



Training, Self-Efficacy, and Work Motivation: A Conceptual Model of Employee Performance

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Abstract

Background: The background shows that training does not always result in improved performance if it is not accompanied by supporting psychological mechanisms, so a more integrative framework is needed to understand the relationship between variables.

Objective: This study aims to develop a conceptual model that explains the contribution of training and development and self-efficacy to employee performance through work motivation mediation.

Methods: This study uses the library research method by examining academic literature, journal articles, and relevant scientific publications in the last ten years to identify consistent theoretical patterns and empirical findings.

Results: The results of the synthesis show that training and development function as a job resource that strengthens competence, job readiness, and perception of organizational support, while self-efficacy acts as a personal resource that increases self-confidence, perseverance, and achievement orientation. Both resources encourage work motivation as a key psychological mechanism that translates capacity building and self-confidence into optimal work behavior and higher performance. The integration of Social Cognitive Theory and Job Demands-Resources Model in this model provides a more comprehensive explanation of the psychological pathway of HR development interventions.

Conclusion: In practical terms, these findings confirm the importance of training design that focuses not only on technical skills, but also on strengthening self-efficacy and work motivation to have a more effective impact on performance.

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INTRODUCTION

Improving employee performance is a central issue in human resource management because individual performance is a determinant of the success of the organization in achieving its strategic goals. However, the assumption that training automatically improves performance does not always correspond to reality. Various studies show that training programs that are irrelevant or poorly designed result in weak performance and do not provide meaningful change (Aslam & Ratnayake, 2021; Khraiwesh, 2020). This condition confirms that the existence of training alone is not enough; Its effectiveness is largely determined by the quality of training, suitability of implementation, and psychological readiness of employees. Across organizations, the HR development challenge is not merely whether training is offered, but whether training is translated into sustained motivational and performance gains. This concern motivates a mechanism-based conceptual model rather than a simple input-output account.

Two psychological mechanisms that play a major role in the success of HR interventions

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are self-efficacy and work motivation. Self-efficacy, which is an individual's belief in his or her ability to succeed, has been shown to influence work behavior through increased confidence in setting and achieving higher goals (Lestari et al., 2024).

Employees with high self-efficacy show greater effort, perseverance, and a greater level of work investment resulting in better performance. Work motivation, both intrinsic and extrinsic, also plays an important role as a mediator in the relationship between training and performance. Intrinsic motivation has been shown to have a strong influence on performance, while extrinsic motivation works more limited (Khayat et al., 2024). In addition, self-efficacy and motivation influence each other; Strong self-efficacy can strengthen intrinsic motivation Novitasari et al. (2024), while motivation can also mediate the influence of self-efficacy on work outcomes (Van Tam, 2025). This suggests that the effectiveness of training is highly dependent on both psychological mechanisms. Prior studies generally confirm positive pairwise relationships, yet they differ in their treatment of training as a resource, self-efficacy as a personal capability, and motivation as a mechanism. The unresolved issue is therefore conceptual: existing evidence does not sufficiently explain how job and personal resources jointly activate motivation and subsequently support performance.

Although the relationship between these variables has been extensively studied, there is a clear research gap. Most previous studies have addressed training, self-efficacy, motivation, and performance separately without integrating them in one comprehensive theoretical framework. Until now, there is no conceptual model that can explain how training and self-efficacy work simultaneously to improve performance through the work motivation pathway. This lack of integration causes the theoretical understanding of the working mechanism of HR intervention to become fragmented and lacks strategic direction for organizational practices. The article addresses a theoretical and conceptual gap: it integrates fragmented relationships into a single explanatory sequence in which training and development strengthen job resources, self-efficacy operates as a personal resource, and work motivation functions as the proximal motivational mechanism linking both resources to employee performance.

Based on this gap, this article aims to develop a conceptual model regarding the role of Training and Development and Self-Efficacy in improving Employee Performance through Work Motivation. This article presents a new theoretical perspective by integrating Social Cognitive Theory (as the basis for the formation of self-efficacy) and the Job Demands–Resources Model (as the foundation of the work motivation mechanism).

