

The Effect Of Competence And Motivation On Female Employees' Career Development With Multiple Roles As A Moderating Variable: A Study At Pt Pln (Persero) Kalimantan Selatan Dan Kalimantan Tengah

Pengaruh Kompetensi Dan Motivasi Terhadap Pengembangan Karier Pegawai Perempuan Dan Multi Peran Sebagai Moderasi: Studi Pada Pt Pln (Persero) Kalimantan Selatan Dan Tengah

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ABSTRACT

Despite the fact that women's participation in formal employment has increased, their representation in managerial and strategic positions remains limited. Thus, Danantara cascades its key performance indicator (KPI) for talent diversity, women's participation, at 10%. PT PLN (Persero) Unit Induk Distribusi Kalimantan Selatan dan Kalimantan Tengah is part of the Danantara mandate for this KPI. This study examines the effects of competence, work motivation, and multiple-role demands on women's career development, including the moderating role of multiple roles. An explanatory quantitative survey on total sampling of 122 female employees classified as advanced-supervisory level. All constructs demonstrated strong reliability (Cronbach's alpha= 0.856–0.975). The direct-effect model was significant ($F= 43.149$; $p < 0.001$) and explained 52.3% of the variance in career development. Competence was the strongest predictor ($\beta=0.590$; $p<0.001$), followed by motivation ($\beta= 0.247$; $p= 0.001$) and multiple-role demands ($\beta=0.171$; $p=0.009$). In the moderation model, the competence–multiple-role interaction was not significant ($b= -0.001$; $p= 0.757$), whereas the motivation–multiple-role interaction was significant and negative ($b= -0.008$; $p= 0.030$). The findings imply that competency development, transparent career systems, flexible access to learning, and family-supportive leadership are fundamental for women's career development.

Keywords: *competence, motivation, multiple roles, and career development.*

ABSTRAK

Meskipun partisipasi perempuan dalam dunia kerja formal terus meningkat, keterwakilan mereka di posisi manajerial dan strategis masih relatif terbatas. Oleh karena itu, Danantara menetapkan Key Performance Indicator (KPI) keberagaman talenta dengan target partisipasi perempuan sebesar 10%, termasuk di PT PLN (Persero) Unit Induk Distribusi Kalimantan Selatan dan Kalimantan Tengah. Penelitian ini bertujuan menganalisis pengaruh kompetensi, motivasi kerja, dan multiperan terhadap pengembangan karier pegawai perempuan serta menguji peran moderasi multiperan. Penelitian menggunakan pendekatan kuantitatif eksplanatori dengan metode survei terhadap 122 pegawai perempuan pada jenjang Supervisor Atas menggunakan teknik total sampling. Analisis dilakukan menggunakan regresi linier berganda dan Moderated Regression Analysis (MRA). Seluruh konstruk penelitian menunjukkan reliabilitas yang sangat baik (Cronbach's Alpha = 0,856–0,975). Model pengaruh langsung signifikan ($F = 43,149$; $p < 0,001$) dan mampu menjelaskan 52,3% variasi pengembangan karier. Kompetensi merupakan prediktor paling dominan ($\beta = 0,590$; $p < 0,001$), diikuti motivasi ($\beta = 0,247$; $p = 0,001$) dan multi peran ($\beta = 0,171$; $p = 0,009$). Pada model moderasi, interaksi kompetensi dan multi peran tidak signifikan ($b = -0,001$; $p = 0,757$), sedangkan interaksi motivasi dan multi peran berpengaruh negatif signifikan ($b = -0,008$; $p = 0,030$). Temuan ini menegaskan pentingnya penguatan kompetensi, sistem karier yang transparan, akses pembelajaran yang fleksibel, dan kepemimpinan yang mendukung keseimbangan kehidupan kerja dalam meningkatkan pengembangan karier pegawai perempuan.

Kata kunci: kompetensi, motivasi, multi peran, pengembangan karier.

1. Introduction

The growth in women's participation in the workforce has not been matched by equal access to managerial and strategic positions. National and global evidence continues to show job segregation, unequal opportunities, and structural barriers to promotion (Badan Pusat Statistik, 2022; World Bank, 2022; UN Women, 2023). This condition is not only an equity issue but also an indication that human capital is not being fully utilized. Properly managed diversity and inclusion can broaden the talent base, improve decision quality, and strengthen organizational sustainability (Shore et al., 2011).

