

# Employee Performance as affected by the digital Training, the digital Leadership, and subjective wellbeing during COVID-19

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## Abstract

This study aims to shed light on how digital training and leadership might affect millennial generation employees' performance in today's work environment, as the COVID-19 epidemic needs an increasing amount of online labor in today's workforce. Millennials, unlike earlier generations, are technologically literate, driven to succeed rapidly, give up easily, and expect instant gratification. This study's demographic consists of millennial generation employees at The October 6 University in Cairo, Egypt.

A total of 300 samples were gathered. A proportionate random sampling procedure and the side probability method were employed. Survey methodologies and Structural Equation Modeling were used in the study, which employed an associative quantitative strategy. Data was gathered by administering surveys to millennial-generation employees, and then the Lisrel 8.5 application was used to process the data. The findings of this study suggest that digital training, digital leadership, and subjective well-being all have a favorable effect on job motivation. Second, digital training, digital leadership, subjective well-being, and work motivation all improve employee performance. According to the findings, digital training, digital leadership, and subjective health are all factors that must be taken into consideration by companies to keep employees motivated and maintain optimal employee performance, especially during the COVID-19 epidemic, while working online.

**Keywords:** Work Motivation, Employee Performance, Leadership, Subjective Well-being (SWB), Training.

## I. INTRODUCTION

COVID-19, formerly known as coronavirus, has become a worldwide epidemic. This has resulted in the division of several regions and has had a severe influence on the economy (Bayuni, 2020). As a result, people are more likely to use the internet to stay busy and maintain their productivity throughout an outbreak of the disease (Fachriansyah, 2020). There is a lot of rivalry in the global market, which makes it more difficult for businesses to stay afloat and provide outstanding customer service. Employees are rewarded for their hard work and given opportunities to progress with the organization. Millennials, people born

between 1980 and 2000, are increasingly being hired by organizations, according to current trends. Millennials are often stereotyped as technologically savvy, always on the lookout for the next big thing, and generally dissatisfied with the status quo. For the first time in the history of the workplace, this is a considerable departure from the norm, and it poses a new set of challenges for today's workers (Pyöriä, Ojala, Saari, & Järvinen, 2017).

The COVID-19 outbreak is boosting the level of rivalry among businesses who are striving to match the productivity of the millennial generation. A few components of this study

include boosting the performance of the millennial generation amid this epidemic.

The first factor is digital training, where the usage of the internet has had a dramatic impact on the lives of many individuals, particularly in training, in recent years. Since traditional training is constrained by limitations that have a negative impact on global performance in light of current global changes, this has significantly contributed to the expansion of electronic training. Digital training contributes significantly to the development of human resources, particularly the millennial generation, as well as the building of teams capable of attaining organizational goals (Hila, Alhelou, Shobaki, & Naser, 2017).

Digital leadership is the second consideration. The millennial generation faces a number of issues when it comes to industry loyalty and commitment because of its ideas of independence, flexibility, debate, open communication with management and partners, and the use of technology. Companies must now examine the significance of modifying and adapting their management leadership strategy to their people as a standard that has been created over thousands of years (Mansor, Mun, Farhana, & Tarmiz, 2017; Putriastuti & Stasi, 2019; Valenti, 2019).

Thirdly, the focus is on subjective well-being (SWB). Researchers are debating the value of subjective well-being (SWB) in promoting social welfare based on shared currency (Angner, 2010). Seligman and Csikszentmihalyi (2000) argue SWB is a well-defined scientific word for what individuals mean when they talk about their feelings of contentment and contentment with their lives. Self-reported well-being (SWB) is described as an individual's subjective assessment of their quality of life. These encounters involve both cognitive and emotional modes of perception and assessment of one's own existence (Diener et al., 2005).

The SWB The cognitive component pertains to people's thoughts on the overall pleasure of their lives and in particular areas of their lives. (i.e., work, relationships, etc.). Tests of

cognitive ability are crucial in determining a person's overall health since they examine how they react to both happy and unpleasant events in their lives. In order to keep their staff happy, healthy and connected while meeting their production goals and enhancing competition, organizations seek to do so (Calvard & Sang, 2017). In maintaining a competitive edge over the long term, companies that value their employees' subjective well-being do just that. Maintaining employee well-being is becoming an increasingly important managerial challenge as firms function in an ever-changing environment characterized by increasing levels of organizational downsizing and rearrangement (Veld & Alfes, 2017).

