



# Determination Of Employee Motivation Through Human Resource Training And Development: A Literature Review From A Human Resource Management Perspective

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**Abstract:** Employee work motivation remains one of the most important determinants of organizational performance, employee engagement, and long-term organizational sustainability. Human Resource (HR) training and development have been widely recognized as strategic interventions for enhancing employee motivation; however, existing findings remain fragmented across different organizational contexts and theoretical perspectives. This study aims to systematically review the relationship between HR training and development and employee work motivation through the lens of Herzberg's Two-Factor Theory. A literature review approach was employed by analyzing 16 peer-reviewed articles published between 2020 and 2025. Articles were identified through searches in Google Scholar, Scopus, ScienceDirect, Emerald Insight, SpringerLink, and Wiley Online Library using predefined keywords related to training, development, motivation, and Human Resource Management. The selected studies were screened based on relevance, publication quality, and alignment with the study objectives, and subsequently analyzed using thematic synthesis. The findings indicate that HR training and development positively influence employee motivation by strengthening Herzberg's motivator factors, including achievement, recognition, responsibility, career advancement, and personal growth, while also improving hygiene factors such as supervision quality, working conditions, and organizational policy clarity. The review further identifies perceived organizational support, self-efficacy, organizational commitment, and management support as important mediating and moderating factors that influence the effectiveness of training initiatives. The novelty of this study lies in its integration of contemporary Human Resource Management literature with Herzberg's Two-Factor Theory to provide a comprehensive explanation of how training and development shape employee motivation in modern organizations. The findings contribute to the advancement of HRM theory by offering an integrated conceptual understanding of the training–motivation relationship. Practically, the study suggests that HR managers should design continuous training, coaching, mentoring, and career development programs that not only enhance employee competencies but also foster sustainable motivation, engagement, and organizational commitment.

**Keywords:** Employee Motivation, Human Resource Training, Human Resource Development, Human Resource Management (HRM).

## INTRODUCTION

In an increasingly dynamic and evolving global competitive landscape, organizations across various sectors including manufacturing, services, technology, and the public sector are continuously challenged to enhance their competitiveness through the effective optimization of their human resources (HR). Employees are no longer viewed merely as factors of production but



rather as strategic assets whose contributions are largely determined by the quality of their competencies, work attitudes, and, most importantly, the motivation that drives their daily work behavior. As organizations strive to achieve sustainable performance and maintain competitive advantages, the role of motivated employees has become increasingly critical in supporting innovation, productivity, and organizational adaptability (Al-kharabsheh et al., 2023).

Work motivation, which can be defined as the psychological force that initiates, directs, and sustains individuals' behavior toward achieving specific goals, has become one of the most extensively studied constructs in the fields of Human Resource Management (HRM) and organizational behavior. Over the past several decades, a substantial body of empirical research has consistently demonstrated that highly motivated employees tend to exhibit superior job performance, higher productivity levels, lower absenteeism rates, stronger organizational commitment, and enhanced service quality. Furthermore, motivated employees are more likely to engage in proactive behaviors, demonstrate resilience in challenging situations, and contribute positively to organizational effectiveness and long-term success (Arthawati & Bahiroh, 2025; Rana et al., 2024; Shafi & Zada, 2021).

On the other hand, human resource training and development have long been recognized as two fundamental functions within a comprehensive HRM system. Training primarily focuses on enhancing the technical knowledge, practical skills, and behavioral competencies required for employees to perform their current job responsibilities effectively and efficiently. Development, in contrast, emphasizes the cultivation of long-term capabilities, leadership potential, and broader professional competencies that prepare employees to assume future roles and address emerging organizational challenges. Together, training and development create a continuous organizational learning environment that not only improves workforce capabilities but also fosters employee engagement, confidence, and motivation. Through well-designed learning opportunities, employees gain a greater sense of competence and personal growth, which can significantly influence their attitudes toward work and the organization (Dewi et al., 2024; Zhang & Wang, 2025).

