

Unlocking Work Motivation: How the Role of Training and Career Development Effectiveness

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Abstract:

This study examines the effect of Training Development Effectiveness on employee career development, Career Development Effectiveness, and Work Motivation. Data was collected through a questionnaire distributed to 203 employees from various organizations and data analysis using Structural Equation Modeling, SEM. The results showed that Training Development Effectiveness had a positive and significant effect on Career Development Effectiveness, with a pathway coefficient of 0.769 and a t-statistic of 22.236 (p-value < 0.000). In addition, Training Development Effectiveness also had a positive and significant effect on Work Motivation, with a path coefficient of 0.401 and t-statistics of 5.628 (p-value < 0.000). Furthermore, Career Development Effectiveness was found to have a positive and significant influence on Work Motivation, with a path coefficient of 0.493 and a t-statistic of 7.296 (p-value < 0.000).

This study concludes that the effectiveness of good training can improve employees' career development and work motivation. The practical implications of this study are that organizations should invest in high-quality and relevant training programs and create clear and structured career development paths to increase employee work motivation. Regular evaluation of the effectiveness of training programs is necessary to ensure that they remain relevant and effective in achieving organizational goals.

Keywords: Effectiveness of Training Development; Career Development Effectiveness; Work Motivation

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I. Introduction

Government organizations in Indonesia are increasingly aware of the critical role employee motivation plays in achieving sustainable employee performance. Motivation is a determinant of employee performance and a crucial element that drives organizational efficiency. [1]. However, despite its acknowledged importance, the mechanism through which organizations can effectively increase employee motivation remains the subject of ongoing debate and investigation. This study aims to contribute to this discourse by exploring the impact of training effectiveness and career development on employee motivation. [2].

Training and development programs are essential for improving employee skills and competencies [3]. These programs address skills gaps, improve job performance, and prepare employees for future organizational roles. Practical training can increase job satisfaction, performance, and motivation. However, the relationship between training effectiveness and motivation is complex and influenced by various factors, including the relevance of training content, delivery quality, and practical application opportunities [4]. On the other hand, career development includes various activities that aim to facilitate the growth and advancement of employees within the organization. This includes career planning, mentoring, and providing opportunities for advancement. Employees who feel that the organization supports their career aspirations tend to show higher levels of motivation and commitment [5]. Career development initiatives show employees that the organization values their long-term potential and is willing to invest in their growth, thus fostering a sense of loyalty and motivation [6].

The interaction between training effectiveness and career development is a crucial study area. [7]. While training programs can directly improve employees' skills and competencies, career development initiatives provide a long-term perspective that can sustain motivation over time. [8]. This study examines how these two aspects of human resource management interact to influence employee motivation. Understanding these relationships can help organizations design more effective HR strategies that align training and career development efforts with motivational outcomes.

Furthermore, this research is particularly relevant in the context of rapid technological advancement and ever-evolving job requirements. As organizations adapt to new technologies and business models, the need for continuous learning and career adaptability is becoming increasingly apparent. [9]. A practical training and

career development program can equip employees with the skills and knowledge to navigate these changes, thus maintaining their motivation and engagement. [10]. This research will explore how organizations can leverage these programs to foster a motivated and resilient workforce in a dynamic business environment.

This research aims to provide valuable insights into how the effectiveness of training and career development impacts employee motivation. By examining the interaction between these two factors, this study aims to contribute to a broader understanding of how organizations can improve employee motivation through strategic HR practices. [11]. This study's findings can inform HR policies and practices, ultimately leading to more motivated, productive, and satisfied employees.

II. Material And Methods

Training Effectiveness, Work Motivation, Career Development

The effectiveness of training has a significant impact on employee career development. Practical training can improve employee skills and competencies, facilitating career development—research by Muntazeri et al. [12] Training and work experience programs directly influence employee career development by improving employee skills. Additionally, Karunia et al. (2023) found that career development acts as a partial mediator in the relationship between employee training and performance, suggesting that practical training can strengthen career development. [13].