The integration of these two major theories makes a significant theoretical contribution by providing a more comprehensive framework regarding the psychological mechanisms of performance enhancement. Practically, this research provides implications for organizations in designing training programs that not only increase technical skills, but also build self-efficacy and facilitate motivation so that their impact on performance is more optimal (Kusumah et al., 2021). The distinctive contribution of combining SCT and JD-R is that SCT specifies the agency mechanism through which employees translate capability beliefs into effort and persistence, whereas JD-R specifies how organizational resources create supportive work conditions. Their integration explains both the personal and contextual routes to motivation, which neither framework alone fully captures. This model provides propositions for future empirical testing and guidance for HRD program design.

Literature Review

Training and Development

Training and development are systematic processes to improve the skills, knowledge, and competencies of employees to work more effectively and support the achievement of organizational goals. Training focuses on improving specific abilities, while development is geared towards long-term role readiness (Aslam & Ratnayake, 2021). A few studies show that relevant training helps employees meet the demands of tasks more efficiently, improve service quality, and support the fulfillment of professional standards (Omar & Nik Mahmood, 2020). Training also allows adaptation to the needs of modern jobs and encourages a culture of continuous learning (Karacsony, 2024).

Within the framework of the Job Demands–Resources Model, training and development are positioned as job resources that provide instrumental and psychological support. Training

effectively increases commitment because employees feel the organization's investment in their development, as well as strengthening technical skills, task understanding, and work attitudes that ultimately improve performance (Dahiya et al., 2023; Yusrizal Aminullah & Kustini, 2022). In addition, training expands career opportunities and prepares employees for organizational and technological changes.

Confidence

Self-efficacy, within the framework of Social Cognitive Theory, is an individual's belief in his or her ability to organize and execute the actions necessary in the face of a given situation (Schunk & DiBenedetto, 2021). This construct is formed through the interaction between cognitive, behavioral, and environmental factors, so that it reflects not only the perception of competence, but also the individual's interpretation of his or her experience, social support, and emotional state.

Sources of self-efficacy formation include success experiences, vicarious experiences through observation of relevant models, social persuasion, and physiological-emotional conditions. Previous successes strengthen self-confidence, while failure can lower it. Verbal support and a stable emotional mood contribute to increasing self-efficacy, as well as the belief that asking for help is an effective strategy (Miles & Vela, 2022). Personal factors such as internal locus of control and learning orientation, as well as a supportive work environment also strengthen self-confidence (Daud et al., 2025).

In the context of work, self-efficacy has been shown to contribute significantly to various aspects of performance. Individuals with high levels of self-efficacy are better able to accomplish specific tasks, engage in organizational civic behaviors, and demonstrate stronger emotional commitment. Self-efficacy also increases intrinsic motivation, work engagement, satisfaction, and organizational commitment (Tan et al., 2025). In addition, self-efficacy plays a role in leadership effectiveness and team dynamics, and is associated with lower stress levels and healthier psychological states. In the context of innovation, self-efficacy mediates the relationship between the creative climate and innovative work behaviors, demonstrating its contribution to employee adaptation and creativity in the modern work environment (Fida et al., 2025).

Work Motivation

Work motivation is a psychological energy that encourages individuals to choose certain work behaviors, determine the level of effort, and perseverance in completing tasks. Motivation is formed through the interaction between personal characteristics and the work context, and is a fundamental factor that influences employee performance, commitment, and satisfaction in modern organizations (Kehr et al., 2018). Within the framework of the Job Demands–Resources (JD-R) Model, job demands such as workload, role conflicts, and time pressures can trigger health impairment processes that reduce health and performance (Flores et al., 2021). On the other resources such as autonomy, social support, supervisor support, and development opportunities activate motivational processes that increase productivity, work engagement, and organizational commitment (Triantoro et al., 2023).

