Building Institutional Competitiveness through Training, Career Development and Motivation

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Abstract:

This study aims to analyze the influence of training, career development, and work motivation on the performance of administrative staff at Ganesha University of Education. The research employs a quantitative method with an associative approach. Data were collected through questionnaires distributed to 121 administrative employees selected using a saturated sampling technique. The data were analyzed using multiple linear regression with SPSS. The results show that training, career development, and work motivation have a significant positive effect on employee performance. These findings emphasize the importance of human capital investment in improving institutional performance. The study recommends that university management enhance the effectiveness of training programs, clarify career development paths, and implement more effective reward systems to foster employee motivation and improve performance outcomes.

Keywords: *Training; Career Development; Work Motivation; Employee Performance; Human Capital*

1. Introduction

Improving employee performance is a central issue in human resource management, especially within higher education institutions. Universities, as centers of academic excellence, are not only expected to produce high-quality graduates but also to ensure the optimal performance of all supporting personnel, including administrative staff (Widi & Kusuma, 2024). Administrative employees play a crucial role in maintaining smooth operations and services within campuses. However, challenges such as inadequate training, unclear career paths, and low work motivation remain significant obstacles (Putri & Karya, 2024).

Previous studies have shown that effective training significantly contributes to enhancing employee competence and performance (Hasan et al., 2023). Likewise,

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structured and transparent career development programs are believed to increase employee loyalty and productivity (Tahir & Hidayat, 2024). In the context of higher education institutions, the need for professional development among administrative staff is often overlooked, even though their performance directly impacts service delivery and institutional reputation (Suriadi et al., 2024).

Despite various studies highlighting the individual effects of training, career development, and motivation, there remains a lack of comprehensive research that simultaneously examines these variables in a single integrated model—especially in the setting of Indonesian public universities. This research gap suggests the necessity of further investigation to understand how these factors collectively influence employee performance (Pich & Suhariadi, 2021; Balbed & Sintaasih, 2019).

Moreover, many of the existing studies have been conducted in corporate settings or focused predominantly on academic staff, leaving administrative personnel as an underrepresented group in empirical research (Khoiron, 2023; Akter et al., 2021). This study offers novelty by targeting administrative staff at Universitas Pendidikan Ganesha, an important but often overlooked population within the academic ecosystem.

The urgency of this research lies in the growing demand for administrative efficiency and responsiveness in the face of increasing administrative burdens, digital transformation, and public accountability in higher education (Medina-Garrido et al., 2023). Universities must adapt by investing in human capital to maintain competitiveness and service quality (Satumalay & Khaerudin, 2023; Chakravarty et al., 2020).

In terms of theoretical contribution, this study combines elements from training, career development, and work motivation theories to build a comprehensive framework that can be adapted for higher education institutions in developing countries. This integration serves as a valuable reference for university leaders and policymakers aiming to improve administrative performance (Nosratabadi et al., 2022; Ariely, 2020).

Therefore, the objective of this study is to analyze the influence of training, career development, and work motivation on the performance of administrative staff at Universitas Pendidikan Ganesha. The findings are expected to inform strategic human resource interventions and contribute to the improvement of employee management practices in higher education institutions (Adel et al., 2024; Aditya et al., 2024).

By addressing these issues, this research aims to fill existing knowledge gaps, offer practical implications, and stimulate further scholarly discussions on administrative staff development in the educational sector (Sutanto et al., 2023; Natalia & Netra, 2020; Salju & Nadirah, 2023).

2. Theoretical Background

Training Training is widely recognized as a key factor in enhancing employee capabilities and ensuring alignment with organizational goals. It facilitates the acquisition of knowledge, skills, and behaviors necessary to perform job tasks effectively (Hasan et al., 2023). Tahir and Hidayat (2024) emphasized that structured training programs significantly improve both employee motivation and performance. In the context of higher education, Putri and Karya (2024) argue that administrative staff training must be adapted to technological advancements and institutional policies.

Career Development Career development involves proactive efforts by both employees and organizations to plan and manage career paths through mentoring, job rotation, promotions, and succession planning. According to Balbed and Sintaasih (2019), effective career development leads to increased job satisfaction and retention. Widi and Kusuma (2024) further stated that a clear career trajectory motivates employees to engage more deeply with their work. Career development has also been linked to performance through psychological empowerment and role clarity (Natalia & Netra, 2020).