Hypothesis 1: Training development effectiveness has a positive and significant effect on career development effectiveness

The effectiveness of training also plays a vital role in increasing employee work motivation. Good training improves technical skills and increases employee motivation through recognition and reward for their progress. Al Karim et al. [14] It was shown that training and motivation positively impact the effectiveness and efficiency of employees in the banking sector, ultimately improving their performance, as shown by research by Niati et al. [15] It also found that training and motivation significantly improve employee performance and career development, showing the critical role of motivation as an intervening variable.

Hypothesis 2: Training development effectiveness has a positive and significant effect on work motivation

Good career development can increase employee motivation by providing a clear path to advancement and recognition within the organization. Research by Suchodolski [16] Career development positively affects work motivation and employee performance at MNC Studios. Research by Napitupulu et al. [17] Also, career development and training significantly affect work motivation, improving job performance.

Hypothesis 3: Career development effectiveness berpengaruh positif dan signifikan terhadap work motivation

The effectiveness of training can affect work motivation indirectly through career development. Good training improves skills and competencies that can facilitate career development, increasing employee work motivation. Ocen et al. [18] Showed that training, motivation, and job performance could improve employee career development, which suggests that work motivation plays a vital role as a mediating variable in the relationship between training and career development. A study by Valero et al., [19] It also supports these findings by showing that career development and training significantly influence work motivation, ultimately affecting employee performance.

Hypothesis 4: Training development effectiveness has a positive and significant effect on career development effectiveness through career development effectiveness

Research method

Design

The research design is a researcher's prepared plan so that the researcher gets answers to the research questions. [20]. The design of this study is a research with a quantitative research method with a survey method with a *cross-sectional study* approach using variables, both as independent variables and dependent variables, carried out at the same time to find out how far the influence between the effectiveness of Training and Career Development on the work motivation of civil servants in West Sulawesi Province, Indonesia.

The population of this study is civil servants of West Sulawesi Province, Indonesia. Samples will be taken using stratified random sampling techniques to ensure a good representation of different types of jobs and job levels. The expected sample size is 203 respondents, who will be randomly selected from the stratified population. Data will be collected through questionnaires to measure research variables: training effectiveness, career development, work motivation, and employee performance. The questionnaire will consist of closed-ended questions on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree) [20].

Data will be collected through an online questionnaire (Google Forms) developed based on related literature. SEM PLS was used in this study because of the development of a new model, namely, including intervening variables in the structure model to analyze the influence between variables (Sarstedt et al., 2021).

Descriptive analysis will be used to describe the characteristics of the sample. Structural equation model (SEM) analysis with Partial Least Square (SEM-PLS) to test the hypothesis about the relationship between the effectiveness of Training and Career Development on work motivation will be used pathway analysis in SEM to test direct and indirect effects (Hair et al., 2019a).

III. Result

TABLE 1: Demographic characteristics

Description	Quantity	%
Age (years)		
18-30	26	11.3
31-40	56	24.3
41-50	106	46.1
>50	42	18.3
Gender		
Male	174	75.7
Female	56	24.3
Education		
High School	8	3.5
Diploma	10	4.3
Bachelor's degree	174	75.7
Master's degree	38	16.5
Length of employment (years)		
1-5	44	19.1
5-10	104	45.2
10-15	48	20.9
>15	34	14.8

Based on Table 1, which displays the demographic characteristics of the respondents in this study, it can be seen that most of the respondents are in the age range of 41-50 years (46.1%), followed by respondents who are 31-40 years old (24.3%). This shows that most respondents are in a more mature age group and are likely to have a reasonably long work experience. Only 11.3% of the respondents were in the 18-30 age group, which indicates that young respondents are underrepresented in this sample. In terms of gender distribution, the majority of respondents were male (75.7%), while only 24.3% were female. This uneven distribution may reflect the gender composition in a particular workplace or industry studied. It is essential to consider that this gender imbalance can affect the study results and the generalization of the findings, especially if there are significant differences in work motivation or response to training between men and women.

Regarding education level, most respondents have a bachelor's degree (75.7%), 16.5% have a master's degree, and the rest have a high school or diploma-level education. The high proportion of respondents with higher education indicates that this sample comprises relatively educated individuals. The distribution of length of work shows that almost half of the respondents (45.2%) have between 5-10 years of work experience, with a significant proportion also in the group with more than ten years of work experience. This confirms that most respondents have considerable work experience, which can affect their perception of training and career development effectiveness.