The expansion of the JD-R Model also shows that mediators such as job-related affect and personal resources can strengthen these motivational mechanisms (Zhan et al., 2024). Motivation has a central role as a mediation mechanism in various working relationships. Motivation has been shown to mediate the influence of autonomy and social support on burnout and work engagement, and is an important pathway for the influence of family support on engagement through family motivation (Erum et al., 2021). In work stress situations, intrinsic motivation mediates the impact of job stressors on burnout Meng & Yang (2023), while burnout can mediate the relationship between motivation and depression, with mental resilience as a moderator that lowers these negative effects (Y. Liu & Li, 2025). Thus, work motivation functions as a psychological mechanism that bridges work demands, work resources, and various employee outcomes, as well as being the main determinant of the formation of positive work behavior and sustainable performance.

Employee Performance

Employee performance is an overview of the effectiveness of individuals in carrying out their roles and responsibilities in the organization. Performance reflects employee behavior, contributions, and work outcomes that are relevant to the achievement of organizational goals, and is an important basis for promotion, compensation, and career development decisions (Ebrahimi, 2024; Karnati et al., 2020). Performance appraisals typically include indicators such as engagement in work, quality and quantity of work results, attendance discipline, and punctuality (Saravanakrishnan et al., 2023). In addition to the outcome aspect, the work behavior dimension also plays a role in performance evaluation, including compliance with organizational norms, the ability to complete tasks efficiently, and organizational citizenship behavior (OCB) such as voluntary contributions outside of formal tasks. A supportive work environment, both physically and psychologically, also increases employee focus, comfort, and productivity, thus having a positive impact on performance (Saranya & Deva, 2025).

The relationship between motivation and performance has been extensively empirically proven and shows a relatively consistent pattern. Intrinsic motivation, which comes from internal drives such as sense of meaning, personal satisfaction, and self-development needs, has been shown to drive creativity, perseverance, and higher performance qualities (Sutha et al., 2023). Extrinsic motivations, such as salary, job security, promotion, or recognition, also contribute to improved performance especially when aligned with employee needs and expectations. Several studies in various sectors show that motivation has a significant influence on performance, both in technology-based jobs and in the context of industry and public services. Work environment and training factors can amplify the influence of motivation on performance, although the magnitude of the effect can vary between organizational contexts (Girdwichai & Sriviboon, 2020). In the public sector, motivation even influences extra-role behaviors such as OCB and attendance rates, thus confirming that motivation not only determines the completion of core tasks, but also the employee's contribution to the organization's broader function.

Previous Studies

The literature on human resource development shows that training and development are the main mechanisms to strengthen competencies as well as the adaptive readiness of employees. The Continuous Human Development Model (CHDM) emphasizes the importance of integrating recruitment, training, career development, and appraisal to align individual growth with organizational targets, where competency gap-based training has been proven to support superior performance. The Self-Directed Development (SDD) approach adds that the effectiveness of human resource development depends on individual factors and work contexts such as autonomy, empowerment, and proactive personality (Qamar Zia et al., 2022). Consistent with this theory, various empirical studies show that training and career development have a significant effect on performance both partially and simultaneously, thus confirming that properly designed training not only improves technical skills but also the psychological readiness of employees.

From a psychological perspective, self-efficacy is understood as an individual's belief to be able to complete tasks and face work situations (Fismasari et al., 2025). Cross-contextual studies show that self-efficacy strengthens technology adoption, improves emotional responses, and motivates learning behaviors that ultimately improve performance (Hongisto & Vilko, 2025). Self-efficacy has also been shown to mediate the training-job satisfaction relationship and encourage innovative behaviors through creative self-efficacy associated with higher promotion opportunities (L. Liu et al., 2024). In the public sector, ethical leadership and organizational support can increase self-efficacy which in turn improves performance. However, the findings are not always consistent; for example, Kuncoro (2025) found negative effects in certain contexts, which indicated that the impact of self-efficacy depends on the organizational climate, knowledge sharing system, or competency match. These variations of findings suggest the need for an integrative model that places mediator variables rather than just direct relationships.