Subjective well-being relates to employees' pleasant feelings about their lives (Diener, 1984; Fan et al., 2014; Paul & Garg, 2013). It is human nature to make subjective assessments of the circumstances of one's own life before making a final conclusion (Keyes, 2014). Because people want to be happy, subjective well-being is widely regarded as the ultimate goal of human existence (Paul & Garg, 2013) and one of the most cherished life goals (Diener, 2012). Many different fields of study are interested in exploring the relationship between subjective well-being and the quality of one's life, and the notion of subjective well-being is at the center of many of these studies (Calvard & Sang, 2017; Steel, Taras, Uggerslev, & Bosco, 2018).

Work motivation is the fourth factor that might boost performance. A person's motivation is the process through which he or she pushes himself or herself to attain the goals of the organization with the best possible results (Pancasila, Haryono, & Sulistyono, 2020). Motivating oneself, taking action, setting objectives, and feeling content are all intertwined with how well one does. Workplace motivation has been found to have a major impact on performance in prior research (Nguyen et al., 2020). According to Campbell et al. (1993), there are two ways to look at performance: from a behavioral and an outcome standpoint. Job performance can be defined as the actions or demeanors of employees while they are on the clock at their place of employment. Employees'

behavior is referred to as performance from an outcome standpoint. Performance can be defined as the appraisal of results. Behavioral and outcome components of performance are in fact, intertwined. In addition, efficiency and productivity are two ways to measure performance (Pritchard, 1992). When it comes to productivity and effectiveness, the two are very different. Efficacy relates to the degree to which something succeeds in achieving a desired outcome, whereas productivity is defined as the rate of output per unit of input, which is commonly used in industry.

Using quantitative technique, this study aims to examine how digital training, digital leadership, subjective well-being, and work motivation affect millennial generation employees' performance in today's work environment, since the COVID-19 mandates that workers must be increasingly online. Then, we provide the findings of our empirical investigation and explore the ramifications of these findings.

## 2. Literature Review

### 2.1. Employee Performance

Performance is a key metric for assessing whether or not a work is completed satisfactorily. An organization's success or failure is directly connected to the work done by its employees (Sopiah, Kurniawan, Nora, & Narmaditya, 2020). Management uses performance as a way to communicate goals and performance standards to employees, and to drive them to perform better in the future for the benefit of the firm (Shafini et al., 2016).

In the eyes of Mangkunegara (2015), employee performance is measured by quality, quantity, reliability, and attitude.

### 2.2. Millennial Generation

Those born between 1980 and 2000 are known as millennials (Murphy, Gibson, & Greenwood, 2010; Schultz, Schwepker, & Good, 2012). Young people in the Millennium generation are known for embracing and integrating technology into their daily lives, while also retaining a strong sense of personal identity,

beliefs, and aspirations, all of which influence their purchasing decisions (Smith & Nichols, 2015; Yigit & Aksay, 2015). Those born between 1981 and 2000 have been referred to as members of Generation Y, Millennials, or the Echo Boomer generation (Moreno, Lafuente, Carreón, & Moreno, 2017).

### 2.3 Digital Training

Despite the fact that the distribution method and technology used are similar, digital training has a considerably shorter learning period and is focused on achieving a certain academic goal or level of proficiency (Ramayah, Ahmad, & Hong, 2012). Individuals can gain the knowledge they need to succeed in their chosen fields through digital training, which is described as a method of teaching over the internet or intranet (Amara & Atia, 2016).

### 2.4. Digital Leadership

As information technology developed, the concept of leadership was re-imagined as digital leadership, and this re-imagination was impacted by the transformation in the industrial world (Mohammad, 2009). In the field of digital leadership theory, researchers examine how leaders can influence the way people engage and communicate electronically as a result of supporting technology (Putriastuti & Stasi, 2019). Using information technology, digital leadership accomplishes the same objectives as conventional leadership (Iriqat & Khalaf, 2017). To satisfy the needs of employees and build bridges among them, leaders in digital organizations must know how to play a variety of roles and responsibilities, even if they are not physically present in the same office (Mohammad, 2009).

### 2.5. Subjective wellbeing

The SWB impact aspect pertains to an individual's emotional state, mood, and emotional response. Even when the emotions and sentiments experienced are delightful (such as joy and love), the impact might be a source of aggravation if they aren't (i.e. guilt, excitement, confusion etc.). Positive and negative recollections of life experiences, as well as the associated emotional reactions, are

all linked to a person's SWB. The more pleasant occurrences in one's life, as well as the more positive interpretations and memories one has of these events, tend to lead to higher happiness and fulfillment (Seidlitz et al., 1997). Although subjective well-being (SWB) has been emphasized by many academics, Diener (1984) claimed that objective indicators such as economic or social assessments are viewed as possible effects on SWB, but they are not considered an intrinsic component of SWB.