Overall, this demographic characteristic analysis provides an essential context for understanding respondents' backgrounds and how these factors might interact with key research variables such as training effectiveness, career development, and job motivation. When interpreting the research findings and their implications for human resource management practices, these results must be considered.

Measurement model

The measurement model in this study consists of a reflective measurement model where variable education and training, work commitment, and creative performance are measured reflectively according to [23]. The reflective model consists of a loading factor ≥ 0.40 , composite reliability ≥ 0.70 , and an Average Variance Extracted (AVE) ≥ 0.50 , as well as an evaluation of the validity of discrimination, namely the Fornell and Lacker criteria and HTMT (Heterotrait Monotrait Ratio) below ≤ 0.90 [22].

TABLE 2: Validity and reliability.

Construct/ indicator	Item reliability Loadings	Convergent validity		
		CA	CR	AVE
TDE		0.907	0.871	0.648
TDE1	0.790			
TDE2	0.894			
TDE3	0.711			
TDE4	0.804			

TDE5	0.816			
CDE		0.907	0.909	0.730
CDE1	0.784			
CDE2	0.888			
CDE3	0.869			
CDE4	0.830			
CDE5	0.894			
WM		0.901	0.928	0.720
WM1	0.784			
WM2	0.919			
WM3	0.786			
WM4	0.834			
WM5	0.910			

CA, Cronbach's alpha; CR, Composite reliability; AVE, Average variance extracted; TDE, training development effectiveness; CDE, career development effectiveness; WM, work motivation

From the test output of Table 2, the validity and reliability table presented in this study, it can be seen that the three constructs, namely Training Development Effectiveness (TDE), Career Development Effectiveness (CDE), and Work Motivation (WM), have strong reliability and validity. The reliability of items measured through loadings shows that all indicators have values above 0.7, which indicates that they can represent constructs well. Cronbach's Alpha (CA) values for all three constructs were also high, 0.907 for TDE and CDE, respectively, and 0.901 for WM, indicating excellent internal consistency. [21].

Furthermore, the convergent validity of these constructs is measured through Composite Reliability (CR) and Average Variance Extracted (AVE). The CR values for TDE, CDE, and WM are 0.871, 0.909, and 0.928, respectively, above the recommended threshold of 0.7. This indicates that these constructs have high composite reliability [21]. In addition, the AVE values for the three constructs are also above the recommended threshold of 0.5, with values of 0.648 for TDE, 0.730 for CDE, and 0.720 for WM, respectively. This indicates that most of the variance of the indicator can be explained by the latent construct being measured, which indicates good convergence validity. [24]

Overall, the results of this validity and reliability analysis confirm that the instruments used in this study have good quality in measuring the effectiveness of training development, career development effectiveness, and work motivation. The high reliability and validity values ensure that the data collected through this instrument are reliable and valid, providing a solid basis for further analysis of the relationship between training, career development, and work motivation in this study.

TABLE 3: Discriminant validity evaluation by Fornell and Lacker criteria and Heterotrait Monotrait results.

Criteria and results	CDE	TDE	WM
Fornell and Lacker criteria			
CDE	0.854	-	-
TDE	0.769	0.805	-
WM	0.801	0.780	0.849
HTMT results			
CDE	-	-	-
TDE	0.859	-	-
WM	0.884	0.876	-

TDE, training development effectiveness; CDE, career development effectiveness; WM, work motivation

Based on Table 3, which displays the evaluation of the validity of discrimination using the Fornell and Lacker criteria and the results of Heterotrait-Monotrait (HTMT), it can be concluded that the construct used in this study meets the criteria of good discrimination validity. In the Fornell and Lacker criteria, each construct's square root AVE value (in the diagonal table) is higher than the correlation between other constructs (in the off-diagonal table). For example, CDE's square root AVE value is 0.854, higher than its correlation value with TDE (0.769) and WM (0.801). Similarly, the square root AVE values for TDE (0.805) and WM (0.849) were also higher than their correlation with other constructs, indicating discriminatory solid validity. [23]