In the motivation framework, the JD-R Model distinguishes job demands and job resources as motivational factors, where autonomous motivation tends to increase commitment and suppress fatigue compared to controlled motivation. Empirical findings show that self-efficacy increases work motivation because self-confidence enables individuals to face challenging tasks more persistently (Zhan et al., 2024). Practically, competency-based training not only improves technical skills but also increases self-efficacy thereby encouraging work motivation and

performance. This is consistent with national studies that show that self-efficacy increases motivation and job satisfaction, which ultimately improves performance. Thus, motivation can be positioned as a central mediator that explains how training and self-efficacy translate into performance, while also answering the inconsistencies of findings regarding the direct relationship between self-efficacy and performance.

Based on this synthesis, the conceptual model in this article places Training and Development as a job resource that strengthens psychological competence and readiness, Self-Efficacy as a personal resource that increases confidence and readiness to act, and Work Motivation as a psychological mechanism that connects the two with Employee Performance. The integration of Social Cognitive Theory and JD-R Models provides a more comprehensive theoretical contribution while offering practical implications for training design that focuses not only on skills, but also on the formation of self-confidence and work motivation. Rather than treating prior findings as uniformly consistent, the synthesis distinguishes three limitations: studies often isolate one predictor, under-specify the motivational mechanism, or conflate organizational resource provision with employees' capacity to use those resources. The proposed model responds by specifying the sequence and complementarity of these mechanisms.

METHOD

This article adopted an integrative conceptual literature review approach, in which scholarly literature was systematically identified, appraised, and synthesized to develop theory-driven propositions rather than to estimate empirical effects.

The analysis process was conducted systematically through the stages of literature identification, selection and evaluation of source quality, extraction of core concepts, and integration of findings to formulate a conceptual model. The four main variables (Training and Development, Self-Efficacy, Work Motivation, and Employee Performance) were not measured empirically but were examined based on theories, models, and patterns of findings from various previous studies. This approach enabled a comprehensive mapping of relationships among variables, as well as the identification of theoretical consistencies and research gaps that had not been widely explained in previous studies.

The review process comprised four auditable stages: identification of potentially relevant studies; screening based on topic, timeframe, and publication-quality criteria; extraction of construct definitions, theoretical mechanisms, methods, and reported relationships; and conceptual synthesis into a model. Sources were included when they addressed at least one focal construct, provided a clear theoretical or empirical contribution, and were published in peer-reviewed outlets or authoritative scholarly books. Studies were excluded when they lacked relevance to the proposed mechanism, duplicated existing evidence, or did not provide sufficient methodological information.

Literature searches were conducted systematically through the Scopus database, ScienceDirect, Emerald Insight, Google Scholar, and the Garuda portal for national journals. Search keywords employed Boolean combinations, such as "training and development" AND "employee performance", "self-efficacy" AND "work motivation", "JD-R model", "Social Cognitive Theory", and "motivation mediation". The inclusion criteria consisted of topic suitability, variable relevance, theoretical contribution, publication period from 2015 to 2025, and the availability of full-text articles. Sources that did not meet quality standards, lacked relevance, or contained duplicate evidence were excluded from the analysis. From the initial screening process of approximately 230 articles, only literature that met the established criteria was subsequently analyzed in depth. Search strings combined terms related to training and development, self-efficacy, work motivation, employee performance, SCT, and JD-R. The search and screening logic was reported as an integrative review process and was not presented as a PRISMA systematic review because the objective was conceptual model development rather than exhaustive effect-size estimation. Future updates should document database-specific retrieval and exclusion counts through a flow diagram.

Data analysis was conducted using content analysis and conceptual synthesis, which involved reading and categorizing themes, comparing arguments among researchers, and integrating findings to produce a coherent theoretical framework. Social Cognitive Theory was used to explain the mechanism of self-efficacy, while the Job Demands–Resources Model was used

to analyze the role of work motivation and job resources in improving performance. The integration of these two theories formed the basis for developing a conceptual model that explained the influence of training and development and self-efficacy on employee performance through work motivation. Coding proceeded from first-cycle labels identifying resource types, motivational mechanisms, and performance outcomes; second-cycle coding grouped these labels into job-resource, personal-resource, and motivational themes. The synthesis then compared convergent and divergent explanations and specified directional relationships among constructs before the final model was formulated.