There are many reasons to believe that it could happen. In addition to improving physical health, enhancing people's SWB has been shown to increase their creativity, problem-solving skills, and pro-social behavior, all of which are associated with higher levels of engagement at work (Diener and Chan, 2011). Therefore, greater SWB has the potential to help people work harder or "smarter" and, in fact, a significant association between enhanced well-being and increased productivity has recently been proven in laboratory trials at the individual level (Oswald et al., 2015).

### 2.6. Work Motivation

All sorts of hope, desire, and drive to work are referred to as motivation (Oren, Tziner, Nahshon, & Sharoni, 2013). Personality traits, inclinations, and the influence of external

circumstances on individual learners' behavior are also examined in the context of workplace motivators (John, Francis, & Chukwu, 2012). Having a high level of motivation is directly linked to a person's ability to perform at a high level. His findings also show that employee motivation at work has an impact on their performance (John et al., 2012; Pancasila et al., 2020; Siagian, 2014).

### 3. Research Hypothesis:

H1: Digital Training Influences Employee Performance

H2: Digital Training Affects Work Motivation

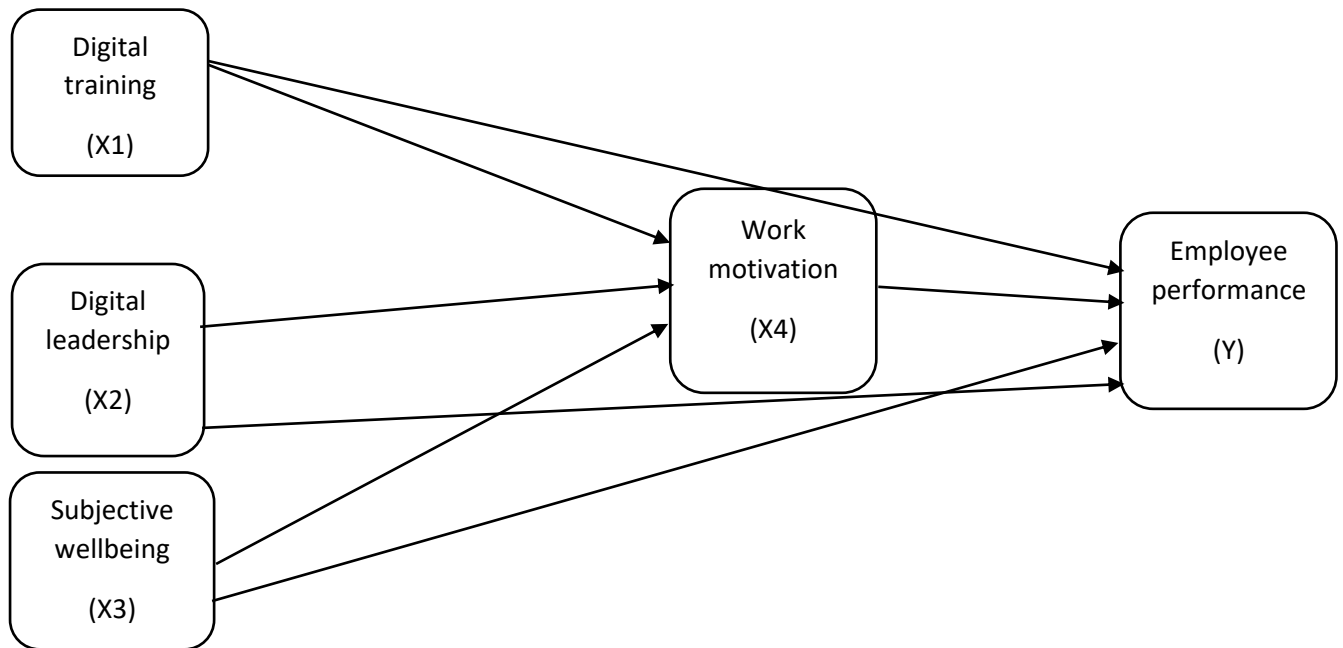
H3: Digital Leadership influences Employee Performance

H4: Digital Leadership influences Work Motivation

H5: subjective wellbeing affects Employee Performance

H6: subjective wellbeing affects Work Motivation

H7: Work Motivation influences Employee Performance



Structural Equation Modeling (SEM) is the research method used in this study. To evaluate and quantify the link between numerous exogenous and endogenous variables simultaneously, researchers can use Structural Equation Modeling, a second-generation multivariate analysis technique that integrates factor analysis with path analysis (Hengky Latan, 2012). Employees of a Honda motorbike dealership in Jakarta, Indonesia, are the focus of this study. In Bekasi, there are 302 motorbike salespeople. With a proportionate random sampling strategy, researchers employ the side probability method. A total of 200 samples were collected for this investigation. It is the sample size utilized in studies using SEM analysis, such as those published in psychology journals and management science (Yamin, 2014).