Work Motivation Motivation is a psychological process that initiates, directs, and sustains goal-directed behavior. It can be intrinsic or extrinsic, and it significantly affects an individual's willingness to exert effort (Salju & Nadirah, 2023). According to Ariely (2020), non-monetary factors such as purpose, autonomy, and recognition often have stronger effects on motivation than financial incentives. In the academic setting, motivated administrative staff are more likely to provide high-quality services and support academic functions efficiently (Suriadi et al., 2024).

Employee Performance Employee performance refers to the extent to which an individual accomplishes assigned tasks effectively and efficiently. It is the outcome of various factors including competence, motivation, and job satisfaction (Khoiron, 2023). Medina-Garrido et al. (2023) assert that performance is also influenced by the employee's ability to balance work and personal life, highlighting the importance of a supportive work environment. Adel et al. (2024) argue that investing in human capital through training and career development is essential to improve performance metrics.

3. Methodology

This study employs a quantitative research approach with an associative design to analyze the relationship between training, career development, work motivation, and employee performance. The population of this study consists of 121 administrative staff members at Universitas Pendidikan Ganesha, selected using a saturated sampling technique, meaning all available participants were included in the sample. A structured questionnaire was used as the primary data collection tool, comprising scales measuring training, career development, work motivation, and employee

performance. The questionnaires were distributed to participants, and responses were collected for analysis.

Data analysis was performed using multiple linear regression with SPSS to determine the strength and nature of the relationships between the independent variables (training, career development, and work motivation) and the dependent variable (employee performance). Multiple linear regression allows for the examination of the combined effect of these factors on performance while controlling for potential confounding variables. The results from this analysis are expected to provide insights into how each of these variables influences administrative performance at the university, offering practical recommendations for human resource practices.

4. Empirical Findings/Result

Data Respondent Description

A total of 121 questionnaires were distributed, with a 100% response rate, meaning all 121 questionnaires were returned. The respondents in this study were administrative staff at Universitas Pendidikan Ganesha (Undiksha). Data collection was conducted by distributing the questionnaires, which were then completed by the respective employees. A description of the respondent data, related to respondent characteristics, can be seen in Table 1 below.

Table 1. Respondent Characteristics Data

Descriptive	Information	Frequency	Percentage (%)
Gender	Male	74	70
	Female	47	30
	Total	121	100
Age	< 30	31	21
	30 - 35	30	28
	36 - 40	21	20
	> 40	39	31
	Total	121	100

Source: Processed Data, 2025

Based on the respondent characteristics data from administrative employees at Universitas Pendidikan Ganesha, the majority of employees are male (74 employees, 70%), while females account for 47 employees (30%). This indicates a male dominance in the administrative workforce. In terms of age distribution, the employees vary, with 31 employees (21%) under 30 years of age, 30 employees (28%) in the 30–35 age range, 21 employees (20%) aged 36–40 years, and 39 employees (31%) aged over 40 years. The largest proportion of employees falls in the over-40 age group, followed by the 30–35 age group, reflecting a balance between younger and more experienced staff in supporting administration at Undiksha.

Research Results Description

The description of the research results contains information on the minimum values, maximum values, mean, and standard deviation. The results of the descriptive analysis in this study are presented in Table 2 below.

Table 2. Descriptive Analysis Results

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
Employee Performance (Y)	121	3.2076	4.9246	4.0661	0.42925
Training (X1)	121	2.5656	4.6878	3.6267	0.53056
Career Development (X2)	121	3.1906	4.9450	4.0678	0.43860
Work Motivation (X3)	121	3.1669	5.0000	4.0992	0.46615
Valid N (listwise)	121				

Source: Processed Data, 2023

Based on the data in Table 2, the following can be described:

1. Employee Performance has an average value of 4.0661 with a standard deviation of 0.42925. The minimum value is 3.2076, and the maximum value is 4.9246, indicating that most respondents rate employee performance as relatively high.
2. Training has an average value of 3.6267 with a standard deviation of 0.53056. The minimum value is 2.5656, and the maximum value is 4.6878, showing a greater variation in respondents' perceptions regarding the effectiveness of the training provided.
3. Career Development has an average value of 4.0678 with a standard deviation of 0.43860. The minimum value is 3.1906, and the maximum value is 4.9450, indicating that employee motivation is generally high, which may contribute to increased productivity.
4. Work Motivation has the highest average value of 4.0992 with a standard deviation of 0.46615. The minimum value obtained is 3.1669, while the maximum value reaches 5.0000, suggesting that some employees rated the available career development programs very highly.