Because this study did not involve human participants as respondents, an ethical clearance process was not required. However, all sources were cited and processed according to the principles of academic integrity. Furthermore, because the proposed model was theoretical, this study did not require instrument validity testing or empirical analysis. Thus, this methodology provided a strong foundation for generating in-depth conceptual contributions and created opportunities for future empirical research to test the proposed model.

RESULTS AND DISCUSSION

Results

The Relationship of Training and Development to Work Motivation

Training and Development was found to be one of the most significant job resources in building work motivation. Through the perspective of Social Exchange Theory, training is understood as a form of organizational investment that encourages employees to show reciprocity through increased motivation ([El Zein et al., 2025](#)). Self-Determination Theory asserts that training that improves competence will meet basic psychological needs, thereby triggering autonomous motivation ([Chen & Aryadoust, 2023](#)). Human Capital Theory also shows that improving competencies through training encourages increased productivity values and work motivation.

Empirically, quality training has been shown to increase intrinsic motivation, job readiness, and commitment ([Aslam & Ratnayake, 2021](#)). Training also has an impact on increasing motivation through job satisfaction pathways and career opportunities, including in the education and banking sectors ([Farinha et al., 2025](#)). Contextual factors such as leadership, organizational culture, and job autonomy reinforce the impact of training on motivation ([Qamar Zia et al., 2022](#)). National findings are also consistent: training and career development have a significant effect on motivation and performance ([Dahiya et al., 2023](#)). These findings support the position that Training and Development is a critical resource in shaping employee motivation, as well as a starting path to performance improvement.

Several complementary theoretical mechanisms underpin the training-motivation link. From the perspective of Expectancy Theory, training strengthens the expectancy component by equipping employees with the skills and knowledge necessary to believe that effort will lead to successful task completion. When employees perceive that they can perform effectively as a result of training, their motivation to exert effort increases proportionally ([Kumah, 2024](#)). Furthermore, Goal-Setting Theory suggests that training programs that incorporate clear performance objectives and feedback mechanisms enhance motivational intensity and persistence ([Ardian et al., 2023](#)).

The temporal dimension of the training-motivation relationship also warrants attention. Evidence from longitudinal studies suggests that the motivational benefits of training are not instantaneous but develop through a staged process: initial skill acquisition leads to increased task confidence, which in turn generates positive performance feedback, ultimately reinforcing sustained intrinsic motivation. This staged mechanism implies that organizations must design training programs with follow-up and reinforcement components to maximize the long-term motivational impact. Additionally, AlKhalifa et al. ([2025](#)) emphasized that the content relevance and pedagogical quality of training programs moderate the strength of the training-motivation pathway, indicating that poorly designed training may produce negligible or even negative motivational outcomes.

The Relationship of Confidence to Work Motivation

Self-efficacy, as the main personal resource in Social Cognitive Theory, shapes the

intensity of effort, perseverance, and the direction of individual motivation. Individuals with high self-efficacy tend to feel capable of taking on challenges, setting higher goals, and exhibiting stronger intrinsic motivation. Empirical evidence reinforces this relationship. Self-efficacy was found to increase work engagement, learning motivation, and positive emotional responses to work tasks (Hongisto & Vilko, 2025). Self-efficacy also mediates the influence of training on job satisfaction and increases creativity and innovative behaviors through creative self-efficacy (Rodrigues & Rebelo, 2023). Work meaning plays an important role as a mediator that strengthens the motivational effect of self-efficacy.

In certain contexts, self-efficacy can have negative effects, for example when excessive confidence causes a decrease in performance or competency mismatch. This suggests that motivation is a much more stable pathway and explains the inconsistency of the direct relationship between self-efficacy → performance.

A critical nuance in the self-efficacy–motivation relationship concerns the distinction between task-specific and generalized self-efficacy. While task-specific self-efficacy directly energizes effort toward work activities, generalized self-efficacy operates through a broader motivational orientation that shapes career aspirations and organizational commitment. Jameel & Ul Haq (2025) demonstrated that self-efficacy also moderates the impact of supervisory support on work engagement, suggesting that the motivational benefits of self-efficacy are amplified when organizational resources are simultaneously available. This interaction effect aligns with the JD-R framework's proposition that personal and job resources jointly activate the motivational pathway.

