudinal and experimental designs.

To sum up, this paper has shown that On-the-Job Training is an effective predictor of Job Performance, which functions both directly and indirectly based on Job Involvement. The results are informative both in theory and practice although Perceived Organizational Support did not mediate this process. Implementing performance improvement mechanisms in areas of IFMIS-based environments through strengthening of training systems and employee involvement will help the organizations in the public sector to have better performance output and system effectiveness.

5.2 Conclusion

The objective of the current investigation was to investigate the effect of On-the-Job Training effectiveness on Job Performance in IFMIS based organization within Islamabad and Rawalpindi with the effect of Job Involvement as a mediating factor and Perceived Organizational Support as a moderating factor. Based on the Human Capital Theory and the Social Exchange Theory, the study hypothesized that feasible training ought to boost the skills and psychological attachment of the employees towards work, which in turn increases the outcome of performance. The empirical data produced by the study is of a significant value in terms of this theoretical stance and has valuable insights to the manner which the training returns to the better job performance in the context of the Pakistani public sector.

It was established that On-the-Job Training is a good and important predictor of Job Performance. When employees feel that the training programs are relevant, timely and practical, such employees usually exhibit increased efficiency, effectiveness and achievement of tasks. This reaffirms the fact that training is not a procedural or compliance-based exercise in the work of the governmental bodies but a strategic instrument of boosting the productivity of the employees. Training also seems to be especially significant to minimize errors, gain more confidence, and enhance the overall performance in the case of IFMIS-based environments when the employees are expected to deal with complex financial and information systems.

Besides the direct effect, the mediation analysis showed that Job Involvement has a significant role in explaining the effect of training on job performance. The findings revealed that proper training enhances psychological involvement and engagement of employees in their work

which consequently leads to performance outcomes. This indicates the relevance of the psychological processes in the training-performance correlation and substantiates the perspective that employees pay back organizational commitment to their development through becoming more engaged and committed at work. The partial mediation effect also implies that although job involvement is one of the avenues, other processes like enhanced self-efficacy or decreased role ambiguity could equally lead to performance gains.

Regarding moderation, the research discussed the role of Perceived Organizational Support in enhancing the indirect association existing between training and performance in terms of job involvement. The results were that perceived organizational support was positively related to job involvement and job performance although it was not a significant moderator between training involvement and job performance. This implies that the effectiveness of training in IFMIS-based public sector organization may be independent of the perceptions of organizational employees with regard to discretionary organizational support. The first possible cause is that in the training programs within the public sector, it is usual that they are standardized and required, this is why workers see them as imposed requirements of the institution and not as a measure of a personalized help.

Theoretically, the research will add to the literature by proving empirically that job involvement is one of the main psychological processes that connect training to performance in a developing country. It also builds on the existing models by showing that perceived organizational support though significant, might not necessarily carry out the role of a boundary condition in highly formalized and bureaucratic settings. The study takes the research of training and performance into a comparatively untapped institutional context in Pakistan by looking at the IFMIS-based organizations.

In practice, the results highlight the importance of high-quality and job-relevant training programs that do not only contribute to the creation of technical skills but also promote psychological engagement among the workers by policymakers and administrators. The training programs in the public sector organization must be structured to meet real working needs and allow employees to make use of them and get feedback. Furthermore, although organizational support is still relevant to the general well-being of employees, the managers must understand that training effectiveness is an effective motivator of engagement and performance, in itself.

Overall, the study will conclude that On-the-Job Training is an important investment in an organization that directly and indirectly increases Job Performance by Job Involvement. Though the role of the Perceived Organizational Support in modulating this process was not significant, the results provide useful information about the role of training in the public sector organizations active within the framework of the IFMIS. Organizations can enhance performance outcomes and operational effectiveness through the reinforcement of training systems and encouraging employee engagement. Such inferences are highly informative to the future studies and are practical to the enhancement of human resource practices in the Pakistani government.

5.3 Research Limitations

Even though the current research offers meaningful information regarding the effects of On-the-Job Training on Job Performance, as well as the mediating impact of Job Involvement and the moderating impact of the Perceived Organizational Support, one must admit a number of limitations. The confounding factors do not in any way discredit the importance of findings; instead, they provide background to what the results mean and provide an insight into the direction that future research should take.

