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The Influence Of Self-Development And Performance Assessment On Career Development Motivation Of Working Students

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Abstract

This study aims to analyze the influence of self-development and performance appraisal on career development motivation among working students. Working students are individuals who simultaneously carry out two roles, as learners and employees. This dual responsibility requires them to manage time effectively, cope with stress, and maintain motivation for career advancement. In this context, opportunities for self-development and an objective performance appraisal system in the workplace become crucial factors that can affect their motivation to pursue career growth.This research employs a quantitative approach using a survey method. Data were collected through questionnaires distributed to students who work part-time and full-time across various employment sectors. The data were analyzed using validity and reliability tests, multiple linear regression analysis, and t-tests and F-tests to measure the influence of independent variables on the dependent variable. The independent variables in this study consist of self-development (X_1) and performance appraisal (X_2), while the dependent variable is career development motivation (Y). The results indicate that self-development has a positive and significant effect on the career development motivation of working students. This finding suggests that the more opportunities individuals have to enhance their skills and personal potential, the higher their motivation to pursue better career paths. Furthermore, objective performance appraisal also has a significant effect on career motivation, as it provides fairness, recognition, and constructive feedback for working students. Simultaneously, both variables contribute significantly to improving career development motivation.This study provides practical implications for organizations and educational institutions to create environments that support self-development and apply transparent and fair performance appraisal systems. Such efforts can enhance the career motivation of working students in achieving their professional goals.

Keywords: **Self-development, Performance appraisal, Motivation, Career development, Working students**

Introduction

In today's increasingly competitive job market, working students face a dual challenge as both learners and employees. They are required to balance academic responsibilities with professional demands. In this situation, motivation for career

development becomes a crucial factor that determines the success of working students in achieving their professional goals.

One of the key factors that can enhance this motivation is **self-development**, which refers to an individual's effort to expand their abilities, skills, and potential through training, work experience, and independent learning. In addition, **performance appraisal** also plays an important role, as an objective and fair evaluation system provides feedback, recognition, and a sense of fairness that can encourage individuals to continue improving and advancing in their careers.

This study aims to **analyze the influence of self-development and performance appraisal on career development motivation among working students**. Using a quantitative approach, this research seeks to provide empirical evidence of how these two factors contribute to strengthening the career motivation of students who are engaged in work activities.

Academically, this study contributes to the field of human resource management, particularly in the areas of motivation and career development. Practically, the findings are expected to provide insights for organizations and educational institutions to create environments that promote self-development and fair performance evaluations for working students.

Theoretical Framework

Self-development and performance appraisal are fundamental components of human resource management that play a crucial role in shaping career development motivation. As noted by Robbins and Judge (2019), self-development involves an individual's continuous effort to improve both personal and professional capabilities through ongoing learning, training, and practical experience. Prior research (Deci & Ryan, 2000; Kanten & Sadullah, 2012) has demonstrated that self-development has a positive impact on intrinsic motivation, which in turn enhances individuals' preparedness to pursue career advancement opportunities.

According to Armstrong and Taylor (2020), performance appraisal is a structured process of evaluating employee achievements to assess performance, deliver feedback, and identify development needs. A transparent and equitable appraisal system fosters recognition and a sense of fairness, which subsequently strengthens employees' motivation and engagement in their work (Aguinis, 2019).

This research employs **Self-Determination Theory (Deci & Ryan, 2000)** as its core theoretical foundation. The theory highlights three essential psychological needs—autonomy, competence, and relatedness—that drive individual motivation. When working students perceive that their organizations encourage personal growth and conduct objective performance assessments, their motivation to develop their careers tends to increase.

Drawing from the reviewed literature, the following hypotheses are formulated:

- **H1:** Self-development has a positive influence on the career development motivation of working students.

- **H2:** Performance appraisal has a positive influence on the career development motivation of working students.
- **H3:** Self-development and performance appraisal jointly have a positive influence on the career development motivation of working students.

Method

The methodology section should then describe the research design, population and sample (if applicable), data collection techniques, instruments employed, and the methods of analysis adopted This study employed a **quantitative research design** using a **survey method**. The population consisted of **working students** enrolled at Universitas Pamulang, both part-time and full-time workers across various job sectors. A **sample of 100 respondents** was selected using **purposive sampling**, ensuring that participants met the criteria of being currently employed while pursuing higher education.

Data were collected through a **structured questionnaire** with Likert-scale items (1–5) measuring three variables:

- **Self-Development (X1):** measured using indicators of training, learning initiative, and self-improvement.
- **Performance Appraisal (X2):** measured through indicators of fairness, feedback, and evaluation transparency.
- **Career Development Motivation (Y):** measured through indicators of career goals, persistence, and professional growth intention.

