

# Do training, career development, and motivation affect employee performance?

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**ABSTRACT:** *There are some of programs given by the company that expected would improve employee performance which is training and career development. This research aims to analyze the impact of training and career development on employee performance with motivation as a mediator at An Indonesian Shipping Company. This research used a quantitative approach. Data were collected by distributing questionnaires to 114 respondents. SEM (Structural Equation Modeling) was utilized for data analysis. The study confirmed that career development and motivation had a significant influence on employee performance, whereas training did not affect employee performance. It was also found that motivation was able to be a mediator effect of career development toward employee performance. Meanwhile, motivation was failed to mediate training toward employee performance. Recommendations for future studies are discussed.*

**Keywords:** *Training, Career Development, Motivation, Employee Performance*

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## I. INTRODUCTION

The Indonesian government has been intensively improving infrastructure in the shipping, transportation and logistics sectors. Ariyanti, ( 2016) said Indonesia's logistics performance fell to 63 from 53 in 2015. Based on data from the World Bank, Indonesia's score was 2.98 with a percentage of 61% (Alaydrus, 2016). The government realizes that national logistic systems, for example, are part of building a nation's competitiveness, supporting the creation of national efficiency, encouraging national economic integration, and ensuring availability, access, price stabilization, and quality of goods (<https://supplychainindonesia.com>). Therefore, the Indonesian government recommended that both state-owned and private companies in the sector should improve their performance.

Theoretically, company performance is determined by its intangible assets, which is employees' performance (Storey et al, 2019). This study explored the antecedents of employee performance at an Indonesian Shipping company. There were several phenomena in which all employees had received a training program provided by the company but the average level of discipline and total average performance in the company had not met its target in the last three years. There was a phenomenon of the declining productivity of employees who had received training and career development and also there were some factors that did not affect the employees' motivation who had participated in training and career development programs. Thus, employees did not feel that the organization had allowed developing their careers.

Training is a program given by the organization for each employee to develop skills, cooperation among employees, knowledge and solves problems in doing their job well (Jehanzeb & Ahmed Bashir, 2013). Porter and Lawler (in Sulaiman et al., 2014) claim that training is a part of intrinsic motivation. It makes individuals act because they are interested in doing the activity and they get their satisfaction by doing the activity (Jehanzeb & Ahmed Bashir,

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2013). Earlier studies found that employees who participated in training and development programs, each individual's intrinsic motivation would increase (Dysvik & Kuvaas, 2008). Pfeffer & Veiga ( in Dysvik & Kuvaas, 2008) described, training and development will initially develop the skills. After training programs, employees will be motivated and apply what they had received in the training program to their work, the motivation arises because of the individual interested to do something and got satisfaction from the actions they do (Porter & Lawler, in Jehanzeb & Ahmed Bashir, 2013).

Careers are the job change in each individual. The higher career earned by each individual, it will be the higher compensation received (Dumitru & Voinea, 2015). Careers are all activities and specific activities to an individual profession such as jobs, positions, or roles that have been taken during work (Dumitru & Voinea, 2015). Then Porter and Lawler (in Sulaiman et al., 2014) described the theory of extrinsic motivation as a motivation that drove individuals to engage in activities, but requires an intermediary between activities to be performed and individual interests, such as praise or compensation, so that it was not derived from the activities itself, but from individual interests that drove the individual to perform an activity. In a previous study, it was clear that organizations that provided opportunities for employees to develop their careers could motivate every employee extrinsically because employees are driven by the fulfillment of high career and high compensation opportunities (London in Sulaiman et al., 2014). Not only extrinsic, London (in Sulaiman et al., 2014) also explained that career understanding and career identity possessed by employees could motivate them intrinsically which can encourage employees to do their work and complete their targets.