A comparable situation exists at PT PLN (Persero) Unit Induk Distribusi Kalimantan Selatan and Kalimantan Tengah (UID Kalselteng). Internal data show that women's representation in structural positions increased from 7.81% in 2022 to 9.59% in 2026, but remained below the mandatory target of 10%. At the same time, the Human Asset Value mapping identified 122 women in the advanced-supervisory Top Talent category. The gap between available talent and realized promotion indicates that individual potential does not automatically translate into career advancement.

Competence is a central explanation for career progress. Human Capital Theory and competency-based approaches position knowledge, skills, behavioral capability, and adaptive capacity as valuable resources that increase readiness for greater responsibility (Barney, 1991; McClelland, 1973; Spencer & Spencer, 1993). In PLN's context, technical competence alone is insufficient; employees are required to collaborate, deliver results, make decisions, delegate, and adapt to digital transformation. Competence is therefore expected to positively affect career development.

Motivation determines the direction, intensity, and persistence of work behavior. Self-Determination Theory distinguishes autonomous, internalized motivation from behavior driven mainly by external pressure. Using the Work Extrinsic and Intrinsic Motivation Scale, Tremblay et al. (2009) demonstrated that the motivational quality is associated with satisfaction, commitment, and sustained work behavior. Employees who connect work with their life goals and career plans are more likely to seek learning opportunities, strategic assignments, and promotion opportunities.

For women employees, competence and motivation operate within a multiple-role context. Simultaneous roles as employee, spouse, parent, family member, and community member can enrich psychological resources, but can also create time conflict, strain, and fatigue (Marks, 1977; Greenhaus & Beutell, 1985). Kopelman et al. (1983) distinguish work conflict, family conflict, and interrole conflict. These pressures may directly affect career development and alter the extent to which competence or motivation produces career outcomes.

Previous studies have commonly examined competence, motivation, or work-family conflict separately. Limited research integrates all three among high-potential women in a state-owned energy enterprise. This study therefore investigates: (1) the effect of competence on career development; (2) the effect of motivation on career development; (3) the direct effect of multiple-role demands on career development; and (4) whether multiple-role demands moderate the competence-career and motivation-career relationships among women employees at PLN UID Kalselteng.

2. Literature Review

Competence and Career Development

Albino (2018) conceptualizes competence as a repertoire of operational and dynamic capabilities that are observable and recognized and that contribute to organizational goals. The competence construct used in this study consists of four dimensions: organization, collaboration, delivery, and complexity. Organization represents strategic, process, policy, and

technical understanding; collaboration covers communication, teamwork, flexibility, and feedback-seeking; delivery concerns timeliness, autonomy, results orientation, and innovation; and complexity includes proficiency, problem-solving, resilience, and suppleness. Competence strengthens self-efficacy and provides evidence of readiness for more complex assignments. Accordingly, H1 states that competence positively affects career development.

Motivation and Career Development

Tremblay et al. (2009) operationalize work motivation through intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation. More autonomous forms of motivation encourage persistence in learning and frame challenging work as an opportunity for self-actualization. Social Cognitive Career Theory similarly links motivation with self-efficacy, outcome expectations, and goals that guide career choice and persistence (Lent et al., 1994). H2 therefore states that motivation positively affects career development.

Women's Multiple Roles

The intersections of domestic and professional spheres frequently generate role strain, wherein competing demands for attention, energy and time actively jeopardize career mobility and a professional's readiness for highly flexible roles (Frone et al., 1992; Greenhaus & Beutell, 1985). Yet, this resource-depletion view is counterbalanced by role-accumulation frameworks suggesting that occupying multiple social roles expands social capital and sharpens adaptive capabilities (Marks, 1977; Wayne et al., 2023). Bridging this conceptual dichotomy, this study operationalizes multiple roles not only as direct determinants of career development (H3) but also as contextual moderators that condition how competence (H4) and motivation (H5) translate into advancement.

Career Development and Research Framework

Career development is mentioned as vertical progress, horizontal role expansion, and greater psychological readiness to manage the job. Super (1957) describes a career as a lifelong process shaped by the interaction between self-concept and the environment. Lent et al. (1994) extend this view through self-efficacy, outcome expectations, goals, and contextual supports or barriers. Career development is therefore an outcome of individual capability, motivational energy, and role context.

