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The Influence of Motivation Achievement, Training, and Self-Efficacy on Public Employee Performance

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Abstract

Performance problems in this agency are reflected in the low achievement of work targets, limited innovation, and weak teamwork. These challenges are particularly critical for the Padang City Fisheries and Food Service, which has a strategic role in supporting food security and improving fishermen's welfare. This study aims to analyze the influence of achievement motivation, education and training, and self-efficacy on employee performance at the Padang City Fisheries and Food Service. This study uses a quantitative approach with a survey method of 30 respondents who were selected at random and simply. The data were processed using SPSS software and Microsoft Excel. The analysis techniques applied included descriptive statistical analysis, classical assumption testing, and multiple linear regression analysis. The study's results showed that achievement motivation and training had a positive and significant impact on employee performance, while self-efficacy had no significant effect. Simultaneously, the three independent variables contribute to improved performance. These findings have practical implications for human resource management in the public sector, particularly in designing performance improvement policies that strengthen intrinsic motivation and implement training tailored to the needs of each position.

Keywords

Achievement Motivation, Performance, Public Sector, Self-Efficacy, Training.

1. Introduction

The performance of the state civil apparatus (*Aparatur Sipil Negara/ASN*) is a key factor in achieving effective, efficient, and responsive governance that meets public needs. In the context of regional apparatus organizations (*Organisasi Perangkat Daerah/OPD*), employee performance not only reflects individual capacity, but also reflects managerial success in managing human resources (Mustafid, 2017). The Padang City Fisheries and Food Service, as a technical agency that plays a strategic role in supporting food security and the welfare of fishermen, faces significant performance challenges. Several indicators suggest a low timeliness of task completion, a lack of innovation, and weak teamwork, resulting in a general decline in productivity.

This can be seen from various indicators that reveal a mismatch between performance expectations and the actual reality. One of the leading indicators is the low punctuality in task completion, which reflects a lack of discipline as well as ineffective time management. In addition, the lack of innovation among civil servants indicates a weak incentive to think creatively and find new solutions to various bureaucratic problems, which ultimately renders public services stagnant. Weak teamwork is also a factor that worsens performance, as government tasks often require cross-functional collaboration and good coordination between individuals (Efendi & Frinaldi, 2024). The combination of these various factors collectively has an impact on the decline in ASN productivity, which in turn hinders the achievement of development goals and effective bureaucratic reform.

Internal factors, such as motivation to excel, are believed to be the primary determinants of improving employee performance quality. Individuals with a strong drive to achieve optimal results tend to exhibit high initiative, discipline, and a commitment to their work. In addition, education and training are a strategic instrument in developing employee competencies, both in technical and managerial aspects. However, the effectiveness of training is often questioned due to the incompatibility of the material with work needs. On the other hand, self-efficacy, as an individual's belief in their ability to complete tasks, also affects work performance, especially in the face of the dynamics and complexity of public bureaucracy.

This phenomenon reveals that the low performance of ASN is not only an individual issue but also reflects systemic problems that encompass human resource management, organizational structure, work culture, and leadership. The solutions required are sustainable bureaucratic reform, capacity building for civil servants, and the creation of a work environment that fosters innovation, collaboration, and accountability.

Based on the results of previous research, a research gap can be identified. Hidayat (2020) demonstrated that achievement has a significant positive influence on employee performance, whereas Orhan (2017) found that motivation has a low positive influence on academic achievement. These differences in results raise questions about the consistency of motivation's influence on performance and achievement across various contexts. Furthermore, the research of Jordan et al. (2025) and Juanda and Fahmi (2025) confirms that training has a significant effect on work motivation and employee performance. However, other research highlights a different dimension, namely how career success and self-efficacy can impact performance (Alessandri et al., 2024), as well as how the preparation of coaches to act as partial mediators in improving trainer performance (Mensah et al., 2024). This suggests that the variables of training, motivation, self-efficacy, and performance are interrelated but have not been fully explained in a single comprehensive framework. Meanwhile, research by Alghamsah et al. (2025) shows that an activity-based work environment, work-life balance, and employee engagement can improve performance.