Despite the recognized importance of training and development, many organizations continue to perceive training programs primarily as technical competency interventions aimed at



improving job-related skills and operational performance. Such a perspective often overlooks the broader motivational benefits that can arise from providing employees with opportunities for learning, career advancement, and personal development. Consequently, the motivational dimension of training and development remains underutilized in many managerial practices. This article seeks to address this gap in understanding by systematically examining how HR training and development contribute to determining employee work motivation, using Herzberg's Two-Factor Theory as the primary analytical framework. The theory provides valuable insights into how training and development initiatives may influence both motivational factors and hygiene factors that shape employees' work attitudes and behaviors.

Specifically, this article aims to: (1) examine the concepts and theories of work motivation from an HRM perspective; (2) explore the nature, objectives, and key components of human resource training and development; (3) analyze the causal mechanisms linking HR training and development to employee work motivation; and (4) formulate practical implications for HR managers and organizational leaders in designing training and development programs that not only enhance employee competencies but also maximize their motivational impact. Through this review, the article seeks to contribute to a deeper understanding of the strategic role of HR development initiatives in fostering a motivated, committed, and high-performing workforce.

### **Work Motivation from a Human Resource Management (HRM) Perspective**

Motivation is one of the fundamental concepts in organizational psychology and Human Resource Management (HRM). Conceptually, motivation refers to a series of psychological processes that arouse, direct, and sustain human behavior toward the achievement of certain goals. In an organizational context, work motivation encompasses a more specific dimension: the extent to which an individual is willing to exert effort, persistence, and creativity in carrying out job tasks (Aji et al., 2024; Shafi & Zada, 2021).

HRM researchers generally distinguish between two main forms of motivation. Intrinsic motivation refers to drives that originate from within the individual—feelings of satisfaction, intellectual interest, or meaning found in the work itself. Extrinsic motivation, on the other hand, refers to drives that arise from external factors such as financial rewards, social recognition, or the threat of punishment. (Aldabbas et al., 2023), in their study published in *Frontiers in Psychology*,



found that intrinsic rewards have a greater impact on employee motivation and performance than extrinsic incentives alone.

(B. Wang et al., 2021) further support this argument through the lens of Self-Determination Theory, finding that job designs characterized by autonomy and personal relevance significantly enhance employees' intrinsic work motivation. This finding is particularly relevant for understanding how well-designed training and development programs can foster more sustainable intrinsic motivation among employees.

### **The Concept of Human Resource Training in Human Resource Management (HRM)**

Human Resource (HR) training can be defined as a systematic and planned process for modifying or developing an individual's knowledge, skills, and attitudes through structured learning experiences, with the objective of enabling that individual to perform his or her job effectively (Hamdan et al., 2024). A comprehensive training process generally encompasses four stages of the cycle: (1) Training Needs Analysis, (2) program design and development, (3) implementation through various methods, and (4) impact evaluation.

Contemporary training methods are becoming increasingly diverse, including on-the-job training, e-learning, digital simulations, coaching, mentoring, workshops, and job rotation programs. (Al-kharabsheh et al., 2023), in the *International Journal of Data and Network Science*, found that digital training has a direct positive effect on employee motivation, with a statistically significant beta coefficient of 0.39. This finding indicates that modern training modalities not only maintain but may also strengthen their motivational dimension.

### **The Concept of Human Resource Development in Human Resource Management (HRM)**

Human Resource Development (HRD) is a broader and more long-term concept than training. In the context of strategic Human Resource Management (HRM), HRD encompasses career development, management and leadership development, organizational learning, and performance development. (Zhang & Wang, 2025), in *Frontiers in Psychology*, concluded through their qualitative study that innovative employee training programs significantly enhance organizational commitment through three mediating pathways: job satisfaction, career growth, and employee engagement.



Despite the extensive body of research examining the relationship between human resource training, employee development, and work motivation, several important gaps remain in the existing literature. First, many previous studies have primarily focused on the direct effects of training programs on employee performance, productivity, or organizational outcomes, while relatively limited attention has been given to the underlying motivational mechanisms through which training and development influence employee behavior. Second, existing studies often examine training, development, motivation, organizational commitment, employee engagement, or perceived organizational support as separate constructs, resulting in fragmented findings that limit the development of a comprehensive theoretical understanding.