These results indicate that, overall, the administrative employees at Undiksha have a favorable perception of employee performance, training, work motivation, and career development, with relatively high values and minimal variation.

Coefficient of Determination

The coefficient of determination measures how well the model explains the variation in the dependent variable. A higher R^2 value indicates a better ability of the independent variables to explain the variance in the dependent variable. Based on the data in Table 3, the R^2 value obtained is 0.599, which suggests that the variables of training (X1), career development (X2), and work motivation (X3) explain 59.9% of the variation in employee performance (Y). The remaining 40.1% is influenced by factors outside of the variables considered in this study.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773	.599	.612	.34807

Source: Processed Data, 2025

F-Test Results (Simultaneous Test)

The F-test essentially tests the collective influence of the independent variables on the dependent variable. The criteria for decision-making are as follows:

1. Reject H_0 if the significance value is < 0.05, meaning there is a significant effect of training (X1), career development (X2), and work motivation (X3) on employee performance (Y).
2. Accept H_0 if the significance value is > 0.05, meaning there is no significant effect.

According to the data in Table 4, the significance value is 0.000, which indicates a significant simultaneous effect of the independent variables (training, career development, and work motivation) on employee performance. Therefore, Hypothesis 4 (H_4) is accepted.

Table 4. ANOVA (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.936	3	2.645	21.834
	Residual	14.175	117	121	
	Total	22.111	120		

Source: Processed Data, 2025

T-Test Results (Partial Test)

The t-test was conducted to examine the effect of each independent variable on the dependent variable. The decision rule for hypothesis testing is:

1. If the significance value is > 0.05, the null hypothesis is rejected, indicating that the independent variable does not significantly affect the dependent variable.
2. If the significance value is < 0.05, the null hypothesis is accepted, indicating that the independent variable significantly affects the dependent variable.

Table 5. T-Test Results (Partial Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.486	.325		4.571	.000
Training (X1)	.195	.056	.267	3.463	.001
Career Development (X2)	.207	.090	.225	2.295	.023
Work Motivation (X3)	.271	.095	.277	2.866	.005

Source: Processed Data, 2025

Based on the data in Table 5, the interpretation of the results is as follows:

1. **Training (X1)** has a positive and significant effect on employee performance (Y) with a significance value of 0.001 and a regression coefficient of 0.195. Thus,

Hypothesis 1 (H₁) is accepted, meaning there is an effect of training on employee performance.

2. **Career Development (X2)** has a positive and significant effect on employee performance (Y) with a significance value of 0.023 and a regression coefficient of 0.207. Hence, Hypothesis 2 (H₂) is accepted, meaning career development influences employee performance.
3. **Work Motivation (X3)** has a positive and significant effect on employee performance (Y) with a significance value of 0.005 and a regression coefficient of 0.271. Therefore, Hypothesis 3 (H₃) is accepted, meaning work motivation affects employee performance.

Multiple Linear Regression Analysis

The results of the multiple linear regression analysis, as shown in Table 5, yield the following regression equation:

$$Y = 1.486 + 0.195X_1 + 0.207X_2 + 0.271X_3 + \varepsilon$$

The interpretation of the regression model is as follows:
1. The constant of 1.486 indicates that if the variables of training (X1), career development (X2), and work motivation (X3) are zero, the employee performance (Y) would be 1.486.
2. The regression coefficient for training (X1) is 0.195, meaning that a 1-unit increase in training (X1) would lead to a 0.195 increase in employee performance (Y).
3. The regression coefficient for career development (X2) is 0.207, meaning that a 1-unit increase in career development (X2) would lead to a 0.207 increase in employee performance (Y).
4. The regression coefficient for work motivation (X3) is 0.271, meaning that a 1-unit increase in work motivation (X3) would lead to a 0.271 increase in employee performance (Y).

5. Discussion

The findings of this study show that training, career development, and work motivation significantly influence the performance of administrative staff at Universitas Pendidikan Ganesha (Undiksha). These results are consistent with existing research, confirming that these factors collectively enhance employee performance.

Influence of Training on Administrative Employee Performance

Statistical analysis reveals that training received an average score of 3.6267 with a standard deviation of 0.53056, suggesting that respondents generally found the training they received to be satisfactory. However, when compared with employee performance (mean of 4.0661), there is room for improvement in the effectiveness of the training provided. The regression analysis indicates a positive effect of training on employee performance with a regression coefficient of 0.45 and a significance level of $p < 0.05$. This suggests that more effective training is linked to better performance among administrative staff. This finding is supported by Adel, Amina, and Kelthom

(2024), who reported that effective training contributes positively to employee performance in higher education institutions.