Every individual can be intrinsically and extrinsically motivated which can affect the individual performance (Porter & Lawler, in Sulaiman et al., 2014). Based on previous research, employees who were intrinsically motivated could affect employee performance in various ways, ie, intrinsically motivated employees can appropriately be addressed problems and faced existing challenges and attracted to the organization and also understanding of their work could improve the work skills of each employee so that motivated employee can affect employee performance (Utman; Deci & Ryan; Hackman & Oldham in Guo, Liao, Liao, & Zhang, 2014). Nohria et al. (2008) explained that each employee will be motivated to work if employees feel proud of their organization when organizations engage their employees to give each other appraisal, which can make employees feel more involved and more concerned with the organization than the small group they had. Based on prior research, Bishop, (2013) described involving employees in organizational activities is one factor that can improve employee performance.

Training could increase intrinsic motivation for all employees because employees will gain knowledge and ability in carrying out work. By completing the training program, the performance of each individual will improve. Motivation had been shown to mediate the effect of training on employee performance (Darmawan, Supartha, & Rahyuda, 2017). In research conducted by (Rachmawati, 2016) supported the statement that motivation had a role in mediating training on employee performance.

Employees who got a career opportunity in a company could increase extrinsic motivation because there was something that became a driver for them to get something more. With career opportunities, employees more motivated and could improve their performance. Motivation had been shown to have a mediating role in the influence of career development on employee performance (Dewi & Utama, 2016). In research conducted by (Nugroho & Kunartinah, 2012) also supported the statement that motivation had a mediating role in the influence of career development on employee performance.

## **II. EXPERIMENTAL, MATERIALS, AND METHODS**

Based on some previous researches, this study aims to analyze the theoretical framework as follows. In this model, training is linked by employee motivation and performance, career development is related to employee motivation and performance, motivation related to employee performance as mediation.

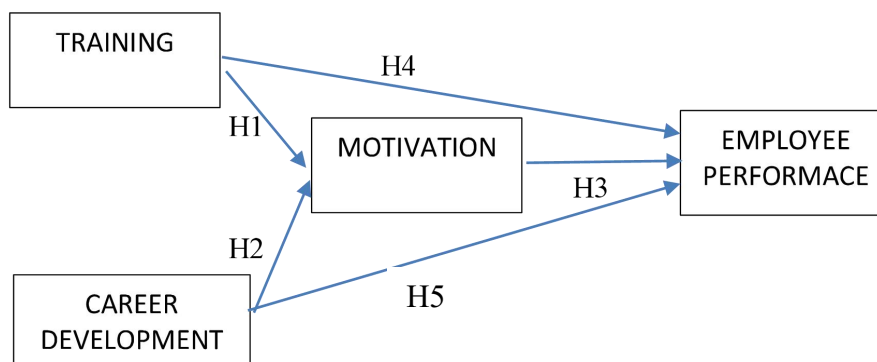


Figure 1: Theoretical Framework

The following hypotheses are developed and tested;

H<sub>1</sub>: Training affects motivation.

H<sub>2</sub>: Career development affects motivation.

H<sub>3</sub>: Motivation affects employee performance.

H<sub>4</sub>: Training affects employee performance.

H<sub>5</sub>: Career development affects employee performance.

H<sub>6</sub>: Motivation had a role in mediating the effect of training on employee performance

H<sub>7</sub>: Motivation had a role in mediating the effect of career development on employee performance.

This research used a quantitative approach and survey method. Data are collected through a structured questionnaire (5 Likert scales). The research population targeted as the object of this research was all of the employees who work at an Indonesian Shipping Company, amounted to 162 staff. Respondents who participated in filling questionnaires were 114 employees. The variables used in this study consist of the dependent variable: employee performance, and independent variables: training, career development, and motivation as a mediation variable.

In this study, there are several stages for testing. The first stage is validity testing and reliability testing used the SPSS application. Data will be determined reliable, if it has Cronbach Alpha 0.7 or greater (Hair et al., 2010). The next stage is running the Confirmatory Factor Analysis test utilized AMOS application. The Structural Equation Modeling (SEM) was used to test hypotheses. It requires the data to have goodness-of-fit before it starts data analysis (Fornell & Larcker, 1981); (Tabachnick & Fidell, 2013). The criteria of goodness-of-fit in SEM are figured in table 1.