The results of the HTMT further confirm these findings. HTMT is a more rigorous method for testing the validity of discrimination, with values lower than 0.85 or 0.90 considered to indicate good discrimination validity. In this table, all HTMT values are below that threshold, with the HTMT between CDE and TDE at 0.859, between CDE and WM at 0.884, and between TDE and WM at 0.876. Although these values are close to the upper bound, they remain below 0.90, suggesting that the measured constructs are indeed different from each other [24]. Overall, the results of this discrimination validity analysis provide strong evidence that the constructs of Training Development Effectiveness (TDE), Career Development Effectiveness (CDE), and Work Motivation (WM) have good discrimination validity. This means that these constructs measure different concepts and do not overlap significantly, thus giving more confidence to the results of research and conclusions drawn regarding the relationship between training, career development, and work motivation.

Structural model

Evaluation of the Structural Measurement Model is an evaluation of the testing of a research hypothesis. The structural model follows the Hair. (2019) procedure. The variables of education and training, teamwork, and creative performance resulted in an analysis of the influence between the variables depicted in the path coefficient (see Figure 1). Based on the results of modeling the PLS structural equation shown in Figure 1, the relationship between training development effectiveness, career development effectiveness, and work motivation can be identified. From these results, it can be seen that training development has a positive and significant influence on the effectiveness of career development, with a coefficient of 0.769 and a p < 0.000, indicating that practical training contributes significantly to better career development. [25].

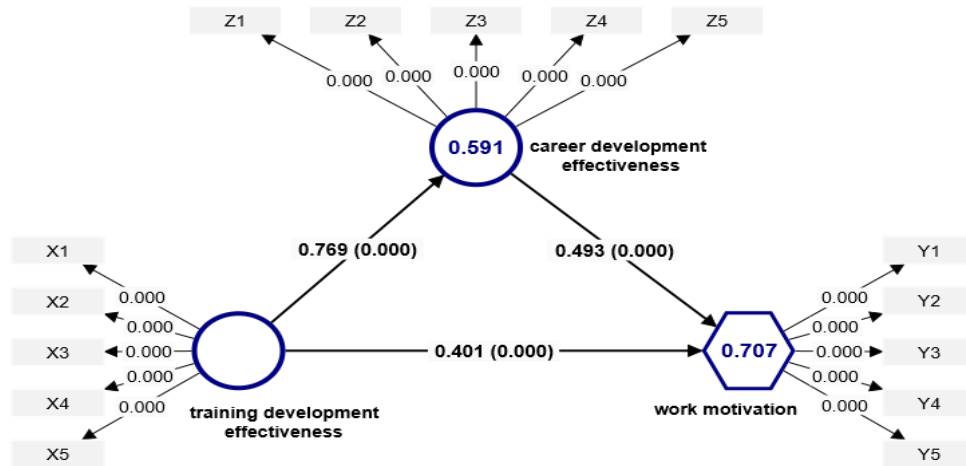


FIGURE 1: PLS-structural equation modeling results.

Furthermore, the effectiveness of career development also has a positive and significant influence on work motivation, with a coefficient of 0.493 and a p-value of 0.000 <. This indicates that when employees feel that their careers are progressing well, they tend to be more motivated at work. In addition, training development also directly affects work motivation with a coefficient of 0.401 and a p < value of 0.000, showing that practical training improves career development and directly increases employee work motivation. [26]. Thus, this analysis emphasizes the importance of training in improving employee career development and work motivation. The effectiveness of training not only improves employees' skills and knowledge but also their career prospects, which in turn increases work motivation. [27]. These results underscore the importance of investing in high-quality training programs to improve employee performance and overall productivity. [28].

TABLE 4: Hypothesis testing results.