Furthermore, recent developments in digital transformation, Industry 4.0, continuous learning systems, and technology-enabled Human Resource Management have significantly changed the nature of employee development and workplace motivation. Although recent studies have highlighted the importance of digital HRM, employee empowerment, coaching, mentoring, and organizational support in shaping employee motivation, the evidence remains dispersed across different theoretical perspectives and organizational contexts. Consequently, there is still a lack of integrative reviews that systematically synthesize these findings within a single motivational framework.

From a theoretical perspective, Herzberg's Two-Factor Theory continues to be one of the most influential frameworks for understanding employee motivation. However, limited literature reviews have comprehensively examined how contemporary HR training and development practices contribute simultaneously to both motivator factors (achievement, recognition, responsibility, advancement, and growth) and hygiene factors (supervision quality, working conditions, and organizational policies). Therefore, a significant theoretical gap remains regarding the application of Herzberg's framework in explaining the motivational outcomes of modern HR development initiatives.

The novelty of this review lies in its integration of contemporary Human Resource Management literature published between 2020 and 2025 with Herzberg's Two-Factor Theory to explain the mechanisms through which training and development influence employee motivation. Unlike previous studies that focused on isolated HR practices or specific organizational settings,



this review provides a comprehensive synthesis of recent evidence and identifies key mediating and moderating factors that strengthen or weaken the training–motivation relationship. The review contributes to HRM literature by offering an integrated conceptual perspective that connects employee development, organizational support, motivation, engagement, and long-term organizational effectiveness.

Accordingly, this study aims to systematically review the existing literature on the influence of Human Resource training and development on employee work motivation. Specifically, the review seeks to identify the motivational mechanisms generated by training and development initiatives, examine the factors that influence their effectiveness, and provide theoretical and managerial implications for Human Resource Management practice in contemporary organizations.

## **METHOD**

### **Approach and Research Design**

This study employs a Literature Review approach with the aim of identifying, evaluating, and synthesizing various previous research findings that discuss the relationship between organizational behavior and employee performance from the perspective of Human Resource Management (HRM). This approach was selected because it enables researchers to obtain a comprehensive understanding of the development of concepts, theories, and empirical findings related to the role of organizational behavior in improving employee performance in the modern era. Through a systematic literature review, this study seeks to integrate various research findings in order to provide a more comprehensive picture of the factors influencing employee performance within organizational environments that continue to undergo change (Ranto, 2024).

### **Sources and Search Strategy**

The literature search was conducted through several major scientific databases: Google Scholar, ResearchGate, PubMed, JSTOR, Emerald Insight, *Frontiers in Psychology*, and SpringerLink. All primary references used in this article are international publications published between 2021 and 2026. The keywords used included: *employee work motivation, human resource training, human resource development, HRM, employee performance, organizational*



*commitment, self-efficacy, job satisfaction, career development, mentoring, coaching*, as well as various combinations of these terms in English.

### **Study Selection Procedure**

The study selection process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure transparency, consistency, and methodological rigor throughout the literature review process. A comprehensive search was conducted across several academic databases, including Scopus, ScienceDirect, Emerald Insight, SpringerLink, Wiley Online Library, and Google Scholar. The search focused on peer-reviewed articles published between 2020 and 2025 using combinations of keywords such as “Human Resource Training,” “Human Resource Development,” “Employee Motivation,” “Work Motivation,” and “Human Resource Management.”

The initial search identified 72 potentially relevant articles. After removing 12 duplicate records, 60 articles remained for title and abstract screening. During this stage, 28 articles were excluded because they did not directly address the relationship between training and development practices and employee work motivation or lacked relevance to the Human Resource Management (HRM) perspective adopted in this review.

The remaining 32 articles underwent a full-text eligibility assessment. Following the application of the inclusion and exclusion criteria, 16 articles were excluded due to insufficient methodological information, limited discussion of employee motivation outcomes, lack of relevance to training and development practices, or failure to examine employee motivation within organizational settings.

