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Research Paper

The Impact of Work Motivation, Training, and Career Development on University Academic Staff Performance

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Abstract

This study examines how educational staff performance at a private university in Surabaya is affected by work motivation, career development, and training. Universities, as establishments of higher learning, rely heavily on the performance of their human resources, particularly their faculty. This study is pertinent in light of the critical role that instructional personnel play in facilitating the learning process. Workplace motivation, professional development, training, and instructional staff effectiveness are among the factors under investigation. It is intended that by analyzing the data, we will be able to determine the degree to which these factors affect educational staff performance directly or indirectly. It is intended that this research's findings would aid in creating regulations pertaining to higher education's use of human resources, particularly regarding raising the calibre of teaching personnel. In addition, the findings of this study can serve as a guide for future investigations into the variables influencing individual performance in companies.

Keywords *Work Motivation, Training, Career Development, Educational Staff*

INTRODUCTION

Education personnel, as human resources personnel who have a strategic role in providing services to students and lecturers, must have adequate competence. Achieving the expected performance requires work motivation, skills, and career development. Without these things, work morale will decrease, work performance will decline, and mistakes will often occur. Work motivation, in general, is a force that encourages, gives direction and maintains every action called work to fulfil needs, drives or desires to obtain incentives. A person's skills can be honed or obtained through training attended by educational staff. Career development is basically oriented towards the development of the organization/company in responding to future challenges.

Yumhi and Deddy (2020) conducted research in Banten province, revealing that training, personality, and job motivation all directly and positively impact employee success in higher education. Additionally, this drive is concurrently influenced by personality and training. Good performance will have an influence on the success of a university. To identify the dominant factors influencing the performance of educational staff and the influence of work motivation at a private university in Surabaya, it is necessary to conduct research aimed at analyzing factors related to internal and external factors that influence the performance of educational staff, analyzing the extent to which these factors influence the performance of educational staff. These factors directly and indirectly influence the performance of educational staff and determine whether professional development, training, and work motivation have a significant impact on instructional staff performance.

Considering the context above, researchers are interested in conducting research with the title "The Impact of Work Motivation, Training, and Career Development on University Academic Staff Performance".

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LITERATURE REVIEW

Work Motivation

Kinicki and Fugate (2018) define motivation as the direction and intensity of thought, a psychological process resulting in behaviour. Working motivation in a higher education setting is defined by Tran and Do (2020) as instructors' willingness and desire to put in more effort to help the university achieve its objectives.

Training

According to Umar et al. (2020), employees' soft-skill competency is encouraged by practical training, which enhances their creativity and team performance. Moreover, this procedure imparts to new hires the fundamental abilities required to do their jobs, claims Dessler (2017).

Career Development

Gomes (2014, p. 215) states that career development gives companies a semblance of certainty that they will have workers to cover open positions down the road. In another opinion, Zainal et al. (2015, p. 65) states that the process of improving one's job talents to pursue a desired career is known as career development. All career development programs aim to align employees' objectives and requirements with the company's current and future career prospects.

Employee Performance

It is recommended that organizations conduct ongoing performance evaluations of their workforce and establish procedures for employees who fail to perform up to par. This is due to the fact that their output significantly affects an organization's capacity to meet its objectives (McShane & Glinow, 2018). Within an organization, an employee's individual performance is defined as their controllable actions and behaviours that promote organizational objectives (Rotundo & Sackett, 2002).

Conceptual Framework

According to Creswell and Creswell (2017), a conceptual framework is the construction or simplification of a theoretical framework or theories that support research. The conceptual framework for this study is shown in the figure below.

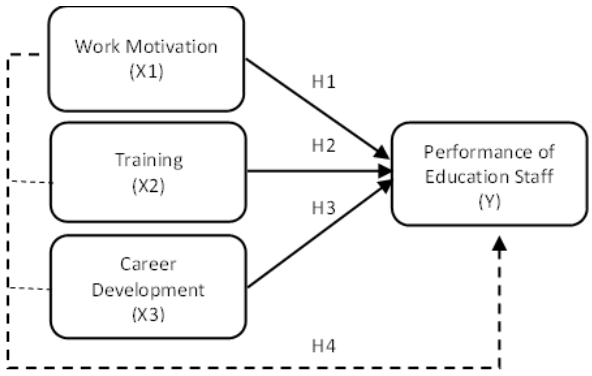

Figure 1. Conceptual Framework

Hypothesis

H_1: Academic staff performance at universities is positively and significantly impacted by work motivation