Hypothesis	Path Coefficients	t-statistics	p-value	Result	97.5 CI	%	VIF	R square	Q Square
TDE → CDE	0.769	22.236	0.000	H1 Accept	0.632	1.000	0.704	0.502	
TDE → WM	0.401	5.628	0.000	H2 Accept	0.831	2.446			
CDE → WM	0.493	7.296	0.000	H3 Accept	0.632	2.446	0.589	0.424	
TDE → MW → CDE	0.379	6.738	0.000	H4 Accept	0.498	-			

Note: → shows a relationship, **CI:** confidence intervals, **VIF:** variance inflated factor, **TDE:** training development effectiveness; **CDE:** career development effectiveness; **WM:** work motivation

Based on the results of the hypothesis test presented in Table 4, this study shows a significant relationship between training development effectiveness (TDE), career development effectiveness (CDE), and work motivation (WM). The first hypothesis (H1), stating that TDE positively affects CDE, is accepted with a path coefficient of 0.769 and a t-statistic of 22.236, which is significant at a p-value < 0.000. It shows that practical training substantially increases career development effectiveness, which is supported by a high R square value of 0.704, suggesting that the effectiveness of training development can explain 70.4% of the variation in career development effectiveness.

The second hypothesis (H2) was also accepted, with TDE positively affecting WM with a path coefficient of 0.401 and a t-statistic of 5.628, which was significant at a p-value < 0.000. This indicates that practical training also directly increases employee work motivation. In addition, the third hypothesis (H3),

stating that CDE has a positive effect on WM, was also accepted, with a path coefficient of 0.493 and a t-statistic of 7.296, which was significant at a p-value < 0.000. These results showed that effective career development increased work motivation, with an R square value of 0.589, which suggests that the effectiveness of career development could explain 58.9% of the variation in work motivation.

The fourth hypothesis (H4), which examines the indirect influence of TDE through MW on CDE, is also accepted with a path coefficient of 0.379 and a t-statistic of 6.738, which is significant at a p-value < 0.000. This indicates that work motivation mediates some of the relationship between training and career development. The Q square values of 0.502 and 0.424 for each model show good predictive ability, confirming that this research model has strong predictive validity. These results confirm the importance of training in improving career development and work motivation and show that work motivation functions as a critical mechanism in mediating the effects of training on career development [29].

IV. Discussion

The results of the first hypothesis test in this study show that the training development effectiveness (TDE) has a positive and significant influence on work motivation (WM), with a path coefficient of 0.401 and a t-statistic of 5.628 (p-value < 0.000). This research is in line with the findings of Nadarajah et al., [30], who stated that practical training can increase employee work motivation, improving employee performance and career development. Another study Lahope [31] It also supports these findings by stating that the effectiveness of training and soft skill competencies significantly affect achievement-oriented work motivation.

Furthermore, research conducted by Cabrera et al. [32] Emphasized that online training (e-training) during the COVID-19 pandemic positively affected work motivation, which is relevant in today's remote and digital work context. In addition, a study by Putri [33] Training, leadership style, and work environment significantly affect work motivation, improving employee performance. This study shows practical training can motivate employees to achieve better performance and career goals. Based on the results of the first hypothesis test in this study, it is recommended that organizations continue to invest in high-quality and well-designed training programs to increase employee work motivation. The training program should include elements that can increase intrinsic motivation, such as recognition of achievements, opportunities for growth, and a supportive work environment. Additionally, it is essential to implement regular evaluations of training programs to ensure their effectiveness and adapt to the needs of employees and the organization. With the proper focus on training development, organizations can increase employee work motivation, ultimately improving overall performance and productivity. [34].

The results of the second hypothesis test in this study show that the training development effectiveness (TDE) has a positive and significant influence on the effectiveness of career development (CDE), with a pathway coefficient of 0.769 and a t-statistic of 22.236 (p-value < 0.000). This research aligns with Lee's (2018) findings, showing that practical training can improve employee performance and career development. They found that training, work motivation, and performance contribute significantly to employee career development [35]. This research emphasizes the importance of training as a strategic tool in developing employees' careers, improving technical skills, and their readiness to take on higher organizational roles. Furthermore, these findings are supported by research by Calero. [36], which shows that the effectiveness of training and soft skill competencies significantly affect achievement-oriented work motivation, ultimately contributing to improved career development. They found that well-designed and relevant training can improve employee competencies for career advancement. Research by Priarso [37] It also shows that training, leadership style, and work environment significantly influence employee motivation and career development. These findings underscore the importance of creating a comprehensive training program and a supportive work environment to maximize career development.