Table 1. Cut Off Value Goodness of Fit Index

No	The goodness of Fit Index	Cut Off Value
1	<i>Chi-Square</i>	Expected less
2	RMSEA	RMSEA ≤ 0.08
3	GFI	GFI ≥ 0.9

4	AGFI	$AGFI \geq 0.9$
5	TLI	$TLI \geq 0.9$
6	CFI	$CFI \geq 0.9$

### III. RESULTS AND DISCUSSION

#### Result of Validity and Reliability Test

The calculation was done by correlating each item score with a total score using the Pearson Correlation technique. Testing criterion when the correlation coefficient  $r_{xy}$  larger ( $>$ ) from cut off value or  $r_{table}$  (0,300) it means each item questionnaire expressed valid as an instrument of data collector (Sekaran & Bougie, 2010). Reliability testing was used to know the consistency of the instrument as a measuring instrument so that a measurement can be trusted. This testing used Cronbach Alpha. Where an instrument will be more reliable if the alpha coefficient is closer to a value 1,00. If the alpha coefficient is less than 0,7, it considered unreliable and vice versa would state reliable (Sekaran & Bougie, 2010). The following table is the result of validity and reliability.

Table 2. Results of Validity and Reliability Testing

1	Training	$\alpha = 0.932$
PL1	Get something needed from job training.	0.537
PL2	The contents of job training relevant and appropriate to the work.	0.759
PL3	Trainer providing good guidance during training.	0.784
PL4	During training, instructors are in good quality.	0.630
PL5	I can handle problems well after training.	0.784
PL6	Work independently after training.	0.811
PL7	Training makes easy to apply technology.	0.814
PL8	Training makes a positive attitude.	0.825
PL9	Job training improves accuracy in work.	0.828
PL10	Job training improves product and service quality.	0.830
PL11	Job training reduces product damage and poor service.	0.824
PL12	The company paid for all the job training facilities and I received a salary during job training.	0.655
2	Career Development	$\alpha = 0.852$
PK1	Supervisors are proud if our careers are growing.	0.662
PK2	Coworkers take pride in if career develops.	0.692
PK3	Experience increases after work in this company.	0.763
PK4	Always want to be an experienced employee.	0.796
PK5	Education level becomes one of the requirements to have a high position.	0.684
PK6	High Education is not necessary to have a high position.	0.702
PK7	I want to be an accomplished employee	0.742
PK8	Manager position is better possessed by an outstanding employee	0.595
3	Motivation	$\alpha = 0.843$
M1	Caring with work	0.726

M2	The job is fun and challenging.	0.607
M3	Work provides an opportunity to learn something different and new.	0.752
M4	Would not do this job if it was not for money	0.774
M5	Jobs interest me.	0.767
M6	If I am already rich, I will still take this job because of challenging and fun.	0.613
M7	Looking to get paid by working.	0.645
M8	After long days, if not for money, will not accept this job.	0.709
4	Employee performance	$\alpha = 0.937$
KK1	Excited at work.	0.686
KK2	Trying to find the best alternative in providing services to customers.	0.568
KK3	Use relationships professionally.	0.786
KK4	Perform well-assigned tasks.	0.654
KK5	Understand the rules.	0.766
KK6	Take pride in your friends' work.	0.551
KK7	I can work with other staff.	0.757
KK8	Be open and be honest with the supervisor.	0.760
KK9	Satisfied with just relying on the manual.	0.559
KK10	Take initiative and independently at work.	0.656
KK11	Using knowledge and skills well.	0.762
KK12	Understand the rules well	0.673
KK13	Proud of my work unit.	0.763
KK14	No attention to the job assigned.	0.766
KK15	Not independent, and just want to do what to do.	0.727
KK16	Not awkward in serving customers.	0.732
KK17	I want to do extra effort in completing the job well.	0.579
KK18	Use the help if available	0.567
KK19	Doing a little bit of job to full fill the job standards.	0.617
KK20	Be a side with customers as long as it complies with the regulations	0.669