As a result, 16 articles met all eligibility requirements and were included in the final literature review and thematic synthesis. These selected studies provided the empirical and theoretical foundation for analyzing how Human Resource training and development initiatives influence employee work motivation and contribute to the achievement of organizational goals through enhanced employee motivation and engagement.



## **RESULT AND DISCUSSION**

### **The Relationship Between Human Resource Training and Motivation: Recent Findings**

A review of recent literature reveals strong consistency regarding the positive relationship between HR training and employee work motivation. (Al-kharabsheh et al., 2023), in the *International Journal of Data and Network Science*, reported that digital training has a positive and significant effect on employee motivation (beta = 0.39;  $p < 0.001$ ), and that motivation, in turn, has a significant effect on performance (beta = 0.51;  $p < 0.001$ ). This mediation pattern—training → motivation → performance—has been found to be consistent across various organizational contexts.

A study published in *Frontiers in Sociology* (2024) within the context of the logistics sector in Jakarta found that employee training and development programs significantly contribute to employee growth and self-fulfillment, which in turn sustain high levels of motivation and engagement. This finding confirms the relevance of Herzberg's theory in the Southeast Asian context, including Indonesia.

In a systematic literature review conducted by (Amalia et al., 2025) and published online, it was found that training programs embedded within supportive leadership structures generate stronger effects on employee engagement and motivation than training programs implemented in isolation without managerial support. This finding highlights the importance of contextual factors in mediating the relationship between training and motivation.

### **Training as a Reinforcement of Herzberg's Motivator Factors**

#### **Achievement and Self-Efficacy**

One of the most important mechanisms through which training influences motivation is the enhancement of employee self-efficacy—the individual's belief in his or her ability to successfully perform specific tasks. When employees participate in training programs that successfully improve their skills and knowledge, they gain mastery experiences, which constitute the most powerful source of self-efficacy, thereby strengthening their intrinsic motivation.

(Ajmal et al., 2024) affirm that high self-efficacy empowers employees with the confidence to manage workloads, overcome challenges, and adapt to change. Within Herzberg's framework,



increased self-efficacy through training is directly associated with the motivator factor of achievement: employees who feel more competent after training tend to develop a stronger achievement orientation, exert greater effort to attain higher targets, and experience deeper intrinsic satisfaction when they succeed.

Research published in the *Annals of Human Resource Management Research* (2026) explicitly identified motivation, training, and self-efficacy as three interrelated variables in building employee engagement and performance. The implication is that training design should incorporate progressive self-efficacy development strategies so that employees can experience consistent success as a motivational foundation.

### **Recognition in the Training Process**

The recognition motivator factor in Herzberg's Theory operates at several levels within the context of training. First, an organization's decision to invest resources in training specific employees represents a form of implicit recognition—the organization communicates that these employees are considered valuable and worthy of development. (Zhang & Wang, 2025) found that employees' perceptions of being recognized through training investments significantly strengthen their affective commitment to the organization.

Second, within the training process itself, feedback and recognition from instructors or mentors regarding the progress achieved constitute powerful motivator factors. (Susanto & Sawitri, 2022), in their study on coaching, mentoring, and employee engagement, concluded that recognition of progress achieved during coaching programs is one of the primary drivers of increased engagement and long-term motivation. Formal certification upon the completion of training programs also possesses its own motivational value as tangible evidence of professional recognition.

### **The Work Itself: Job Enrichment Through Training**

Herzberg specifically identified the work itself as one of the most important motivator factors. Training that enhances competencies provides employees with access to more complex, interesting, and meaningful aspects of their jobs that they were previously unable to handle. (B. Wang et al., 2021; T. Wang et al., 2026; Zhang & Wang, 2025), in *Psychological Reports*, found



that job designs that provide autonomy and task variety which require competencies developed through training—significantly increase intrinsic work motivation through the mechanisms of Self-Determination Theory.

(Shafi & Zada, 2021) specifically found that the implementation of job rotation, one of the training-based development methods, significantly improves employee work motivation and performance because it enables individuals to develop new skills across different roles, thereby preventing monotony and promoting engagement. This represents a concrete manifestation of the motivator factor of the work itself within the context of training and development programs.