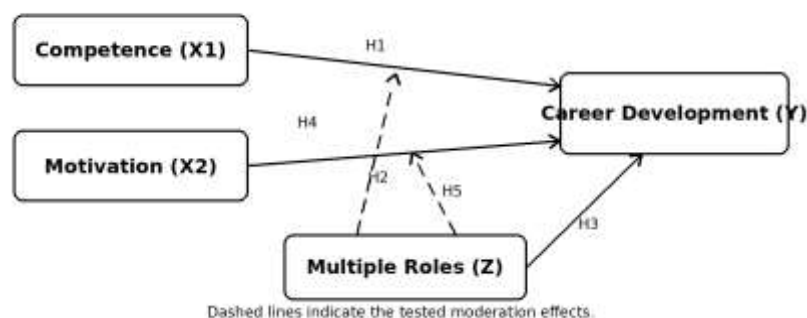


Fig. 1. Research Framework

Hypothesis

H₁ : Competence significantly influences the career development of female employees at PLN UID Kalselteng.

H₂ : Work motivation significantly affects the career development of female employees at PLN UID Kalselteng.

H₃ : Multiple-role demands significantly impact the career development of female employees at PLN UID Kalselteng.

H₄ : Multiple-role demands significantly moderate the relationship between competence and the career development of female employees at PLN UID Kalselteng.

H₅: Multiple-role demands significantly moderate the relationship between work motivation and the career development of female employees at PLN UID Kalselteng.

3. Research Methods

The study used an explanatory quantitative survey design. The unit of analysis was women employees at PT PLN (Persero) UID Kalselteng who were classified as upper-supervisory Top Talent. The population consisted of 122 employees, all of whom were included through census or total sampling. Respondents were permanent women employees with at least two years of service and experience of organisational career-development processes. Data were collected online over two weeks in May 2026 using a closed-ended questionnaire with a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Table 1. Operationalization of variables

Variable	Dimensions	Items	Source
Competence (X1)	Organisation, collaboration, delivery, complexity	26	Albino (2018)
Motivation (X2)	Intrinsic, integrated, identified, introjected, external, amotivation	18	Tremblay et al. (2009)
Multiple roles (Z)	Work conflict, family conflict, interrole conflict	24	Kopelman et al. (1983)
Career development (Y)	Self-efficacy, outcome expectations, goals, contextual influences	12	Lent et al. (1994)

Validity testing of items is done using correlations between items and the total score, with a threshold of 0.30, followed by reliability testing with Cronbach's alpha. Descriptive statistics, a normality test, a heteroscedasticity test, and a multicollinearity test were performed thereafter. The direct effect was calculated by multiple linear regression analysis, $Y = a + b_1X_1 + b_2X_2 + b_3Z + e$. Testing the moderation effect is done using a moderated regression analysis of the interaction between $X_1 \times Z$ and $X_2 \times Z$. The significance level is 5%, and SPSS 31 is used as the statistical software (Creswell & Creswell, 2018; Ghozali, 2018; Sugiyono, 2021).

4. Results and Discussions

Respondent Characteristics and Measurement Quality

Respondents were predominantly in the productive career stage (aged 31–40) at 36.9%; most respondents held educational a bachelor-equivalent D4/S1 qualification (55.7%) and had more than 10 years of work experience (46.7%).

Table 2. Respondent characteristics

Characteristic	Category	n	%
Age	20–30 years	24	19.7
Age	31–40 years	45	36.9
Age	41–50 years	38	31.1

Characteristic	Category	n	%
Age	>50 years	15	12.3
Education	Senior high school	18	14.8
Education	Diploma 3	22	18.0
Education	D4/Bachelor	68	55.7
Education	Master	14	11.5
Tenure	1–5 years	28	23.0
Tenure	6–10 years	37	30.3
Tenure	>10 years	57	46.7

All items exceeded the specified validity threshold. Cronbach's alpha values ranged from 0.856 to 0.975, indicating strong internal consistency. Descriptively, competence was in the good category (mean 3.70), whereas motivation (3.11), multiple-role demands (3.24), and career development (3.20) were in the less-favorable category. The strong competence score reflects operational and collaborative capability, although internal assessment data still point to development needs in digital analysis, digital orientation, delegation empowerment, and gaining commitment. Low-scoring motivational items related to shame, self-disappointment, and being a "winner" suggest that respondents depend more on meaningful work and environmental support than on psychologically pressuring motives.

Table 3. Descriptive statistics and reliability

Variable	Mean	Category	Cronbach's alpha
Competence	3.70	Good	0.950
Motivation	3.11	Less favourable	0.856
Multiple roles	3.24	Less favourable	0.975
Career development	3.20	Less favourable	0.892

Classical-assumption tests indicated normally distributed residuals (Kolmogorov–Smirnov $p = 0.200$), no multicollinearity (VIF 1.023–1.229; tolerance 0.813–0.978), and no evident pattern in the residual scatterplot. The regression model therefore met the principal assumptions for linear estimation.