To begin with, the study has a cross-sectional research design that is a research method that establishes data at one time. Although it is an appropriate design that gains insight into the relationships between variables, the design limits the possibility of making strong causal conclusions. The training, job involvement and organizational support effects may change over time as employees accumulate experience or change of the organizational conditions. Thus, longitudinal design studies would be in a better position to study the dynamic characteristics of these relationships and determine which comes first in time.

Second, the research was based solely on self-reported measures which can raise some questions in regard to common method variance, social desirability bias, and subjectivity of the responses. Despite the fact that the respondents were guaranteed of anonymity in order to reduce the chances of giving biased responses, there is a chance that the employees might have exaggerated the level of performance or training effectiveness. Future studies can be enhanced by adding multi-source measures, which may include supervisor-rated performance measures or objective performance measures.

Third, the study employed non-probability (convenience) sampling method which, practical as it may be towards accessing employees in IFMIS-based public sector organisations, can restrict

the generalization of the results. The sample was also selected consisting of organizations in Islamabad and Rawalpindi and thus, the findings might not be a complete reflection of an employee working elsewhere in Pakistan or under other settings involving the public sector. Probability sampling and wider geographic areas should be taken into account in future research to improve the external validity.

The other limitation is associated with the contextual nature of the research. The study was conducted in the context of the public sector organizations that are based only on the IFMIS and which are highly formalized, highly standardized, and highly bureaucratic. These organizational characteristics can affect the perceptions of employees towards training, involvement and support. As a result, the results cannot be immediately applied to the context of the private sector organizations, or less formal service industries. Duplication of research in other industries would assist in finding out the strength of the suggested relations.

Lastly, although the research has considered Job Involvement as a mediator and Perceived Organizational Support as a moderator, other psychological and organizational variables have not been factored in the model. Job satisfaction, self-efficacy, leadership style, organizational justice, work stress, and other factors, can be also of interest in determining the training-performance relationship. Further studies may apply a higher number of mediators or moderators to the model to give a more detailed insight into employee performance dynamics.

In a recap, though these are some of the shortcomings, the research provides valuable empirical data on how on-the-job training can be used to boost job performance in the public sector. By identifying such limitations, the findings may be interpreted in a balanced manner and give a clear guide in further studies that would empower and broaden the existing knowledge.

5.4 Recommendations

On the empirical findings of the current research, there are a number of practical and policy-oriented suggestions to be made to the organizational management, policymakers, and future researchers. These recommendations are expected to improve job performance by effective on-the-job training, augment job involvement and conducive organizational practices of IFMIS based public sector organizations in Pakistan.

Managerial and Organizational Recommendations.

To begin with, effective on-the-job training programs should be designed and delivered with priority by the public sector organizations. The training programs must be in tandem with the

real job needs of the workers especially within the IFMIS based environment whereby technical accuracy and proficiency with the system is needed. Organizations must no longer afford to remain in the generic training sessions and switch to task-specific, and continuous as well as application-based training, where employees are properly equipped to perform according to their expectation.

Second, the management ought to appreciate the significance of job involvement as a psychological process within which training is translated into performance. The training programs must then be organized in such a way that it not only brings about a sense of ownership, responsibility, and significance in the jobs of the employees. Managers are able to foster job involvement by permitting the employees to practice their newly learned skills, being part of a problem solving process and giving the workers constructive feedback about their performance.

Third, perceived organizational support did not mediate training-performance relationship, but still was a significant predictor of job involvement and performance. Hence, supportive practices in organizations need to be strengthened through fair treatment, acknowledgment of the initiative of workers, and open communication. In the most bureaucratic contexts of the public sector, organizational support may improve motivation of employees and their psychological health, although it may lead to increased performance indirectly.

Fourth, the top management and policymakers are supposed to invest in capacity-building, which incorporates training in physical, human resource strategies. This involves the connection of the training outcomes with the performance appraisal system, career development opportunities and promotion criteria. It is the integration that can support the importance of training and inspire employees to be retained and performance-oriented.

Policy-Level Recommendations

Government agencies that control the IFMIS-based institutions are required to ensure uniformity of training programs at the policy level that would provide uniformity, quality, and relevancy of training programs across departments. The needs assessment needs to be done periodically to determine the areas that are lacking in skills and revise the training material. Besides, it is important to provide sufficient financial and institutional resources to employee development, which would help to maintain the performance enhancement in the public sector.