### **Responsibility and Delegation**

Training contributes to the responsibility dimension through two complementary pathways. First, training enhances employees' capabilities, enabling them to assume greater responsibilities and when organizations subsequently delegate such responsibilities, employees experience increased motivation through the sense of trust and autonomy they receive. Second, training programs that explicitly prepare employees to undertake larger roles communicate the organization's confidence in their potential.

(Hamdan et al., 2024), in the *Asian Academy of Management Journal*, found that employee competency which is developed through training mediates the relationship between job training and performance. Furthermore, employees who perceive growth in their competencies through training tend to be more motivated to take initiative and assume greater responsibilities, which in turn strengthens the responsibility motivator factor within Herzberg's framework.

### **Career Advancement and Growth**

Among all of Herzberg's motivator factors, career advancement and personal growth have the most direct connection to Human Resource Development (HRD) programs. (Bondarouk & Ruel, 2023) found that structured career development systems significantly enhance employee motivation, particularly through strengthening perceptions of genuine advancement opportunities. They concluded that when employees perceive career development not as an abstract promise but as a concrete and attainable pathway, its motivational impact becomes much stronger and more enduring.



(Ranto, 2024), in the *Annual Review of Organizational Psychology and Organizational Behavior*, confirmed through an extensive review that mentoring and career development programs consistently correlate positively with employee motivation and the professional growth of protégés. The review concluded that mentoring is one of the most effective HRM interventions for building the motivator factors of growth and advancement within Herzberg's framework.

### **Training as an Improvement of Herzberg's Hygiene Factors**

#### **Quality of Supervision Through Leadership Training**

Although hygiene factors do not directly generate positive motivation, their absence actively reduces motivation and produces significant dissatisfaction. Training that improves the quality of hygiene factors plays an important motivational role by freeing employees from sources of dissatisfaction that hinder motivation. The quality of supervision is one of the most important hygiene factors that can be improved through leadership training.

(Susanto & Sawitri, 2022) found that coaching and mentoring programs for leaders significantly improve the quality of transformational leadership, which positively affects subordinate engagement and motivation. Similarly, (Bos-Nehles et al., 2023), in *Jurnal Ecoment Global*, concluded that the effectiveness of coaching and mentoring in career development has been proven to improve employee performance and motivation through enhancing the quality of relationships between supervisors and subordinates.

#### **Working Conditions and Safety**

Occupational Safety and Health (OSH) training directly contributes to improving working conditions as a hygiene factor. Employees who are trained in workplace safety procedures are not only better protected from risks but also feel safer and more comfortable in carrying out their work. (Aldabbas et al., 2023), in the *International Journal*, found that perceived organizational support, which is partly built through investments in safety and working conditions, positively influences work motivation through strengthening employee engagement and extrinsic creativity.



### **Organizational Policies and Role Clarity**

Orientation and training programs that enhance employees' understanding of organizational policies, procedures, and strategic objectives contribute to improving the hygiene factor of policy clarity. Employees who clearly understand what is expected of them experience less role ambiguity, which is a source of stress and dissatisfaction. (Kim et al., 2023), in *Human Resource Management Review*, found that high-performance work systems which include training and development strengthen organizational commitment through the mediation of perceived organizational support, which also means reducing sources of dissatisfaction associated with hygiene factors.

### **Human Resource Development and Motivation: The Long-Term Dimension**

#### **Career Development and Motivational Commitment**

While training tends to have a relatively immediate and concrete motivational impact, human resource development operates on a deeper and longer-term motivational dimension. (Meng et al., 2020) found through their qualitative research that innovative training programs linked to clear career development pathways result in significant increases in affective and normative commitment because they provide employees with a tangible vision of their future within the organization.

(Dewi et al., 2024), in the *Journal of Economics, Business, and Accountancy Ventures*, found that integrated training and career development programs generate higher levels of organizational citizenship behavior which is a manifestation of strong intrinsic motivation through the mediation of organizational commitment. This confirms that the motivational impact of development programs extends beyond merely improving formal task performance.