Several previous studies have examined the influence of these variables on employee performance to some extent. However, studies that integrate these three variables simultaneously in the context of OPD in the fisheries and food sectors are still limited. Therefore, this study aims to empirically analyze the influence of achievement motivation, training, and self-efficacy on the performance of employees of the Padang City Fisheries and Food Service. The results of this research are expected to make a theoretical contribution to the development of public sector human resource management science, as well as serve as a practical reference for policymakers in improving the effectiveness of regional bureaucratic performance.

2. Literature Review and Hypothesis Development

2.1. Determinants of Employee Performance

Motivation to perform refers to an individual's internal drive to achieve high performance standards and produce superior work results (McClelland, 1961). Highly motivated individuals tend to set ambitious goals, demonstrate perseverance, and seek feedback for improvement. In public organizations, this motivation is important in encouraging employee initiative, responsibility, and innovation (Mulia & Saputra, 2021). Research by Suwarno et al. (2024) suggests that achievement motivation can enhance the productivity and work quality of local government personnel. Achievement motivation is not only related to the desire to succeed but also reflects a commitment to the quality of work and the efficiency of task execution. Individuals with high levels of motivation typically exhibit characteristics such as careful planning, a results-oriented approach, and the ability to manage risk effectively.

Education and training are a systematic process designed to improve the knowledge, skills, and attitudes of employees, enabling them to carry out their duties effectively (Juanna et al., 2023). The effectiveness of training is highly dependent on the relevance of the material, training methods, and its continuity to job needs (Yasin et al., 2021). Furthermore, the success of a training program is also influenced by the training method used. The andragogy approach, which emphasizes active and participatory adult learning, is considered more effective in building an applicable understanding (Eliana et al., 2020). Methods such as case studies, simulations, group discussions, and hands-on practice in the field have been proven to be able to optimally encourage knowledge transfer into a real work environment. In addition, the integration of digital technology in the training process, such as the use of Learning Management Systems (LMS) or online-based training, also provides greater flexibility and accessibility to participants (Afriyeni et al., 2023; Turnbull et al., 2020).

Self-efficacy, as stated by Bandura (1983), is a person's confidence in his ability to complete specific tasks. The effect of self-efficacy on employee performance is also seen in the context of social interaction and collaboration in the workplace. Employees who are confident in their abilities tend to be more active in collaborating with colleagues and participating in teams. They feel more comfortable contributing and sharing ideas, which can improve team dynamics and overall productivity. Individuals with low self-efficacy scores may be more likely to avoid social interactions or feel less valued in teams, which can lead to reduced synergy and group performance.

2.2. Hypotheses Development

In the context of public organizations, this is crucial given that complex bureaucratic challenges require officials who not only comply with procedures but also have the initiative to make continuous improvements (Herzberg et al., 2011). Furthermore, motivation to excel is positively correlated with proactive work

behavior and employee job satisfaction (Heckhausen, 1967). Employees who are motivated to excel tend to show high engagement in tasks, are oriented towards achieving performance targets, and have a strong desire to be recognized for their contributions.

Several studies have demonstrated that training tailored to the specific needs of a position can significantly enhance technical competence and employee performance (Novie et al., 2023). Furthermore, according to Usher and Pajares (2006), the level of self-efficacy can affect the way a person interacts with others and contributes to achieving team goals. However, several studies have found that the influence of self-efficacy on performance is not always significant, depending on the organizational context and the level of support within the work environment (Pratomo, 2022).

H1: Achievement motivation has a significant effect on employee performance.

H2: Training has a significant effect on employee performance.

H3: Self-efficacy has a significant effect on employee performance.