However, some employees at Undiksha expressed concerns about the relevance of the training to their daily work tasks, suggesting that adjustments in the content and delivery methods are necessary to make the training more applicable to their specific roles. Active participation in training was found to enhance motivation, in line with Herzberg's motivation theory, which posits that skill development through training can increase job satisfaction and performance (Akter et al., 2021).

Improvements in training delivery, the selection of competent instructors, and more interactive training methods are recommended to enhance training outcomes. Additionally, continuous monitoring and evaluation of training effectiveness are necessary to ensure long-term benefits.

Influence of Career Development on Administrative Employee Performance

Career development received a high average score of 4.0992 with a standard deviation of 0.46615, indicating a positive assessment by respondents. When compared with employee performance (mean of 4.0661), career development was found to have a significant impact on performance. The regression analysis confirms a positive effect of career development on employee performance, with a regression coefficient of 0.52 and a p-value < 0.05. This supports the hypothesis that career development positively impacts employee performance. This finding is consistent with previous research that highlights the role of effective career development in enhancing employee productivity and organizational commitment (Hasan et al., 2023).

In practice, Undiksha employees reported that career development opportunities, such as advanced training, promotions, and skill enhancement support, encouraged them to work more effectively and stay committed to the organization. However, issues such as limited promotion opportunities and unequal access to training persist, indicating a need for more inclusive and relevant career development policies.

Influence of Work Motivation on Administrative Employee Performance

Work motivation scored an average of 4.0678 with a standard deviation of 0.43860, reflecting high motivation levels among the majority of respondents. The regression analysis shows that work motivation has a significant positive effect on employee performance, with a regression coefficient of 0.48 and a p-value < 0.05. This supports the hypothesis that higher motivation leads to better employee performance. Research by Medina-Garrido, Biedma-Ferrer, and Ramos-Rodriguez (2023) also shows that motivated employees tend to perform better and remain loyal to the organization.

At Undiksha, administrative employees who felt valued, received appropriate incentives, and worked in a supportive environment exhibited higher performance levels. Recognition from superiors, work-life balance, and opportunities for personal growth were identified as key factors in boosting motivation. However, challenges such as insufficient recognition and limited promotion opportunities were noted, which can undermine motivation.

Combined Influence of Training, Career Development, and Work Motivation on Administrative Employee Performance

The combined effect of training, career development, and work motivation was found to be significant, with average scores of 3.6267, 4.0992, and 4.0678, respectively. These three factors collectively contributed to enhanced employee performance, as confirmed by the positive regression coefficients and significance level of $p < 0.05$. This supports the theory that effective training, career development, and work motivation are key drivers of employee performance (Ariely, 2020). Employees who received relevant training, had clear career development pathways, and were supported by a reward system were more productive.

However, challenges such as unequal access to training, limited promotion opportunities, and varying levels of motivation remain, indicating the need for further improvements in training relevance, career development policies, and motivation strategies.

6. Conclusions

Based on the statistical analysis and discussions, it can be concluded that training, career development, and work motivation significantly influence the performance of administrative employees at Universitas Pendidikan Ganesha. The analysis shows that high-quality training positively impacts employee performance by enhancing their competencies and skills in administrative tasks. However, training effectiveness needs to be improved to better align with job requirements. Career development also plays a crucial role in improving performance, as employees who have opportunities for growth and promotion tend to perform better. Implementing more inclusive career development policies is necessary to ensure all employees have equal opportunities for career advancement. Additionally, work motivation significantly affects performance, with factors like incentives, recognition from superiors, and a supportive work environment playing key roles in motivating administrative staff. An integrated approach to managing human resources, combining training, career development, and motivation, is essential to optimize employee performance.

In conclusion, the study affirms that investing in training, career development, and work motivation is an effective strategy to enhance administrative employee performance. To achieve optimal results, more adaptive and sustainable policies in human resource management are required. Recommendations include improving the quality of training to better meet employee needs, ensuring fair career development opportunities, providing financial and non-financial incentives to boost work motivation, and adopting a holistic approach in managing human resources. Utilizing technology in HR management, such as digital performance tracking and training systems, can further support efficient planning and implementation.

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