#### 4. Results and Discussion

The purpose of this research was to examine the relationship between two dependent variables, namely, employee motivation and performance, and three independent variables, namely, digital training, digital leadership, and subjective well-being (EP). The study also

examined the impact of staff motivation on performance. Latent variables were employed to evaluate the study hypothesis because each of the constructs was evaluated by six items. Prior to verifying the research hypotheses, Grolemond and Wickham (2017) stated that it was critical to ensure the constructs' reliability and validity.

Construct validity was measured by two approaches, that is, convergent and discriminant validity. Convergent validity tested the degree of agreement by multiple measurement items measuring the same construct, while discriminant validity tested the extent to which each of the constructs diverges from each other (Hoyle, 2012; Ledford and Gast, 2018). The convergent validity was tested by the Average Variance Extracted (AVE) and according to Muthén and Muthén (2017), the minimum threshold for the AVE is 0.60. On the other hand, for the discriminant validity, the Fornell-Larcker criterion was used and according to Thompson (2018), the maximum threshold was 0.85. Lastly, construct reliability was measured by the composite reliability (CR) and the minimum acceptable is 0.70. The results for the construct validity test are presented in Table 1.

Table 1: *Reliability and Validity*

	CR	AVE	MSV	MaxR(H)	DT	DL	SW	WM	EP
DT	0.793	0.751	0.631	0.772					
DL	0.909	0.728	0.334	0.929	0.576				
SW	0.882	0.750	0.291	0.904	0.538	0.506			
WM	0.782	0.733	0.659	0.912	0.404	0.466	0.567		
EP	0.858	0.782	0.100	0.857	0.310	0.234	0.266	0.187	

Regarding the composite reliability, all the five constructs had a composite reliability statistic greater than the minimum threshold 0.7 and the minimum observed was for work motivation (CRWM = 0.782) meaning that all the constructs were reliable. With respect to the convergent validity, all the constructs had AVEs greater than the minimum threshold of 0.60, with the minimum being for digital leadership (AVEDL = 0.728). This confirms that the convergent validity was not violated. Lastly, to test for discriminant validity, the Fornell-Larcker was measured and the results show that none of the coefficients between distinct constructs was greater than 0.85, with the highest coefficient being 0.576 between digital leadership (DL) and digital training (DT). These findings do confirm that discriminant validity was not violated. With the construct reliability, composite reliability and construct validity having not been violated, this validated the constructs for this study (Byrne, 2016; Bartolucci, Bacci and Gnadi, 2016).

#### 4.1 Structural Equation Model

With the research constructs and sub-constructs being measured as latent variables by several sub-items, according to Byrne (2016) and Loehlin and Beaujean (2017), structural equation modeling (SEM) was the optimal approach to evaluating the research hypothesis. Wang and Wang (2019) further argue that SEM is more robust as compared with the standard regression analysis as it accommodates multiple endogenous models and also allows for the incorporation of indirect effects as was the case in this study. Nevertheless, there are two forms of SEM, that is, the variance-based SEM (VB-SEM) otherwise known as the partial least squares' SEM (PLS-SEM) and the covariance-based SEM (CB-SEM). The current model comprised of formative and reflective measurements, making PLS-SEM the preferred approach, and hence the use of SMART-PLS. The standard coefficients are presented in Figure 1 below.