H_2: Training has a positive and significant influence on the Performance of Educational Staff at universities
H_3: Career development has a positive and significant effect on the Performance of Educational Staff at universities
H_4: University educational staff performance is significantly impacted by work motivation, training, and career growth all at the same time

RESEARCH METHOD

In this research, we tried to use explanatory research. Hypothesis testing is used in this study to examine how various variables relate to one another (Williams, 2007). In this study, the population used was all educational staff at a private university in Surabaya, totalling 80 people. As a result, the sample that was used was saturated. This study employed questionnaires, observations, and interviews as data-gathering methods. The application SPSS 20.0 was used to process the data for this investigation. Multiple linear regression analysis was employed in this study's data analysis. The data analysis in this study used multiple linear regression analysis. Researchers employed simultaneous testing (F tests) and partial tests (t-tests) to assess the hypotheses in this study. The following is how the partial test hypothesis (t-statistical test) was formulated for this study:

1. Ho = The dependent variable (Y) is only a little affected by the independent variable (X).
2. Ha = indicates a substantial partial effect of the independent variable (X) on the dependent variable (Y).

In this study, the simultaneous test hypothesis (F statistical test) is expressed as follows:

1. Ho = independent variable (X) has no discernible impact on the dependent variable (Y).
2. Ha = the independent variable (X) significantly influences the dependent variable (Y) as well.

The following forms the foundation for decision-making at a significance level of 0.05:

1. The choice Ho is approved, and the decision Ha is refused if the sig value is more than 0.05, indicating that the independent variable (X) concurrently has no discernible impact on the variable (Y).
2. If the sig value is smaller than 0.05, meaning that the independent variable (X) concurrently influences the dependent variable (Y) in a significant way, then choice Ha is approved and choice Ho is rejected.

FINDINGS AND DISCUSSION

Results

Based on the answers to the disseminated questionnaire from the respondents, it is possible to group the respondent data by gender; 53 persons, or 66.5%, of the respondents were male. In the meantime, 27 more women, or 33.5%, responded. According to age, 36 respondents, or 45%, were between the ages of 31 and 40. In the meantime, 24 individuals, or 30% of the total, were still in the 21–30 age range, 19 individuals, or 24%, were in the 41–50 age range, and 1 individual, or 1%, was in the 51–60 age range. According to their most recent educational records, 45 respondents, or 56%, had a bachelor's degree; the remaining 29 respondents, or 36%, had just completed high school; and 6 respondents, or 8%, had a master's degree.

Validity Test

Validity testing is done to determine whether the questionnaire used to collect the data is valid (Ghozali, 2012). If a questionnaire reveals anything that the questionnaire is meant to measure, then it is considered legitimate. One method of computing correlations with values

provided in statements or questions is using Pearson correlation for validity assessment. If a statement's significance level is less than 0.05, it is considered valid (Ghozali, 2012). According to the validity test, r-value > r-table = 0.2172 was determined. As a result, the study's indications are deemed "valid".

Multicollinearity Test

According to Ghozali (2012), an independent variable is said to be multicollinear when it is a linear function of other independent variables or exhibits correlation with other independent variables. There should not be any association between the independent variables in a suitable regression model. Table 1 below displays the multicollinearity test results.

Table 1. Multicollinearity Test

Variable	Collinearity Statistics		Description
	Tolerance	VIF	
Work motivation (X1)	0.610	1,640	Free from multicollinearity
Training (X2)	0.702	1,424	Free from multicollinearity
Career development(X3)	0.844	1,184	Free from multicollinearity

We can see from the above table that multicollinearity has no effect on the regression model. The fact that each independent variable's tolerance value is more than 0.1 serves as evidence of this. The results of the VIF computation then demonstrate that each independent variable's VIF value is less than 10. It is determined that the employed regression model does not exhibit multicollinearity among its independent variables.

Equations For Multiple Linear Regression

An application of multiple linear regression validated the research hypothesis's findings. Surveys that were distributed are the source of the input data for this research. This is a summary of the data processing in this study that was done with the SPSS application.