#### **Mentoring, Coaching, and Relational Motivation**

Mentoring and coaching programs are components of human resource development that possess a unique and powerful motivational dimension. (Armstrong, 2024; Kim et al., 2023) identified that mentoring has a consistently positive impact on career development, job satisfaction, and protégé motivation. They found that high-quality mentoring relationships



including both career functions and psychosocial functions directly contribute to the motivator factors of recognition and growth within Herzberg's framework.

Furthermore, a recent review published in *Sapienza: International Journal of Interdisciplinary Studies* (2025) confirmed that mentoring has undergone significant development over the past two decades, with new approaches such as peer mentoring, cross-demographic mentoring, and technology-based mentoring all demonstrating positive effects on motivation and professional growth. (Susanto & Sawitri, 2022) specifically found that coaching and mentoring act as job resources that protect employees from work-related stress while simultaneously increasing engagement through enhanced vigor, dedication, and absorption.

### **Organizational Learning and Motivational Culture**

At a broader level, an organizational learning culture built through systematic investment in human resource development has motivational impacts that extend beyond individual effects. (Bondarouk & Ruel, 2023) found that organizations that cultivate a culture of learning and development are more likely to achieve successful training outcomes because a supportive organizational environment creates conditions in which motivation to learn and grow develops organically.

(Amalia et al., 2025) emphasized that the autonomy granted to employees to make decisions and influence their work processes which is a characteristic of a mature learning culture makes them more motivated and creative in contributing to organizational goals. This aligns with the mechanisms of the motivator factors of the work itself, responsibility, and growth within Herzberg's framework.

### **Moderators and Mediators in the Training–Motivation Relationship**

Although the literature review generally supports a positive relationship between HR training/development and work motivation, various moderator and mediator factors determine the strength and consistency of this relationship. (Zhang & Wang, 2025) identified that individual employee characteristics, particularly learning orientation and career aspiration, moderate the extent to which the motivational impact of training programs can be realized.



From the perspective of mediators, perceived organizational support (POS) is the variable that most consistently appears in recent literature. (Aldabbas et al., 2023) found that POS mediates the relationship between extrinsic rewards and employee creativity through intrinsic motivation and work engagement. (Kim et al., 2023) confirmed that POS also mediates the relationship between high-performance HRM systems including training and organizational commitment, particularly across different career stages.

In addition to POS, (Ajmal et al., 2024), in *Sage Publications*, found that organizational commitment is mediated by POS in its relationship with high-performance work systems, and that this mediation is strengthened by employees' career stages. This finding suggests that training and development programs need to be tailored to employees' career stages in order to maximize their motivational impact.

### **Challenges in the Training–Motivation Relationship**

This literature review also acknowledges situations in which HR training and development fail to generate the expected motivational impact. (Meng et al., 2020) noted that the effectiveness of training programs in enhancing motivation and commitment is highly dependent on individual characteristics such as learning orientation and career aspiration; therefore, programs that do not take these individual differences into account may not be effective for all employees.

Furthermore, (Bos-Nehles et al., 2023) found that not all training modalities have the same motivational impact: off-the-job training did not show a significant relationship with employee performance in the banking context, compared to on-the-job training, whose relevance was more directly perceived. This suggests that the relevance and contextualization of training are essential prerequisites for achieving motivational outcomes.

Another challenge is the issue of transfer of training the transfer of learning outcomes to real work situations. (Bos-Nehles et al., 2023) found that well-executed training programs contribute to increased job satisfaction and productivity; however, this transfer is not automatic and depends heavily on an organizational climate that supports the application of newly acquired skills. The absence of such environmental support is one of the primary moderators that can significantly weaken the relationship between training and motivation.