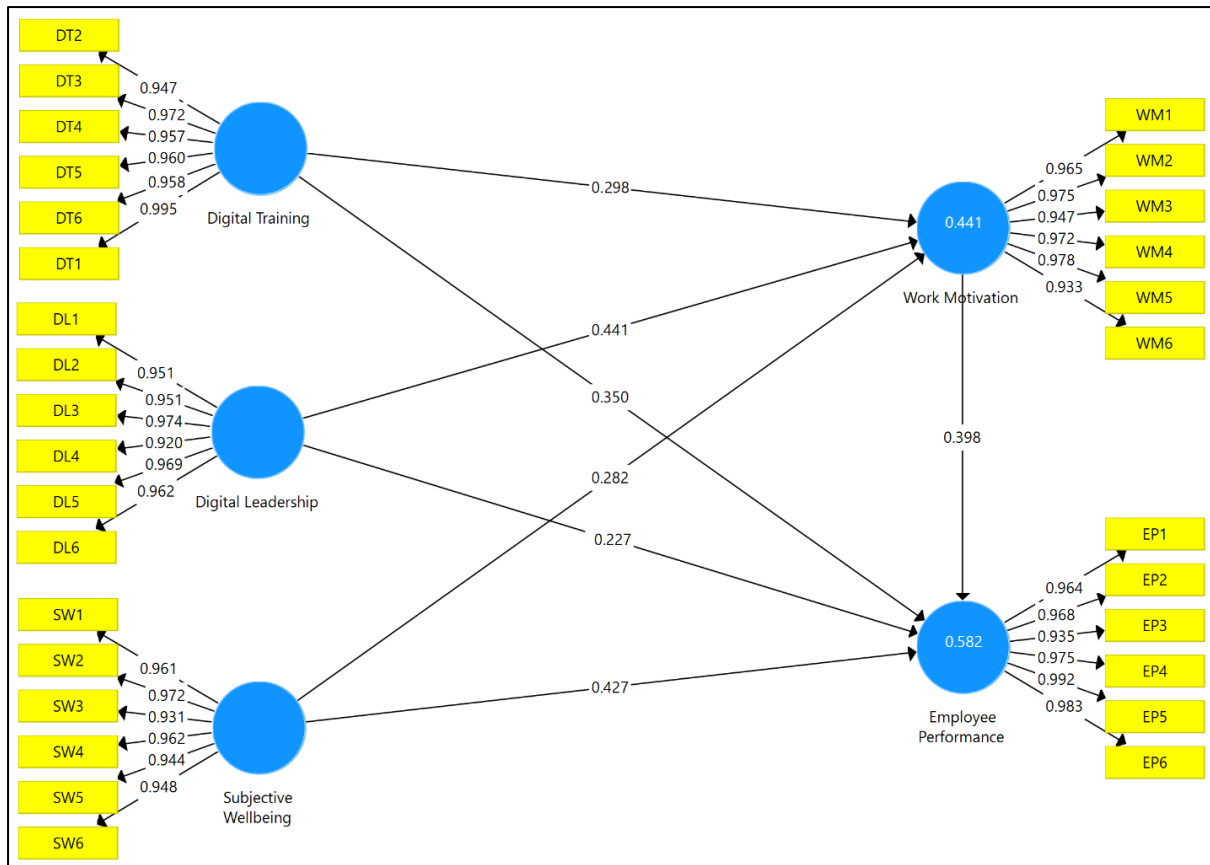


Figure 1: SEM Standardised ( $\beta$ ) Path Coefficients

The corresponding path coefficients are presented in Table 2 below.

Table 2: SEM Path Coefficients and Significance

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O /STDEV)	P Values
Subjective Wellbeing -> Work Motivation	0.282	0.281	0.100	2.813	0.005
Digital Leadership -> Employee Performance	0.227	0.226	0.092	2.464	0.014
Digital Leadership -> Work Motivation	0.441	0.441	0.092	4.785	0.000
Work Motivation -> Employee Performance	0.398	0.393	0.092	4.340	0.000
Subjective Wellbeing -> Employee Performance	0.427	0.433	0.085	5.032	0.000
Digital Training -> Work Motivation	0.298	0.298	0.078	2.820	0.005
Digital Training -> Employee Performance	0.350	0.355	0.065	5.377	0.000

For the statistical significance, the t-statistics was considered and the significance level was  $\alpha = 0.05$ . The critical value for significance was

1.96 (Field, 2018). The t-SEM with is shown below.