Future Research Recommendations.

Longitudinal research designs should be used in future to enhance the dynamism of the effects of training, job involvement, and organizational support on employees over time. A longitudinal research would enable the researcher to explore the effects of sustained training programs on employee attitude and performance patterns.

It is also recommended that further pivots and moderators, including job satisfaction, self-efficacy, leadership style, or organizational justice, be examined to allow researchers to construct a more holistic view of the performance enhancement processes. Generalizability of findings would be enhanced by the increase of the scope of research to the involvement of organizations in the private sector or other fields of the state.

Final Remarks on Recommendations.

To conclude, the results of the current research highlight that an efficient on-the-job training is a strategic placement, as opposed to an administrative cost. Through job involvement and by providing conducive organizational conditions, the performance and efficiency of the employees in the IFMIS-based public sector organizations can be promoted tremendously. By practicing these recommendations, not only the individual performance will improve, but also the institutional performance and delivery of the services to the population in Pakistan are likely to be enhanced.

5.5 Study Contribution

This study contributes to the existing literature by providing empirical evidence on how on-the-job training enhances employee performance within IFMIS-based public-sector organizations. By examining the mediating role of job involvement and the moderating influence of perceived organizational support, the study offers an integrated understanding of the human and organizational factors that determine the effective use of IFMIS. The findings highlight that the effectiveness of IFMIS as a governance and financial management tool is not solely dependent on technological capabilities but is significantly strengthened through well-structured training, employee engagement, and supportive organizational practices, thereby improving operational efficiency, accountability, and performance in the public sector.

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Appendices

Appendix A

Informed Consent

You are invited to participate in a research study Influence of On-the-Job Training Effectiveness on Job Performance: The Mediating Role of Job Involvement and the Moderating Role of Perceived Organizational Support in IFMIS based organizations. Participation involves completing a short questionnaire that will take about 10–15 minutes. Your involvement is completely voluntary, and you may withdraw at any time without penalty. All responses will remain confidential, and no identifying information will be collected. There are no known risks associated with participation, and your responses will contribute to a better understanding of impact of on job training on job performance. By proceeding with the survey, you indicate that you have read this information and willingly consent to participate.

Appendix B

On Job Training Scale

1. I can list down all the important things emphasized in on job training.
2. I know how to solve certain job problems using the skills taught in on job training.
3. I know how to work more efficient using the knowledge learned in on job training.
4. I have the capability to perform the skills taught in on job training.
5. My personal competencies have improved after attending on job training.
6. I am being more professional in certain tasks after attending ton job training.
7. My job performance has improved as a result of applying the skills emphasized in on job training
8. The productivity of my department has improved due to the skills that I learned and used in my on job training either directly or indirectly
9. What I have learned in on job training has improved my job performance and subsequently my organizational performance.
10. I have contributed to improving my organization’s reputation due to the outcome of on job training either directly or indirectly.

Appendix C

Job performance

Task performance

In the past 3 months...

1. I was able to plan my work so that I finished it on time.
2. I kept in mind the work result I needed to achieve.
3. I was able to set priorities.
4. I was able to carry out my work efficiently.
5. I managed my time well.

Contextual performance

In the past 3 months...

6. On my own initiative, I started new tasks when my old tasks were completed.
7. I took on challenging tasks when they were available.
8. I worked on keeping my job-related knowledge up-to-date.
9. I worked on keeping my work skills up-to-date.
10. I came up with creative solutions for new problems.
11. I took on extra responsibilities.
12. I continually sought new challenges in my work.
13. I actively participated in meetings and/or consultations.

Appendix E

Job involvement

1. At my job, I feel bursting with energy.
2. I am enthusiastic about my job.
3. My job inspires me.

4. I am proud of the work that I do.
5. I feel happy when I am working intensely.
6. I am immersed in my work.
7. I get carried away when I am working.
8. I feel energized by my work.
9. I work with intensity on my job.

Appendix F

Perceived Organizational Support (MODERATOR)

1. My work organization really cares about my well-being.
2. My work organization values my contributions to its well-being.
3. My work organization is willing to help me when I need a special favor.
4. My work organization shows little concern for me.
5. My work organization takes pride in my accomplishments at work.
6. My work organization strongly considers my goals and values.