Direct Effects on Career Development

Table 4. Multiple linear regression results

Predictor	B	SE	β	t	p
Constant	-14.908	5.096	–	-2.925	0.004
Competence	0.368	0.044	0.590	8.367	<0.001
Motivation	0.226	0.064	0.247	3.539	0.001
Multiple roles	0.076	0.029	0.171	2.664	0.009

The regression was jointly significant ($F = 43.149$; $p < 0.001$), with $R^2 = 0.523$ and adjusted $R^2 = 0.511$. Competence, motivation, and multiple roles therefore explained 52.3% of

the variance in career development; the remaining 47.7% may be associated with unexamined factors such as supervisor support, networks, mobility policies, mentoring, and job design.

Competence had the strongest effect ($\beta = 0.590$; $p < 0.001$), supporting H_1 . The result confirms that observable competence signals readiness for higher responsibility (Albino, 2018; McClelland, 1973). For women in the Top Talent pool, strengthening analytical, digital, delegation, and leadership capabilities provides the most direct route to promotion. Strong operational competence must be converted into visible leadership evidence through strategic assignments, cross-unit projects, and sponsorship mechanisms.

Motivation had a positive and significant effect ($\beta = 0.247$; $p = 0.001$), supporting H_2 . Employees with internalised work reasons, career goals, and persistence are more likely to pursue learning and remain engaged when barriers arise. The finding is consistent with Self-Determination Theory and Social Cognitive Career Theory, which place goals and outcome expectations at the centre of career behaviour (Lent et al., 1994; Tremblay et al., 2009). However, the motivation mean of only 3.11 indicates that career-path clarity, security, and expectation management require improvement.

Multiple roles also showed a positive direct association ($\beta = 0.171$; $p = 0.009$), supporting H_3 . Because the scale was conflict-oriented, the positive coefficient should not be interpreted as evidence that role conflict is inherently beneficial. In a Top Talent sample, it may capture adaptive capacity and resource accumulation across roles, or it may indicate a coding-direction issue that warrants further examination. Role-accumulation theory suggests that multiple roles can expand networks, discipline, and resilience, while work-family-conflict research continues to document fatigue and time constraints (Marks, 1977; Frone et al., 1992; Wayne et al., 2023).

Moderating Effects of Multiple Roles

Table 5. Moderated regression analysis

Predictor	B	SE	β	t	p
Constant	-50.634	17.998	–	-2.813	0.006
Competence	0.400	0.171	0.642	2.347	0.021
Motivation	0.826	0.282	0.904	2.931	0.004
Multiple roles	0.551	0.232	1.237	2.372	0.019
Competence × Multiple roles	-0.001	0.002	-0.155	-0.310	0.757
Motivation × Multiple roles	-0.008	0.003	-1.098	-2.199	0.030

The moderation model was significant ($F = 27.942$; $p < 0.001$) and increased R^2 to 0.546. The competence × multiple roles interaction was not significant ($b = -0.001$; $p = 0.757$), so H_4 was rejected. The effect of competence on career development remained relatively stable across different levels of multiple-role demands. Strong competence, therefore, appears to remain recognizable as career capital even when women employees carry substantial domestic and social responsibilities.

By contrast, the motivation × multiple roles interaction was negative and significant ($b = -0.008$; $p = 0.030$), supporting H_5 as a weakening moderation effect. As multiple-role demands increase, motivation becomes less effectively translated into career progress. An employee may retain strong aspirations and drive, but limitations in time, energy, mobility, or access to training can prevent those motives from translating into career-development actions.

The finding supports the argument that inter-role conflict may not eliminate motivation, but can restrict the opportunity to act on it (Greenhaus & Beutell, 1985; Kopelman et al., 1983).

5. Conclusion

Competence, motivation, and multiple-role demands each had significant direct effects on women's career development at PLN UID Kalselteng. Competence was the dominant predictor, followed by motivation and multiple roles, and the direct model explained 52.3% of career-development variance. Multiple roles did not alter the competence-career relationship, but significantly weakened the effect of motivation on career development. Motivation alone is therefore insufficient when contextual constraints prevent women employees from converting intention into learning, mobility, and promotion-related action.

The study is limited to one organizational unit, uses a cross-sectional design, and relies on self-reported perceptions. The conflict-oriented multiple-role scale also requires caution when interpreting its positive direct coefficient. Future research should use longitudinal and multi-unit designs, verify the direction of scores, and examine organizational support, mentoring, promotion bias, and work-family enrichment. In practice, PLN should integrate competency development, transparent career pathways, flexible learning, and family support into a unified women's talent-management system.

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