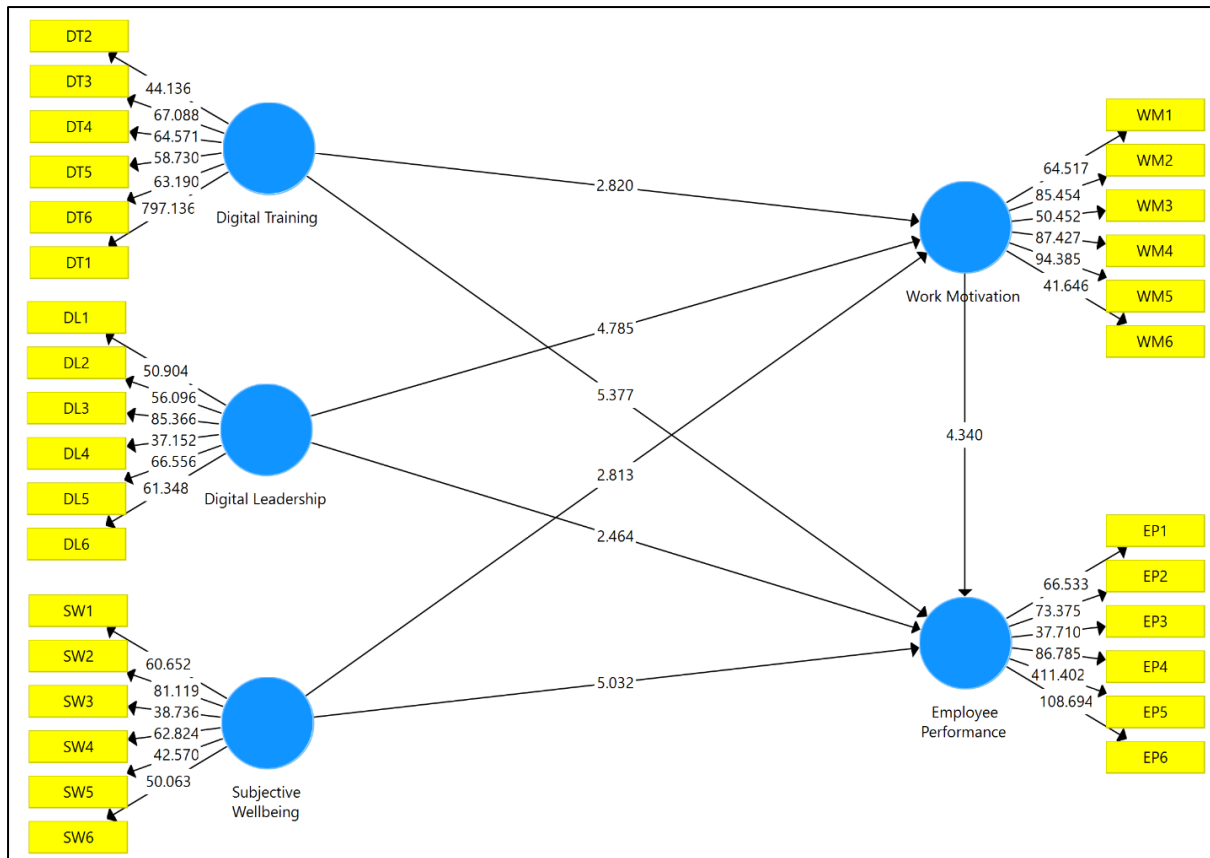


Figure 2: SEM t-values

Table 3 below presents the overall summary of the hypothesis tests.

Table 3: Overall Implications of the Hypotheses

Ha	Path	Std. $\beta$	t-value	Sig.	Conclusion
1	Digital Training → Work Motivation	0.298	2.820	Significant	Digital Training has a statistically significant on Work Motivation
2	Digital Training → Employee Performance	0.350	5.377	Significant	Digital Training has a statistically significant on Employee Performance
3	Digital Leadership → Work Motivation	0.441	4.785	Significant	Digital Leadership has a statistically significant on Work Motivation
4	Digital Leadership → Employee Performance	0.277	2.464	Significant	Digital Leadership has a statistically significant on Employee Performance
5	Subjective Wellbeing → Work Motivation	0.282	2.813	Significant	Subjective Wellbeing has a statistically significant on Work Motivation
6	Subjective Wellbeing → Employee Performance	0.427	5.032	Significant	Subjective Wellbeing has a statistically significant on Employee Performance
7	Work Motivation → Employee Performance	0.398	4.340	Significant	Work Motivation has a statistically significant on Employee Performance

The foregoing findings show that all the t-statistics were all greater than the critical value 1.96 and this confirms that all the hypotheses were statistically significant. Further, it can be evidenced that the standardised path

coefficients for all the hypotheses were positive and this confirms that all the relationships tested had a positive and significance relationship.



#### 4.2 Effect on Work Motivation

Three independent variables were considered and from the outcome, Digital Leadership was found to have the greatest effect, as seen with the highest path coefficient ( $\beta_{DL} = 0.441$ ), followed by Digital Training ( $\beta_{DT} = 0.298$ ), and the third effect being Subjective Wellbeing ( $\beta_{SW} = 0.282$ ). All the path coefficients were positive, implying a positive effect. The statistical significance of each of the path coefficients are summarised below.