Table 2. Multiple Linear Regression Equation

Information	B	T count	t table	signature.
Constant	-0.181			
Work motivation(X1)	0.913	7,308	1,995	0,000
Training(X2)	-0.186	-2,067	1,995	0.042
Career development(X3)	0.322	3,913	1,995	0,000

From these results, the following regression equation model can be expressed as a standard form regression equation.

$$Y = -0.181 + 0.913X_1 - 0.186X_2 + 0.322X_3$$

The following values are derived from the preceding multiple linear regression equation:

1. Constant
   The Constant Y value is -0.181, indicating that Educational Staff (Y) has a performance value of 0.181 units. The performance of Educational Staff (Y) is 0.181 if the independent variable value is 0, and it is assumed that job motivation, training, and career growth are all 0.
2. Coefficient value of Work Motivation (X_1)
   The work motivation coefficient (X_1) is worth 0.913, meaning that an increase in

Educational Staff (Y) work motivation (X_1) will result in an additional 0.913 units of performance. Considering that all other independent variable values are 0.

3. Coefficient value of Training (X_2)
   The value of the training coefficient (X_2) is -0.186, meaning that a rise in the educational staff's performance (Y) will result in a -0.186 unit increase in training (X_2). Considering that all other independent variable values are 0.
4. Coefficient value of Career Development (X_3)
   The career development coefficient value (X_3) is 0.322, meaning that a 0.322 unit increase in Educational Staff performance (Y) will result from career development (X_3). Considering that all other independent variable values are 0.

Determination Test

According to Ghozali (2012), the degree to which the model can explain the variance of the dependent variable is indicated by the coefficient of determination (R^2). Consequently, the value of the coefficient of determination ranges from 0 to 1. A low R^2 value suggests that there are significant limits to the independent variable's ability to explain variance. Conversely, if the value is near 1, it indicates that the independent variable provides practically all of the information required to forecast the dependent variable.

Table 3. Determination Test

Model	R	R square	Adjusted R Square	Std. Estimation Error	Durbin-Watson
1	0.776 a	0.601	0.586	0.46021	1,994

A. Predictors: (Constant), Work Motivation, Training, Career Development
B. Dependent Variable: Performance

The dependent variable of learning outcomes is significantly influenced by work motivation (X_1), training (X_2), and career development (X_3) are the independent factors, as indicated by the value of the coefficient (R) in the preceding table. The value of the coefficient for human resources (Y) is 0.776. This demonstrates that the dependent variable of educational staff performance (Y) is affected either significantly or slightly by the independent variables work motivation (X_1), training (X_2), and career development (X_3).

The Adjusted R-square (R^2), also known as the coefficient of determination, came to 0.586, indicating that the independent variables work motivation (X_1), training (X_2), and career advancement (X_3) have an effect on addiction. The educational staff's performance (Y) variable has a value of 58.6%. In the meantime, factors not taken into account in this study have an impact on the remaining 41.4%.

t-test (Partial)

According to Ghozali (2012), the degree to which the independent variables utilized in the individual study explain a portion of the dependent variable is tested using the t-test in order to determine the difference test. If the critical probability value is greater than 0.05, the null hypothesis is rejected based on the t-test decision basis. Rejecting a hypothesis means that the independent and dependent variables do not appear to be related in any way. The null hypothesis is accepted since it has a significant probability value of less than 0.05. A null hypothesis is one that holds when the independent variable has no discernible impact on the dependent variable.

Table 4. Partial Test

Model		Unstandardized Coefficients		Standardized Coefficient	Q	signature.
		B	Std. Error	Beta		
1	(Constant)	-0.181	0.444		-0.408	0.684
	Work motivation	0.913	0.125	0.678	7,308	0,000
	Training	-0.186	0.090	-0.179	-2,067	0.042
	Career development	-0.322	0.082	-0.308	3,913	0,000

A. Dependent Variable: Performance of Education Personnel

Evaluating How Work Motivation Affects Educational Staff Performance

Table 4 shows that the job performance of educational staff is significantly impacted by work motivation. Based on this, Ho was rejected, and Ha was approved. With a significance level of 0.000 <0.05, the calculated t-value is 7.308.

Evaluating How Training Affects Educational Staff Performance

Table 4 shows that the training substantially impacted the instructional staff's performance because Ha was approved and Ho was rejected, with a computed t-value of -2.067 and a significance value of 0.042 <0.05.

Evaluating How Career Development Affects Educational Staff Performance

Table 4 shows that Ho is rejected while Ha is accepted, with an estimated t-value of 3.913 and a significance value of 0.000 <0.05. This indicates that career growth has a considerable impact on educational staff performance.