### Results of Hypotheses Testing

In this research, hypotheses were tested using *Structural Equation Modeling* (SEM) with confidence level reached 95%, and with a tolerance level 5%. The conclusions study refers to the p-value. If the p-value is greater than the tolerance limit of 5% then the analysis results accept the null hypothesis or reject the alternative hypothesis, then the analysis is insignificant.

Based on the SEM calculation to test the theoretical framework, it produced a model with a value criterion  $\chi^2$  of 302,742; RMSEA of 0.165; GFI of 0.696; AGFI of 0.600; TLI of 0.718; CFI of 0.761. Based on the value obtained, the model had not met the goodness of fit model testing because the overall value is beyond the criteria the goodness of fit testing, therefore the model needs to be modified by using Modification Indices to get the model more fit.

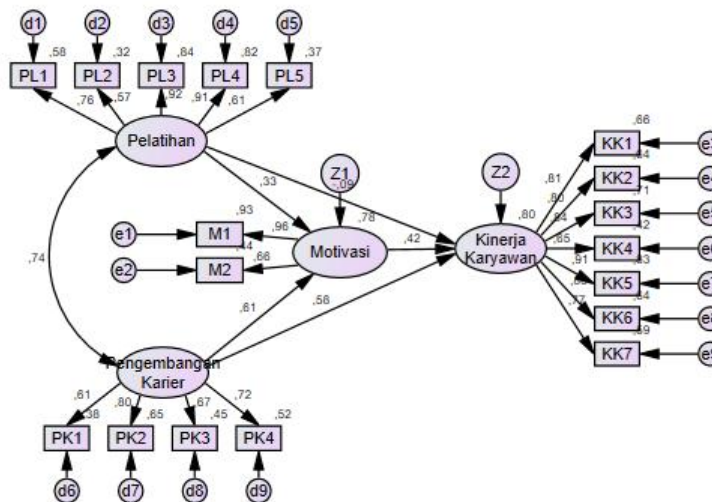


Figure 2. Structural Model Testing

Figure Notes: Pelatihan (Training), Pengembangan Karir (Career Development), Motivasi (Motivation), Kinerja Karyawan (Employee Performance)

The modified model results a criterion with a value of  $\chi^2$  of 267,709; RMSEA of 0.107; GFI of 0.810; AGFI of 0.723; TLI of 0.882; CFI of 0.910. Based on the values obtained in the modified model, the criterion values had met the goodness of fit model testing because the majority of confirmatory factor analysis values were within the criteria of the goodness of fit model testing.