An increase in work motivation was found to be a result of Digital Leadership ( $t = 4.785 > 1.96$ ,  $P = 0.000 < 0.05$ ). There was a statistically significant increase in employee motivation under digital leadership. As a result, it can be concluded that digital leadership has a direct impact on employee motivation. According to Hema and Gupta's research, the structure of technology influences leadership styles, which affects staff motivation and performance (Hema & Gupta, 2015). According to Gupta's findings, overcoming obstacles including miscommunication, a lack of understanding of one another's languages, cultural divides, and technological upheaval necessitates digital leadership (Hema & Gupta, 2015). With the right leadership and technology, Belitski claims, employees may be better motivated (Belitski & Liversage, 2019).

The effect of Digital Training on Work Motivation was also statistically significant ( $t = 2.820 > 1.96$ ,  $p = 0.005 < 0.05$ ). There is a statistically significant positive effect of digital training on work motivation (0.19) as well as a substantial ( $2.37 > 1.96$ ) effect of digital training on job motivation. As a result, digital training has been shown to have a favorable impact on employee motivation. According to the findings of this study, digital training can boost employee engagement at work (Hila et al., 2017) and encourage them to take part in business events (Razak, Yusop, Perumal, & Chukumaran, 2015). It has been found that digital training can increase staff motivation and performance. When it comes to succeeding at work, she said digital literacy and media savvy are essential (Kabassi & Virvou, 2004).

The effect of subjective well-being on work motivation was statistically significant ( $t = 2.813 > 1.96$ ,  $p = 0.005 < 0.05$ ). According to these findings, work motivation was positively affected by one's subjective well-being. A number of studies have shown that enhancing the well-being of all Modern humans is a fundamentally good thing because it has a significant impact on various organizational outcomes such as productivity, decision making, and employee engagement (Srivastava, Blakely, Andrews & McKee-Ryan, 2007; Danna & Griffin, 1999). (Wright & Bonett, 2007). Workplace stress has also been linked to decreased levels of subjective well-being, as previously theorized and experimentally demonstrated (Callan, Terry, & Schweutzer, 1994; Doby & Caplan, 1995; Heinisch & Jex, 1998; Holman, 2002; Kasser & Sheldon, 2009; Nelson, Cooper et al., 1995; Terry, Nielsen and Perchard, 1993; van Der Doef & Maes, 1999). Happy people are more productive, have better social and political connections, and live longer lives, according to Veenhoven (1994). A number of scholars, including Schwarand-Srac (1991), feel that cheerful people tend to interpret information in a way that promotes happiness. To put it another way, these people use data in a way that makes them happier.

#### 4.3 Effect on Employee Performance

Regarding employee performance, there were four independent variables that were considered, and these included Digital Training, Subjective Wellbeing, Digital Leadership as well as Work Motivation. Comparing the effects of all the four on employee performance, Subjective Wellbeing had the greatest effect, as the path coefficient was the highest ( $\beta_{SW} = 0.427$ ), followed by Work Motivation ( $\beta_{WM} = 0.398$ ), while the third highest effect was Digital Training ( $\beta_{DT} = 0.350$ ), and the least being Digital Leadership ( $\beta_{DL} = 0.227$ ). Overall, all the standardised path coefficients were positive, implying that all the four independent variables had a positive effect. The statistical significance of each of the path coefficients are presented below.

The effect of Subjective Wellbeing on Employee Performance was statistically significant ( $t = 5.032 > 1.96$ ,  $p = 0.000 < 0.05$ ). There was a statistically significant favorable impact on employee performance when it comes to subjective well-being. This is consistent with the findings of studies by Kavousi-Kousha et al. (2014), Naami and Piryayi (2013), Ghani-Zadeh (2009), Schulte and Rive (2014) and Alma (2012). (2004). People who display high levels of well-being are more productive at work, according to one study. In other words, according to Veenhoven (2008), those who report feeling good about themselves tend to be in better physical health as well. Furthermore, these people are happier, more confident, and more positive in their outlook on life. In addition, these people are more satisfied with their lives and their work; they have a better level of emotional stability. According to a study conducted by Schulte et al. (2014), which looked at the well-being of employees in 34 countries, there is a strong link between employees' subjective well-being and their job performance. With regard to the association between job performance and subjective well-being in the workplace, Avery et al. (2011), Alma and Rive (2012), Wright (2009), Ulundi et al. (2004), and Cropanzano (2009), all reached the same conclusion.