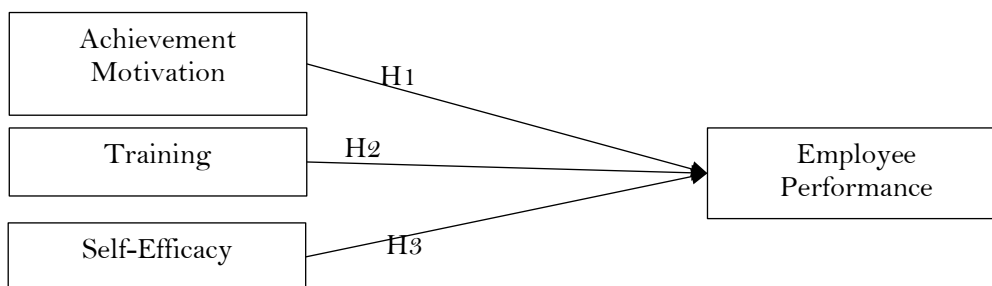


Figure 1. Research framework

Figure 1 shows the research framework in this study. Independent variables in this study include Achievement Motivation, training, and self-efficacy. Meanwhile, the dependent variable in this study is performance. This study reveals the partial influence of Achievement Motivation, training, and self-efficacy on performance (H1, H2, and H3).

3. Methods

This study employs a quantitative approach with a survey method. The population consists of all employees of the Padang City Fisheries and Food Service. The sample was determined using a simple random sampling technique to ensure that each employee had an equal chance of being selected, thereby reducing bias and increasing representativeness. From this procedure, 30 respondents were obtained as the final sample. Although the sample size may appear relatively small, it is considered acceptable for regression analysis because it meets the minimum requirement of having at least 10 observations per predictor variable. Since this study uses three independent variables, a sample of 30 respondents fulfills the adequacy criteria. Nevertheless, the findings should be interpreted with caution, and future research is recommended to use larger samples for greater generalizability.

The data were collected using a closed-ended questionnaire with a five-point Likert scale. The data were processed using SPSS software and Microsoft Excel. The analysis techniques applied included descriptive statistical analysis, classical assumption testing, and multiple linear regression analysis. For data analysis, multiple linear regression was applied to examine the simultaneous and partial effects of the independent variables (achievement motivation, training, and self-efficacy) on the dependent variable (employee performance). Prior to regression testing, classical assumption tests were performed to ensure the robustness of the

model, including a normality test to verify data distribution and a multicollinearity test to check intercorrelations among predictors. Only after these assumptions were met was the regression analysis conducted. Hypothesis testing was performed at a 5% significance level ($\alpha = 0.05$), with all statistical procedures carried out using SPSS software.

4. Results

As a first step, the analysis began with classical assumption testing to ensure that the multiple linear regression model used met the necessary statistical requirements, including normality, multicollinearity, and heteroscedasticity. This testing was conducted using SPSS software. Furthermore, the results of the multiple linear regression and the F-test were also analyzed to test the previously formulated hypotheses. The discussion of these results aims to provide a comprehensive overview of the factors that influence employee performance, while also laying the foundation for the practical and theoretical implications that will be outlined in the following sections. Therefore, this section will detail the process and findings from each stage of the analysis, supporting the validity of the study.

Table 1. Normality Test

Test	Unstandardized Residual
Test Statistic	0.092
Asymp. Sig. (2-tailed)	0.200

Classical assumption tests were conducted to ensure that the multiple linear regression model met the required statistical requirements. These tests included normality, multicollinearity, and heteroscedasticity tests, all of which are crucial for ensuring the reliability of the regression results. A normality test was conducted to verify that the residual data were normally distributed, a key prerequisite in regression analysis. The results of this test are presented in Table 1, which shows that the Kolmogorov-Smirnov significance value of 0.200 is greater than 0.05. This indicates that the residual distribution does not deviate significantly from a normal distribution, thus meeting the normality assumption. With a small sample size of 30 respondents, these results indicate that the data used is robust enough for further analysis, although interpretation should be approached with caution given the limited sample size.