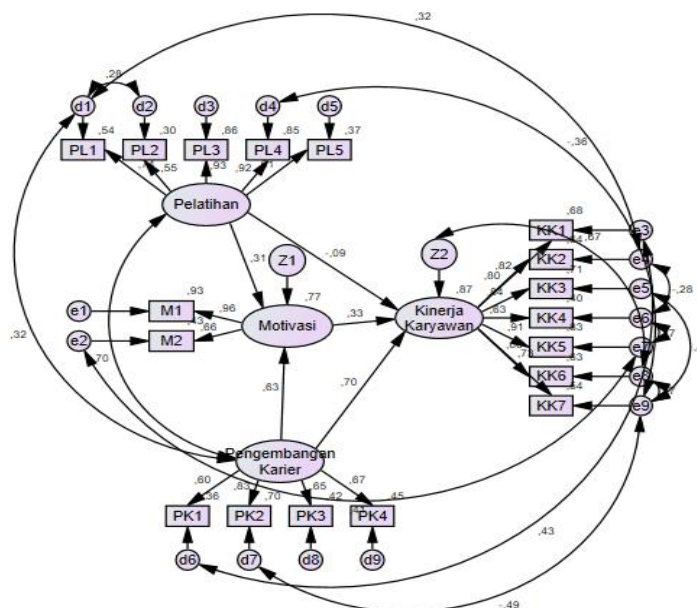


Figure 3. Modified Structural Model Testing of Theoretical Framework

Figure Notes: Pelatihan (Training), Pengembangan Karir (Career Development), Motivasi (Motivation), Kinerja Karyawan (Employee Performance)

The table below shows that of the seven hypotheses, five of which (H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>5</sub>, and H<sub>7</sub>) have C.R values of 2.846, 4.544, 2.289, 4.300 and 2.047 respectively. These values indicate that the hypotheses are

significant. While the hypotheses ( $H_4$  and  $H_6$ ) had a value of C.R for 0.920 and 1.789 respectively which is mean that these hypotheses are not significant.

Table 3. SEM Hypothesis Test

					CR	Results
$H_1$	Training	→		Motivation	2.846	Significant
$H_2$	Career Development	→		Motivation	4,544	Significant
$H_3$	Motivation	→		Employee performance	2,289	Significant
$H_4$	Training	→		Employee performance	0.920	Insignificant
$H_5$	Career Development	→		Employee performance	4,300	Significant
$H_6$	Training	→	Motivation	→ Employee performance	1.789	Insignificant
$H_7$	Career Development	→	Motivation	→ Employee performance	2.047	significant

As mentioned earlier, this study developed and tested seven hypotheses with various results. Training had a positive effect on motivation ( $H_1$ ). Based on the results, it showed that the value of positive coefficient 0.300 and with C.R 0.004 which was smaller than 0.05 or 5% then it could be set to reject  $H_0$  and accept  $H_a$ . It means that there was a positive direct impact on training on motivation. The result of this study was similar to the study that examined by Jehanzeb & Ahmed Bashir, (2013) in their research showed the conclusion that there was a positive and significant effect of training on motivation. Similarly, in the journal studied by Dysvik & Kuvaas, (2008) in their research stated that training had a positive and significant impact on motivation.

Career Development had a positive effect on motivation ( $H_2$ ). Based on the analysis, it showed the value of the positive coefficient of 0.681 and with a probability value 0.000 which is smaller than 0.05 or 5% then it could be specified reject  $H_0$  and accept  $H_a$ . It showed that there was a direct positive from the impact of career development on motivation. The result of this study was supported by research that conducted by Dumitru & Voinea, (2015), and also supported by research that conducted by Sulaiman, Ahmad, Sbaih, & Kamil, (2014).

Motivation had a positive effect on employee performance ( $H_3$ ). Based on the results of the analysis in this study showed a positive coefficient value of 0.445 with a probability value of 0.022 in which the value of probability is smaller than 0.05 or 5% it showed employee performance increased significantly with the motivation. Then it could be set to Reject  $H_0$  and accept  $H_a$ . This research was in line with previous research conducted by Nohria, Groysberg, & Lee, (2008) in their research stated that motivation had a positive effect on employee performance. In addition, the result of this study was also supported by Guo, Liao, Liao, & Zhang, (2014) in their research also stated that the influence of motivation on employee performance was positive and significant.

Training had positive but insignificant on employee performance ( $H_4$ ). This can be seen from the value of the positive coefficient of 0.108 and a significance value of 0.358 which is larger than the error rate of 0.05 or 5%. It explained that training cannot affect employee performance and other variables affect employee performance. It was

due to the lack of understanding of the employees towards the training that given to the trainees, it can be assumed that the trainees are still unable to work independently because of the lack of training. And here also can be seen that instructors who trained the trainees were assumed less qualified in training. The result in this study was in accordance with Safitri research, (2013) which stated that training has a positive but insignificant on employee performance. Pakpahan, Siswidiyanto, & Sukanto, (2014) in their research also stated that the training had a positive and insignificant effect. But not corresponding with Sankey & Machin's, (2014) research which stated that training will improve employee performance significantly.