Research by Myers and Diener (1995) shows that people who have a high degree of subjective well-being are more likely to feel good emotions such as happiness, whereas people with lower levels of subjective well-being are more likely to encounter negative emotions such as anxiety. The term "subjective well-being," coined by Reeve (1989), refers to the experience of happiness and contentment with one's life, one's relationships with others, one's family, and one's work. Additionally, it has been shown that employee job performance is affected by their subjective well-being and that an improvement in subjective well-being contribute to improved service in the workplace, according to studies conducted by Schulte et al. (2014), Alma & Reeve (2012), and Avery et al. (2011).

The effect of Work Motivation on Employee Performance was also statistically significant ( $t$

$= 4.340 > 1.96$ ,  $p = 0.000 < 0.05$ ). Thus, it can be concluded that job motivation directly affects employee performance because it had a statistically significant positive impact on the employees' performance. According to the findings of study, employees' ability to perform at their best is influenced by their level of motivation (Orenetal.2013). This study's findings are also in line with those of Pancasila, who found a link between motivation and the development of a desire to work hard and perform well in order to attain goals (Pancasila et al., 2020). John's findings also show that employee motivation at work has an impact on their performance (John et al., 2012).

The effect of Digital Training on Employee Performance was statistically significant ( $t = 5.377 > 1.96$ ,  $p = 0.000 < 0.05$ ). Digital training has a statistically significant impact on employee performance, as evidenced by the results of the study. A direct correlation between employee performance and the use of digital training can be established. According to Kamal, the primary goal of digital training is to improve employee performance and employee happiness so that a productive workforce may be created (Kamal, Aghbari, & Atteia, 2016). Employee performance can be improved by the use of digital training, which is a function of human resources management (Hila et al., 2017). Because employees may access training resources via the Internet from anywhere in the globe, digital training has the potential to improve employee performance (Christian, Krieger, Holzinger, & Behringer, 2007).

Lastly, on the effect of Digital Leadership on Employee Performance, there was a statistically significant relationship ( $t = 2.464 > 1.96$ ,  $p = 0.014 < 0.05$ ). Because of this study, it can be concluded that digital leadership has a direct positive impact on the performance of the employees. Digital leadership, according to this study's findings, is a combination of leadership context and technology that enhances employee performance (Avolio, Kahai, & Dodge, 2001). As Hema and Gupta pointed out, a new paradigm of digital leadership opens up new possibilities, such as the capacity to engage directly with employees, customers, and

suppliers via digital one-on-one communication while also leveraging technologies to optimize performance (Hema & Gupta, 2015). To assure the company's success and performance, digital leadership develops and incorporates virtuality (Darics, 2020; Fernandez & Jawadi, 2015).

#### 4.4 Model Fitness

The model fitness for the SEM was then carried out to determine whether the SEM model was either good or bad. For this study, three fitness measures were used, that is, absolute fit index (CMIN/df) the comparative fit index NFI, and the parsimonious fit index, SRMR. According to Brown (2015) and Hair et al. (2017), the Standardized Root Mean Square Residual (SRMR) must be less than 0.08. On the other hand, the Normed Fit Index (NFI) must be greater than 0.90, and CMIN/df is supposed to be less than 3 (Heck and Thomas, 2015; Loehlin and Beaujean, 2017). The results are presented in Table 4.

Table 4: *SEM Analysis – Model Fitness*

	Saturate d Model	Estimate d Model	Cutoff	Conclusion
SRMR	0.051	0.049	<0.08	Excellent
d_ULS	4.218	22.364		
CMIN/ df	2.143	2.368	<3.00	Excellent
Chi- Square	3428.42 5	3945.66 3		
NFI	0.951	0.962	>0.90	Excellent

From the outcome, SRMR for the estimated model was  $0.051 < 0.08$  and NFI was  $0.951 > 0.90$ , while the CMIN/df was  $2.143 < 3.0$ . Since these fitness measures lie within the expected thresholds, these findings confirm that the model fitness was good implying the credibility and validity of the partial least squares' structural equation model findings above.

#### 5. Conclusion

Results show that digital training, leadership, well-being, and motivation all have a

significantly positive impact on employee performance after testing the hypotheses. During the COVID-19 period, this study has practical consequences for businesses: It is critical to take strategic technology-related actions. The balance between the work from one side and the employee's well-being from another side, when employees feel happy in their organizations, they become more belonged and loyal which positively influences their performance and increase the motivation to exert the effort and leads to increase the productivity. Covid 19 Pandemic has proved the persistent need of modern technology to keep work run smoothly in the organizations, and this actually supports the employee's and organization performance with their defined capacity.

#### 6. Limitations

This study examines some factors which impacts the employee's performance, such as digital training, digital leadership and subjective well-being. There are other factors, needed to get tested such as the digital communication and its effects on the employee's performance.

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