Table 2. Multicollinearity Test Results

Model	Unstd. Coeff B	Std. Coeff Std. Error	t	Sig.	Tolerance	VIF
(Constant)	3.217	1.245	2.584	.015		
Motivation to Achievement	0.412	0.135	3.052	.005	0.721	1.387
Training	0.387	0.142	2.725	.011	0.689	1.452
Self-Efficacy	0.094	0.098	0.959	.346	0.815	1.227

a. Dependent Variable: Employee Performance (Y)

A multicollinearity test was conducted to ensure that there was no significant correlation between the independent variables, namely achievement motivation, training, and self-efficacy. The results of this test are presented in Table 2, which shows that the Tolerance values for all variables are above 0.1 and the Variance Inflation Factor (VIF) values are below 10. Specifically, the Tolerance values range from 0.689 for training to 0.815 for self-efficacy, while the VIF values range from 1.227 for self-efficacy to 1.452 for training. These values confirm that there are no

significant multicollinearity issues, allowing the independent variables to be entered simultaneously into the model without biasing the coefficient estimates. This condition is crucial in the context of this study, as these variables have different but interrelated dimensions that influence employee performance.

Table 3. Multiple Linear Regression Result

Variable	B	Significance	Information
Constanta	3.217		
Achievement Motivation	0.412	0.001	H1 accepted
Training	0.387	0.005	H2 accepted
Self-Efficacy	0.094	0.328	H3 rejected

Based on Table 3, the multiple linear regression model shows the equation:

$$Y = 3.217 + 0.412X_1 + 0.387X_2 + 0.094X_3$$

The results of the regression equation show that employee performance (Y) is positively influenced by achievement motivation (X_1), training (X_2), and self-efficacy (X_3). The constant value of 3.217 indicates that if the three independent variables are zero, then employee performance remains at the base value of 3.217. The regression coefficient of 0.412 for achievement motivation indicates that a one-unit increase in achievement motivation will result in a 0.412-unit increase in employee performance, assuming all other variables remain constant. Furthermore, the training has a coefficient of 0.387, indicating that a one-unit increase in training will result in a 0.387-unit increase in performance. Meanwhile, self-efficacy has a positive influence, with a coefficient of 0.094, which means that a one-unit increase in self-efficacy will boost performance by 0.094. Of the three variables, achievement motivation makes the most considerable contribution to employee performance, followed by training, while self-efficacy has a positive effect but with a relatively small value. Thus, it can be concluded that achievement motivation factors and training have more influence on employee performance improvement than self-efficacy.

The results of the hypothesis test showed that achievement motivation had a significant effect on employee performance with a significance value of $0.001 < 0.05$. This means that the higher the motivation to achieve that employees have, the performance produced also tends to increase. The training variable was also shown to have a significant influence on performance, with a significance value of $0.005 < 0.05$, indicating that the better the training provided, the higher the employee's performance. On the other hand, the self-efficacy variable did not have a significant effect on performance because the significance value was 0.328, which is greater than 0.05. Thus, although self-efficacy has a positive influence, its contribution to performance improvement is not substantial enough to be considered significant in this study.

Table 4. R Square and F-Test Result

Test	Value
R Square	0.662
F Value	12.623
Significant F value	0.000

Table 4 presents the results of the determination coefficient test, indicating that the R-squared value is 0.662, which means that the variables of achievement motivation, training, and self-efficacy collectively explain 66.2% of the variation in employee performance. In comparison, the remaining 33.8% is influenced by other factors outside of this study model. The simultaneous test (F test) produced an F

value of 12.623 with a significance level of $0.000 < 0.05$, indicating that the variables of achievement motivation, training, and self-efficacy collectively have a significant effect on employee performance. These results confirm that the regression model used is suitable for explaining the relationship between the independent variables and the dependent variables.

5. Discussion

Motivation to excel has been demonstrated to play a crucial role in enhancing performance. Employees who have the drive to achieve maximum results show discipline, responsibility, and work initiative. This finding is in line with McClelland's theory and the research of Suwarno et al. (2024). The results of these findings align with research conducted by Dwiyanti et al. (2019), which found that competence has a positive and significant influence on performance. A similar statement was also expressed by Rivaldo and Ratnasari (2020), who emphasized that employees with high levels of motivation tend to show better performance. In addition, research by Ludin et al. (2023) revealed that employees with a high achievement drive tend to be more productive and dedicated. The outstanding motivation among employees of the Padang City Fisheries and Food Service is included in the good category. This indicates that the higher the achievement motivation employees have, the better their performance is. Thus, employees can carry out their duties in accordance with their positions, responsibilities, and functions.