Career development positively affects employee performance (**H<sub>5</sub>**). This can be seen from the positive coefficient value of 1.011 with a probability value 0.000 which the probability value is smaller than the error rate of 0.05 or 5% which means career development affect significantly the employee performance. Then it can be determined to reject  $H_0$  and accept  $H_a$ . The results\ of this analysis in accordance with research conducted by Ryan & Bryan, (2009) which stated, career development had a positive and significant impact on employee performance. Pansari & Kumar, (2015) research also concluded that career development had a positive and significant effect on employee performance.

Motivation cannot mediate the indirect effect of training on employee performance (**H<sub>6</sub>**). It can be seen from the value of coefficient 0.134 with a C.R value of 1.789 where the value of C.R is less than the value of  $t_{table}$  1.96 which means motivation cannot mediate the effect of training on performance significantly. The result of this research analysis in accordance with Ernawati (2012) research which stated that motivation had no role as a mediation on indirect influence of training towards employee performance and also the result of this research in line with the research that conducted by (Nurhayana & Sasmita, 2014) stated that motivation cannot mediate the indirect effect of training on employee performance. It was not in accordance with research conducted by Darmawan, Supartha, & Rahyuda, (2017) which concludes that motivation had a positive mediation role in the indirect influence of training on employee performance and the result of this research analysis was also inconsistent with research conducted by Rachmawati, (2016) .

Motivation had a role as a mediator in the indirect influence on career development toward employee performance (**H<sub>7</sub>**). It can be seen from the value of positive coefficient 0.303 with a value of C.R 2.047 where C.R value was greater than  $t_{table}$  value 1.96, which means motivation mediated the effect of career development on performance significantly. The result of the above analysis was in line with Dewi & Utama research (2016) that proved motivation had a positive mediation role in the influence of career development on employee performance and also the result of this research supported by research conducted by Nugroho & Kunartinah, (2012).

Based on the results of research and discussion about the influence of training and career development on employee performance with motivation as mediation, it can be concluded as follows. *First*, the training had a positive and significant effect on motivation. Training given to employees will increase the motivation of each employee and vice versa if the training was not relevant, then the motivation of employees will also not increase. *Second*, career development had a positive and significant impact on motivation. Employees who were allowed to develop their careers will increase their motivation and vice versa if employees were not given the opportunity to develop their careers, then the motivation will not increase. *Third*, motivation had a positive and significant effect on employee performance. The higher level of motivation that each employee had, the higher performance produced by each employee. *Fourth*, training had no effect on employee performance. Training did not improve employee performance directly. *Fifth*, career development had a significant effect on employee performance. career opportunities given to employees will improve employee performance directly. *Sixth*, motivations cannot mediate the indirect effect of training on employee performance. *Seventh*, motivation had a role as a mediator in the influence of career



development on employee performance. If an employee who got a chance to develop their career, so they will increase their motivation and will improve performance as well.

Based on the discussions and findings of this research, it is suggested that the company should discipline the trainees during training by providing extra supervision so that the trainees can follow the training program. The trainee will be more focused on the training program so the training process can be effectively executed. In determining the trainer or instructor, the company should be able to consider and or choose a competent trainer to train the trainees during the training program. The trainer or instructor is very important in supporting the continuity and success of the training program and the company should be able to motivate its employees so that the employees are more motivated both internally and externally. So that the employees will be able to pass the training program well if each trainee feels that the training program provided by the company is what they need.

Based on the findings of this study, the researcher was able to establish for academic advice that might be useful for students or for those readers who will do further research with the same concept. The next study should add some variables that had not been investigated in this study such as compensation and leadership. So it will be able to find the new complex findings, especially on employee performance.

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