F-Test (Concurrent)

According to Ghozali (2012), the F test shows if all of the independent variables in the model have an effect on the dependent variable simultaneously. In other words, Ha is accepted, and Ho is rejected if the probability value is less than 0.05, demonstrating that the combined effect of all independent factors on the dependent variable is significant. The F test is used in this hypothesis, along with decision-making criteria. It compares Table F and the calculated F value. If the computed F value is greater than the F table, then Ha is approved, and Ho is denied.

Table 5. F Test (Simultaneous)

Model		Sum of Squares	df	Means Square	F	signature.
1	Regression	24,521	3	8,097	38,232	0,000 [a]
	Remainder	16,096	76	0.212		
	Total	40,387	79			

A. Predictors: (Constant), Work Motivation, Training, Career Development
B. Dependent Variable: Performance of Education Staff

The computed F test is 38.232, more than the F-table of 2.72 with a significance level of 0.000, which is less than (α) 0.05, according to Table 5's F test computation findings. The determinants of career progression, training, and job motivation all have a considerable impact on educational staff performance simultaneously, as evidenced by the acceptance of Ha since the likelihood is less than 0.05.

Discussion

The Impact of Work Motivation on Educational Staff Performance

Even if Ho is rejected and Ha is approved, statistical analysis shows that the computed t-value is 7.308 with sig. 0.000 less than 0.05, indicating that work motivation significantly affects educational staff members' productivity. It has been demonstrated that work motivation can significantly impact how well educational personnel perform. Due to the policies that the organization or agency has set, each educational staff member has a different reason for working. The idea of work motivation has the potential to boost collaboration at work and enhance each educational staff member's performance on an individual basis. The work motivation indicators can aid in the self-formation of educational staff members and have an impact on their performance. This is due to the fact that, in general, people want to be treated equally and with respect, regardless of whether or not members of the educational staff have a lower rank.

The Impact of Training on The Performance of Educational Staff

Statistical computation findings indicate that training significantly affects how well educational staff members perform. Ho is refused, while Ha is accepted since the t-count value is 2.067 and the sig. value is 0.042 less than 0.05. When it comes to evaluating the business and operational efficacy of educational staff, training is crucial. Universities plan their courses for certain purposes, including enhancing the qualifications of their faculty members and enabling them to benefit both the school and the instructors. Simultaneously, training entails establishing a setting in which educational personnel can pick up and develop attitudes, talents, skills, and knowledge regarding specific behaviours associated with their jobs.

The Impact of Career Development on Educational Staff Performance

According to the statistical computation results, career development significantly affects instructional staff performance when the t-count value is 3.913, rejecting Ho and accepting Ha, with sig. 0.000 less than 0.05. Zainal (2004) recognize career development as a critical area where management may boost output, enhance instructional staff members' attitudes regarding work, and encourage better contentment at work. Firms frequently use the purpose of career development to give people the training and experience they need when they need it.

The Impact of Work Motivation, Training and Career Development on Educational Staff Performance

The simultaneous effects of independent variables on the dependent variable were investigated using the F test. Considering the statistical calculation, Ha was approved because the computed F value was 38.232, which was greater than the F-table value of 2.72 at a significance level of 0.000 less than (α) 0.05. This supports the premise that the performance of educational personnel is significantly impacted by work motivation, training, and career development variables all at the same time.

The results of the statistical tests show that every independent variable simultaneously affects the dependent variable. The F test is used to test the independent factors that are concurrently affecting the dependent variable. This lends credence to the idea that factors pertaining to professional development, training, and motivation at work simultaneously influence educational professionals' performance.

CONCLUSIONS

This study concludes that the three variables—career growth, training, and job motivation—have a significant impact, partially and concurrently. The advantages of professional growth, training, and motivation at work greatly impact how well the educational staff performs.

Staff who apply work motivation more often will perform better in the classroom. This implies that staff motivation can enhance the effectiveness of instructional personnel.

Universities should map out and monitor the demands of their teaching personnel in order to manage training activities. To ascertain whether prior training exercises have improved the education staff's knowledge and skills, they should also assess the staff members who participated in those sessions. Likewise, education staff members will advance to the next career level by enhancing their performance through university career development programs. Consequently, for academic staff to keep improving their performance and advancing their careers in the organization, universities must continue supporting their professional development.

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