The reciprocal nature of the self-efficacy–motivation relationship has also been documented. Van Tam (2025) provided evidence from the construction sector showing that work motivation mediates the effect of self-efficacy on labor productivity, but simultaneously, successful performance outcomes feed back into enhanced self-efficacy beliefs. This reciprocal loop creates an upward spiral of capability and motivation that has significant implications for sustained performance improvement. The finding also highlights that self-efficacy is not a static trait but a dynamic resource that can be developed and strengthened through strategically designed organizational interventions, including mastery experiences, vicarious learning, verbal persuasion, and physiological-emotional management.

The Relationship of Work Motivation to Employee Performance

Work motivation plays a role as the main determinant of employee performance. Intrinsic and extrinsic motivations both show positive contributions to performance in various sectors, both IT, government, education, and medical manufacturing (Sutha et al., 2023). Motivated employees show higher effort, are emotionally engaged, and have better quality of work. Within the framework of the JD-R Model, job resources such as supervisor support, colleague support, and autonomy have been shown to strengthen the motivational pathway which then increases engagement and performance (Kaiser et al., 2020). On the other hand, high job demands can reduce performance through burnout, unless equipped with adequate resources (Flores et al., 2021). Recent research on human–AI collaboration also shows the dynamics of a dual pathway: AI can increase productivity and motivational pathways, while increasing burnout and loneliness (strain pathway) (Triantoro, 2025). Motivation is then positioned as a stable mediator that connects various factors such as training, self-efficacy, and job resources with performance.

An important moderating factor in the motivation–performance link is the nature of the work context. In knowledge-intensive industries, intrinsic motivation appears to be the dominant driver of performance, as creative and problem-solving tasks require autonomous engagement that extrinsic rewards alone cannot sustain (Khayat et al., 2024). Conversely, in routine manufacturing or service contexts, extrinsic motivational factors such as incentive systems and performance bonuses maintain a stronger direct effect on productivity metrics. This contextual sensitivity implies that the relative weight of intrinsic versus extrinsic motivation within the model should be calibrated to the specific organizational setting.

Furthermore, the concept of motivational sustainability has emerged as a critical consideration. Short-term motivational boosts from individual training events tend to decay without reinforcement mechanisms. Sustainable motivation requires the continuous availability of job resources (including supportive leadership, meaningful work design, and career

development pathways) that maintain the energizing and direction-setting functions of motivation over time (Triantoro et al., 2023). This perspective strengthens the argument that motivation should be conceptualized not merely as a mediating variable but as a dynamic psychological process that requires ongoing organizational support to sustain its positive influence on performance.

Conceptual Models and Empirical Results

The conceptual model unites two main paths: Training and Development as a job resource, Self-Efficacy as a personal resource, both of which affect Employee Performance through Work Motivation. Table 1. Conceptual Propositions and Theoretical Mechanisms of the HR Development Model. The model specifies that training and development supply job resources (skills, support, and learning opportunities), self-efficacy supplies personal agency, and work motivation channels both pathways into sustained task effort and performance.

Table 1. Conceptual Propositions and Theoretical Mechanisms

No	Relationships	Theoretical Foundations	References
1	Training & Development → Work Motivation	Social Exchange Theory; Self-Determination Theory; Human Capital Theory; CHDM/SDD	(Aslam & Ratnayake, 2021; Dahiya et al., 2023; Farinha et al., 2025; Omar & Nik Mahmood, 2020; Qamar Zia et al., 2022; Yusrizal Aminullah & Kustini, 2022)
2	Self-Efficacy → Work Motivation	Social Cognitive Theory; Work Meaning	(Alshammari & Alenezi, 2023; Degand et al., 2021; Fismasari et al., 2025; Hongisto & Vilko, 2025; Kuncoro, 2025; L. Liu et al., 2024; Rodrigues & Rebelo, 2023; Zhan et al., 2024)
3	Work Motivation → Employee Performance	JD-R Model (Motivational Pathway; Strain Pathway)	(Ahmeti, 2023; Flores et al., 2021; Girdwichai & Sriviboon, 2020; Kaiser et al., 2020; Y. Liu & Li, 2025; Sutha et al., 2023; Triantoro, 2025; Triantoro et al., 2023)