Based on the results of the second hypothesis test in this study, it is recommended that organizations continue to invest in high-quality training programs relevant to employees' career development needs. Training programs should be designed with the needs of individuals and the organization's strategic goals in mind. Regular evaluation of the effectiveness of training programs is necessary to ensure that they remain relevant and effective in enhancing career development. By focusing on developing quality training, organizations can facilitate the continuous career development of employees, which will ultimately improve the performance and competitiveness of the organization as a whole. The results of the third hypothesis test in this study show that Career Development Effectiveness (CDE) has a positive and significant effect on Work Motivation (WM), with a path coefficient of 0.493 and a t-statistic of 7.296 (p-value < 0.000). These findings are consistent with research by Taghulihni et al. [38], which shows that effective career development can increase employee work motivation and performance. This study emphasizes that a supportive work environment and practical training contribute to career development, ultimately increasing work motivation.

Furthermore, research by Paais [39] Supports these findings by stating that good career development can increase job satisfaction and motivation and improve employee performance. This study found that career

development significantly affects job motivation and satisfaction, improving employee performance. In addition, research by Albrecht [10] Highlights the importance of a holistic human resource management approach involving career development, motivation, and a conducive work environment to improve employee motivation and performance. Based on the results of the third hypothesis test in this study, it is recommended that organizations pay greater attention to employee career development as a strategy to increase work motivation. Career development programs should be designed comprehensively, including training, mentoring, and a clear development path. Additionally, it is essential to create a supportive work environment where employees feel valued and have opportunities to grow. Thus, organizations can increase employee work motivation, which in turn will improve overall performance and productivity. Implementing this strategy will benefit employees individually and contribute to the organization's long-term success.

The results of the fourth hypothesis test showed that the training development effectiveness (TDE) had a positive and significant effect on the career development effectiveness (CDE) with a pathway coefficient of 0.401 and a t-statistic of 6.738 (p-value < 0.000). Research by Mark supports these findings. [40], which states that effective career development can link the influence of work environment and training on employee performance. Their research found that career development significantly mediates the relationship between the work environment, training, and employee performance. Furthermore, research by Niati et al. [15] Shows that training and motivation can improve employee performance and career development. The study found that good training and high work motivation can significantly contribute to employees' career development. Thus, practical training improves technical skills and motivates employees to pursue higher career development. Research by Kaya [41] It also found that training and career development have a positive and significant relationship with employee performance, which emphasizes the importance of these two aspects in achieving organizational goals.

Based on the findings of the fourth hypothesis test, it is recommended that organizations continue to invest in high-quality training programs relevant to employees' career development needs. Training programs should be designed with the needs of individuals and the organization's strategic goals in mind. Additionally, ensuring that the training program can motivate employees to pursue higher career advancement is essential. Regular evaluation of the effectiveness of training programs is also necessary to ensure that they remain relevant and effective in enhancing career development. With this approach, organizations can ensure that the training provided improves technical skills and facilitates employee career development, ultimately improving overall performance and productivity.

V. Conclusion

Based on the results of this study, it can be concluded that the effectiveness of training has a positive and significant influence on career development and employee work motivation. Effective training not only improves employees' skills and competencies but also strengthens their career development which ultimately increases work motivation. The results of the study show that:

1. The effectiveness of training had a significant effect on the effectiveness of career development with a pathway coefficient of 0.769 and t-statistic of 22.236 (p-value < 0.000). This emphasizes the importance of investing in high-quality training programs that are relevant to the employee's career development needs.
2. The effectiveness of the training also had a significant effect on work motivation with a pathway coefficient of 0.401 and t-statistic of 5.628 (p-value < 0.000). A good training program is able to increase employee motivation through recognition of achievements and opportunities for self-development.
3. The effectiveness of career development was found to have a positive and significant influence on work motivation with a pathway coefficient of 0.493 and a t-statistic of 7.296 (p-value < 0.000). Clear and structured career development can improve work motivation by providing employees with a clearer view of their progress path within the organization.

Overall, this study emphasizes the importance of integrated career training and development as a human resource management strategy to improve employee motivation and performance. Organizations are advised to continue to invest resources in quality training programs and ensure a clear and supportive career development path for employees, so as to create a work environment that supports optimal performance and job satisfaction.

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