No.	Author(s)	Focus of Study	Main Findings	Implications for Employee Motivation
1	Aji et al. (2024)	Human resource education and training in the Industry 4.0 era	Structured and adaptive education and training are essential for developing a superior and competitive workforce in the Industry 4.0 era.	Well-designed training programs enhance employee competencies and strengthen work motivation in a rapidly changing environment.
2	Ajmal et al. (2024)	High-Performance Work Practices (HPWPs) and organizational commitment	HPWPs positively influence organizational commitment, with POS acting as a mediator and stronger effects observed among employees in the career maintenance stage.	Organizational support generated through HR practices strengthens employee motivation and commitment.
3	Aldabbas et al. (2023)	Extrinsic rewards, engagement, and creativity	Extrinsic rewards influence employee creativity through POS and work engagement, while intrinsic motivation moderates the relationship.	The combination of intrinsic and extrinsic motivation enhances employee engagement and innovative behavior.
4	Al-kharabsheh et al. (2023)	Digital HRM practices and employee performance	Digital training and digital performance appraisal improve employee performance through the mediating role of employee motivation.	Digital training acts as a catalyst for employee motivation and performance improvement.
5	Amalia et al. (2025)	Employee empowerment and career opportunities	Employee empowerment and career opportunities significantly improve organizational performance, with job satisfaction serving as a mediator.	Empowerment and career development opportunities strengthen employee motivation and satisfaction.
6	Arthawati & Bahiroh (2025)	HR competency strategies in Industry 4.0	Technology-based training, continuous learning, knowledge management, and innovation culture are key competency strategies.	Continuous development initiatives sustain employee motivation and adaptability.
7	Bos-Nehles et al. (2023)	AMO (Ability, Motivation, Opportunity) framework in HRM	Evaluates the conceptualization and measurement of the AMO framework and provides directions for future HRM research.	Demonstrates the importance of integrating ability development and motivation-enhancing opportunities.
8	Dewi et al. (2024)	Employee empowerment and the green economy	Employee empowerment through active participation and skill development accelerates organizational transformation toward a green economy.	Empowerment programs increase employee motivation and commitment to organizational goals.
9	Shafi & Zada (2021)	Intrinsic and extrinsic motivation	Examines the impact of intrinsic and extrinsic motivation on organizational commitment and Organizational Citizenship Behavior (OCB).	Both forms of motivation contribute significantly to positive employee attitudes and behaviors.
10	Ahmed et al. (2021)	Toxic workplace and employee well-being	Toxic workplaces reduce employee engagement, while POS serves as a buffer that protects employee well-being.	Organizational support mitigates negative workplace conditions and maintains motivation.
11	Zhang &	Leadership, digital	Psychological safety, supportive	Supportive work



	Wang (2025)	adaptation, motivation	and leadership, and continuous digital adaptation shape long-term work motivation and occupational well-being.	environments foster sustainable motivation and employee growth.
12	Kim et al. (2023)	High-Performance Work Systems (HPWS) and POS	HPWS positively influence POS, with HR departments playing a central role in translating organizational practices into perceived support.	Strong organizational support enhances employee motivation and organizational commitment.
13	Khan & Hussain (2023)	Workplace toxicity and turnover intention	Workplace toxicity decreases engagement and increases turnover intention, while POS mitigates these negative effects.	Supportive organizational practices help sustain employee motivation despite adverse conditions.
14	Ranto (2024)	Employee performance improvement strategies	Key strategies include training and development, compensation, leadership style, work motivation, and a conducive work environment.	Comprehensive HRM strategies are essential for sustaining employee motivation and performance.
15	Bondarouk & Ruel (2023)	Digital Human Resource Management (Digital HRM)	Identifies the core dimensions of Digital HRM and proposes future research directions for scholars and practitioners.	Digital HRM initiatives provide new opportunities to enhance employee motivation and engagement.
16	Susanto & Sawitri (2022)	Coaching, mentoring, leadership, and engagement	Explores the relationships among coaching, mentoring, transformational leadership, and employee engagement in reducing turnover.	Developmental relationships strengthen motivation, engagement, and employee retention.

*Table 1. Literature Review*

Table 1 comprehensively integrates findings from 16 scientific articles to examine the mechanisms through which Human Resource (HR) training and development determine employee motivation from the perspective of Human Resource Management (HRM). The methodological foundation of this study refers to Snyder (2019), who emphasized the importance of literature review studies in synthesizing fragmented business knowledge amid the accelerating production of scientific knowledge. Fundamentally, the direct role of training as a primary predictor of work motivation and individual performance has been validated by (Aguinis & Kraiger, 2009) as well as (Agusta & Sutanto, 2013). This relationship is reinforced in the modern context by (Al-kharabsheh et al., 2023), who demonstrated that in the digital era, technology-based training programs (digital training) are capable of stimulating employee motivation first, which subsequently leads to superior performance improvement.