Discussion

Theoretical Integration: SCT and JD-R Model Synthesis

The integration of Social Cognitive Theory and the Job Demands–Resources Model yields a comprehensive theoretical architecture for understanding performance enhancement mechanisms in organizations. SCT provides the micro-level explanation of how individual agency, specifically through self-efficacy beliefs, shapes effort allocation, task persistence, and self-regulation in the workplace. The JD-R Model contributes the meso-level framework explaining how organizational conditions, particularly the balance between job demands and job resources, activate motivational processes that influence engagement and performance (Kaiser et al., 2020). When synthesized, these two frameworks reveal complementary pathways: training and development operate as the job resource that creates capability-enabling conditions, self-efficacy functions as the personal resource that converts these conditions into goal-directed effort, and work motivation serves as the proximal psychological mechanism that bridges both resource types to observable performance outcomes.

This dual-pathway integration addresses a theoretical limitation identified in the existing literature. Prior studies have predominantly examined either the SCT pathway (self-efficacy → motivation → performance) or the JD-R pathway (job resources → motivation → engagement) in isolation, without considering how these mechanisms interact and reinforce each other. The proposed model demonstrates that the simultaneous operation of job resources (training) and personal resources (self-efficacy) produces synergistic motivational effects that exceed the sum of their individual contributions. This synergy occurs because training strengthens self-efficacy through mastery experiences and competence development, while self-efficacy amplifies the motivational impact of training by increasing receptivity and proactive engagement with learning opportunities.

The Mediating Centrality of Work Motivation

A pivotal contribution of the proposed model is the positioning of work motivation as the central mediating mechanism rather than a mere correlate of performance. The synthesis of evidence from multiple sectors (including banking El Zein et al. (2025), education Farinha et al. (2025), construction Van Tam (2025), and information technology converges on the finding that the direct effects of both training and self-efficacy on performance are substantially weaker than their indirect effects through motivation. This pattern suggests that training and self-efficacy are necessary but insufficient conditions for performance improvement; their impact is realized only when they successfully activate and sustain the motivational energy that drives behavioral effort, direction, and persistence.

The dual motivational pathway within the JD-R framework further enriches this mediation analysis. The motivational pathway (resources → engagement → performance) and the strain pathway (demands → burnout → reduced performance) operate simultaneously, with the net effect on performance depending on the relative strength of each pathway (Y. Liu & Li, 2025). The conceptual model proposed herein focuses primarily on the motivational pathway, positing that adequate training and strong self-efficacy generate sufficient motivational resources to buffer against the detrimental effects of job demands. However, this buffering function is contingent upon the ongoing availability of organizational support systems (Kuncoro, 2025).

Moreover, the distinction between intrinsic and extrinsic motivation introduces additional complexity to the mediation mechanism. Empirical evidence indicates that training designed to enhance autonomous competence development primarily strengthens intrinsic motivation, which has more durable and transferable effects on performance quality (Chen & Aryadoust, 2023). In contrast, training programs that emphasize extrinsic incentives, such as certification requirements or compensation-linked skill acquisition, may generate compliance-driven motivation that is effective for standardized tasks but insufficient for creative or adaptive performance demands. This differentiation has important implications for training design, suggesting that HRD programs should prioritize conditions that nurture autonomous motivation.