In addition, training designed according to job needs and provided on an ongoing basis catalyzes improving technical competence and employee work behavior. This supports the findings of Yasin et al. (2021), which indicate that training has a significant influence on performance effectiveness. Training is the process of imparting specific skills and knowledge to employees, enabling them to perform their work more effectively (Karimah & Sayuti, 2022). Training is an action that aims to improve the technical skills, knowledge, and expertise of employees in completing their work. Practical training has a direct impact on enhancing the quality of work, particularly in terms of productivity, job satisfaction, and overall individual performance. Training enables employees to update their knowledge and skills, allowing them to stay current with changes in the workplace.

In contrast, self-efficacy did not show a significant effect on performance. The results of this study align with the research of Hamid et al. (2023), who found that self-efficacy does not have a significant influence on employee performance. In addition, the results of research by Abun et al. (2021) indicate that self-efficacy in the workplace does not lead to significant changes in employee performance. This suggests that an individual's belief in their abilities has not been fully reflected in the work results, which is likely due to a lack of organizational support, a rigid bureaucratic work culture, or a lack of direct guidance from superiors. This finding is consistent with the views of Bandura (1986) and Pratomo (2022), who emphasize the importance of environmental interventions in actualizing self-efficacy.

Riana and Juniantara (2015) propose that employee performance is a measurable behavior that contributes to organizational goals. Performance encompasses not only the result, but also the process and the methods by which the employee achieves it. Performance consists of several key components, including effectiveness, efficiency, and the quality of work output. Budianto and Katini (2015) stated that employee performance is influenced by motivation, skills, as well as support and resources available in the work environment. Simultaneous results show that performance improvement requires an integrated approach that involves intrinsic encouragement, capacity building through training, and the creation of a supportive work climate. Performance improvement strategies cannot rely on one dimension alone, but must be integrative.

The findings of this study imply that employee performance within the Padang City Fisheries and Food Service is primarily driven by achievement motivation and training. At the same time, self-efficacy alone does not significantly enhance performance. The relatively high R Square value (66.2%) indicates that organizational efforts to improve these two factors can yield substantial improvements in employee outcomes. Practically, this suggests that management should prioritize programs that strengthen employees' drive to achieve, such as recognition systems and goal-setting initiatives, alongside structured and continuous training to enhance skills and competencies. Since self-efficacy did not show a significant direct effect, it may function more effectively when combined with other interventions, highlighting the need for a more integrative approach in human resource development strategies.

6. Conclusion

This study concludes that achievement motivation and training play a significant role in improving employee performance at the Padang City Fisheries and Food Service. Employees with higher achievement motivation tend to demonstrate stronger performance, and practical training further supports their ability to carry out tasks productively. In contrast, self-efficacy does not have a significant direct effect on performance, indicating that confidence alone is insufficient to enhance work outcomes without being supported by motivation and skill development. Nevertheless, when tested simultaneously, achievement motivation, training, and self-efficacy together influence employee performance, with achievement motivation providing the most significant contribution compared to the other variables.

This research strengthens the theory of motivation and training in the context of public bureaucracy, expanding the understanding of self-efficacy as a contextual moderating variable. OPD management needs to design a strategy to increase employee motivation through incentives and recognition, organize training based on position needs, and create a work system that supports increasing self-efficacy through continuous coaching. This research is limited by its relatively small sample size of only 30 respondents, which may restrict the generalizability of the findings. The study is also confined to one government agency, which means the results may not fully represent conditions in other organizations or sectors. Additionally, the measurement of self-efficacy may not have captured all dimensions of this construct, potentially leading to an insignificant effect on performance. Future studies are encouraged to use larger and more diverse samples across different organizations or industries to strengthen the external validity of the results. Further exploration of self-efficacy is also necessary, perhaps by incorporating moderating or mediating variables such as organizational culture, leadership style, or work environment that may influence its relationship with performance. Moreover, qualitative approaches could be added to gain deeper insights into how employees perceive motivation, training, and confidence in their daily work practices, providing a more comprehensive understanding of the factors that drive performance.

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Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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