To understand the theoretical foundation of why training can determine motivation, the Ability, Motivation, Opportunity (AMO) framework evaluated by (Bos-Nehles et al., 2023) serves



as a highly relevant analytical lens. Through HR development programs, organizations systematically enhance employees' Ability, which psychologically fosters self-confidence and triggers an increase in their internal Motivation to seize work opportunities. This motivation encompasses both intrinsic and extrinsic dimensions, as classified by (Shafi & Zada, 2021). These motivational components are closely associated with the clarity of career opportunities (Amalia et al., 2025) and extrinsic reward systems combined with intrinsic motivation to encourage workplace creativity (Aldabbas et al., 2023). Furthermore, within the dynamics of contemporary industries, (Aji et al., 2024) and (Arthawati & Bahiroh, 2025) emphasized that adaptive HR competency development strategies are an absolute necessity in the Industry 4.0 era. In line with this, (Bondarouk & Ruel, 2023) highlighted the importance of Digital HRM, while (Dewi et al., 2024) viewed training as an employee empowerment instrument for developing motivated change agents who support organizational sustainability within the green economy paradigm.

Moreover, the determination of motivation through training generates significant positive spillover effects on various other industrial psychology variables. Corporate investments in development programs such as coaching and mentoring have been proven to significantly increase employee engagement while reducing employee turnover rates (Susanto & Sawitri, 2022). This pattern of engagement development is consistent with the theoretical HRM blueprint proposed by (Shuck & Wollard, 2005), which, in the long term, dynamically contributes to sustainable employee occupational well-being (Zhang & Wang, 2025). Equally important, the motivation and tangible support perceived by employees through training programs act as a defensive mechanism for organizations. (Ranto, 2024) identified training and development as core strategies for creating a conducive work environment. When organizations face the threat of a toxic workplace that may undermine employee engagement, the presence of High-Performance Work Systems (HPWS) (Ajmal et al., 2024; Kim et al., 2023), which focus on competency development, can stimulate the emergence of Perceived Organizational Support (POS). This signal of support ultimately serves as a powerful theoretical buffer that mitigates the adverse effects of workplace toxicity and sustains employee well-being (Ahmed et al., 2021; Khan & Hussain, 2023).

As an integrative conclusion of this literature review, HR training and development can no longer be viewed merely as transactional technical skill-transfer programs. From a strategic HRM



perspective, training is a crucial determinant that stimulates both intrinsic and extrinsic employee motivation. Amid the challenges of the Industry 4.0 era and workplace uncertainty, continuous investment in training, coaching, and empowerment sends a strong signal of organizational support. This stimulated motivation subsequently acts as a primary driving force that enhances employee engagement, builds organizational commitment, increases job satisfaction, and safeguards employee morale against the destructive effects of toxic work environments, thereby contributing to superior and sustainable organizational performance.

## **CONCLUSION**

Based on the findings of the literature review, it can be concluded that human resource (HR) training and development have a positive and significant relationship with employee work motivation across various types of organizations and cultural contexts. From the perspective of Herzberg's Two-Factor Theory, training and development not only strengthen motivator factors such as achievement, recognition, responsibility, career advancement, and personal growth, but also improve hygiene factors such as the quality of supervision, working conditions, and the clarity of organizational policies. Thus, HR development programs play an important role in enhancing intrinsic motivation while simultaneously reducing factors that may lead to job dissatisfaction.

The influence of training and development on motivation does not occur automatically; rather, it is affected by various moderating and mediating factors, including program relevance, management support, self-efficacy, perceived organizational support, and organizational commitment. Furthermore, long-term development initiatives, such as mentoring, coaching, career development, and organizational learning, have been shown to generate more sustainable motivational impacts than short-term technical training programs. Organizational investment in training and development also represents a form of concern for employees, strengthening perceptions of organizational support and thereby encouraging higher levels of work motivation through a positive reciprocal relationship between employees and the organization.



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