Boundary Conditions and Moderating Factors

The proposed conceptual model operates within several boundary conditions that merit explicit acknowledgment. First, the strength and direction of the proposed relationships are likely moderated by national culture and institutional context. In collectivist cultures, the social dimensions of training, such as group learning and team-based development, may have stronger motivational effects than individual skill-building programs (Omar & Nik Mahmood, 2020). Conversely, in individualist cultures, personal achievement and career advancement may be the primary motivational drivers activated by training. Second, organizational climate factors (including leadership style, perceived organizational support, and learning culture) function as contextual moderators that can strengthen or weaken the relationships specified in the model. A supportive organizational climate enhances the transfer of training to the workplace and strengthens the self-efficacy–motivation link by providing reinforcement and recognition for improved performance.

Third, the model acknowledges the potential for non-linear effects and threshold dynamics. As noted by Kuncoro (2025), excessively high self-efficacy can paradoxically reduce performance when it leads to overconfidence, complacency, or inadequate preparation. This inverted-U relationship suggests that the optimal level of self-efficacy for maximizing motivational and performance outcomes is high but not extreme. Similarly, training intensity may exhibit diminishing returns beyond a certain point, where additional training hours produce marginal competence gains but may generate demotivation through information overload or training fatigue.

Practical Implications for HRD Design

The conceptual model carries actionable implications for human resource development practice. Organizations seeking to maximize the performance impact of training investments should adopt an integrative design approach that addresses all three pathways simultaneously. First, training content should be structured to provide mastery experiences, progressive skill-building tasks that enable participants to experience tangible competence gains, as these directly strengthen self-efficacy through the most potent efficacy source identified in SCT. Second, training

delivery should incorporate vicarious learning through role models and peer demonstrations, social persuasion through coaching and mentoring, and physiological-emotional management through stress-reduction techniques and supportive learning environments.

Beyond the training event itself, organizations must establish post-training support structures that sustain both self-efficacy and motivation over time. These include performance feedback systems that highlight progress and competence development, opportunities for applying newly acquired skills in challenging but achievable work assignments, and leadership behaviors that reinforce learning orientation and growth mindset (Daud et al., 2025; Lestari et al., 2024). The model also suggests that motivational sustainability requires the continuous alignment between training objectives and organizational reward systems, ensuring that skill development is recognized and valued in performance appraisal and career progression decisions.

Limitations and Future Research Directions

Several limitations of the present conceptual model should be acknowledged. First, as a literature-based conceptual framework, the proposed relationships require empirical validation through rigorous research designs, including longitudinal studies that can capture the temporal dynamics of the training–efficacy–motivation–performance sequence and structural equation modeling that can simultaneously estimate direct and indirect effects across all pathways. Second, the model does not currently specify the relative strength of the training pathway versus the self-efficacy pathway in predicting performance, which is an empirical question that may vary across occupational contexts and organizational settings.

Third, the model focuses primarily on positive motivational processes and does not fully address the strain pathway of the JD-R Model, which involves the detrimental effects of excessive job demands on motivation and performance through burnout and disengagement (Y. Liu & Li, 2025). Future research should integrate both the motivational and strain pathways to provide a more complete account of performance dynamics. Fourth, the role of technology (including artificial intelligence, e-learning platforms, and performance analytics) in shaping the training–motivation–performance pathway represents an emerging research frontier that warrants systematic investigation (Triantoro, 2025; Triantoro et al., 2023). Finally, cross-cultural validation studies are needed to assess the generalizability of the proposed model across different national, sectoral, and organizational contexts, as well as the potential moderating effects of demographic variables such as age, gender, and career stage on the specified relationships.

CONCLUSION

This integrative conceptual review proposes that training and development and self-efficacy operate as complementary job and personal resources, while work motivation is the central mechanism through which those resources are expected to support employee performance. The contribution is a SCT-JD-R model that explains the joint contextual and psychological pathways of HRD. Because the model is derived from literature synthesis rather than empirical testing, its propositions require validation through longitudinal, multi-source, and cross-industry studies.

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AUTHOR CONTRIBUTION STATEMENT

The author contributed to all stages of the research process, including conceptualization, literature identification and review, theoretical analysis, development of the conceptual model, manuscript preparation, critical revision, and final approval of the submitted version. The author is fully responsible for the integrity, accuracy, and originality of the manuscript and agrees with

its publication in the journal.

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