The data were analyzed using **SPSS version 27** with several statistical tests: validity and reliability tests, simple and multiple linear regression analyses, t-tests for partial influence, and F-tests for simultaneous influence. The significance level used was **α = 0.05**.

Results

Hypothesis Testing

The hypothesis test, or t-test, is conducted to determine the magnitude of the influence of each independent variable on the dependent variable using a 5% significance level (df = (n-k-1). If the calculated t-value is greater than the t-table, then H0 is rejected, indicating a significant influence between the variables. If the calculated t-value is less than the t-table, then H0 is accepted, indicating no influence between the variables. The two-sided test uses a significance level of 0.05 (5%) with degrees of freedom (df) (n-k-1). The t-test is conducted to determine the magnitude of the influence of each independent variable on the dependent variable.

Criteria:

1. If the calculated t-value is greater than the t-table, then H0 is rejected, indicating a significant influence between the variables.
2. If the calculated t-value is less than the t-table, then H0 is accepted, indicating no significant influence between the variables.

With a two-sided test, Uji F (Simultan)

The F statistical test is basically used to show whether the independent variables (X) together have a significant effect on the dependent variable (Y). It is said to have an effect if the calculated F> Ftable or the significance value <0.05. The calculated F value is compared with the Ftable value (with a significance level of 5% (a-5%) and the degrees of freedom df numerator k-1(3-1) = 2 and df denominator n-k-1 =, so the Ftable has a value. Then the formula for the Ftable is n-k-1 with the degrees of freedom 3 so 100-3-1 = 96, the Ftable value is 3.09.

Results of the Determination Coefficient Test on Performance Assessment Variables.

Tabel 1 Towards Career Development

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.930	2	5.465	.565	.570[b]
	Residual	938.780	97	9.678		
	Total	949.710	99			

Source: SPSS 27 Data Processing Results

The ANOVA table shows that the F-test significance value is 0.570, greater than 0.05. This indicates that variables X1 (Self-Development) and X2 (Performance Assessment) simultaneously have no significant effect on Y (Career Development). The calculated F-value of 0.565 is much smaller than the typical F-value, indicating that the regression model is not statistically sound.

Coefficient of Determination

The coefficient of determination test aims to measure the model's ability to explain variation in the dependent variable. A small R^2 value indicates that the independent variables' ability to explain variation in the dependent variable is very limited (Ghozali, 2018:135).

Table 2 Results of the Coefficient of Determination Test on the Self-Development Variable on Career Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107[a]	.012	.001	3.095

Sumber: Hasil Pengolahan data SPSS 27

Based on the data above, a simple regression test between variable X1 (Self-Development) and Y (Career Development) shows a correlation coefficient (R) of 0.107 and an R-square of 0.012. This means that

Self-Development only explains 1.2% of the variation in Career Development. The Adjusted R-square of 0.001 indicates that the model is slightly better than average, but still very weak. The Standard Error of the Estimate of 3.095 indicates the model's level of prediction error when only X1 is used as a predictor.

Tabel 3 Results of the Determination Coefficient Test on the Performance Assessment Variable on Career Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107[a]	.012	-.010	3.113

Source: SPSS 27 Data Processing Results

Based on the data above, the regression test between variable X2 (Performance Assessment) and Y (Career Development) yielded an R value of 0.017 and an R Square of 0.000. This means that Performance Assessment does not contribute at all to explaining variation in Career Development. The negative Adjusted R Square (-0.010) confirms that this model is not suitable for generalization. The higher Std. Error of the Estimate value (3.113) also indicates a significant level of error in the estimation when only X2 is used as a predictor.

Table 4 Results of the Coefficient of Determination Test for the Self-Development and Performance Assessment Variables on Career Development

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107[a]	.012	-.009	3.111

Source: SPSS 27 Data Processing Results

Based on the data above, the correlation coefficient (R) value is 0.107, reflecting a very weak relationship between the two independent variables and the dependent variable. An R-square value of 0.012 means that only 1.2% of the variation in Career Development can be explained by the Self-Development and Performance Assessment variables together, while the remaining 98.8% is explained by other factors outside the model. The negative Adjusted R-square value (-0.009) indicates that the model is less suitable for generalization and tends to be insignificant.

Tabel 5 Results of the Determination Coefficient Test on the Self Development Variable Regarding Career Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.645	2.905		5.042	<.001
	X1	.129	.121	.107	1.068	.288

Sumber: Hasil Pengolahan data SPSS 27

Pengaruh X1 (Pengembangan Diri) terhadap Y (Pengembangan Karir),Nilai koefisien regresi sebesar 0,129 dengan nilai signifikansi (Sig.) sebesar 0,288. Karena nilai sig > 0,05, maka dapat disimpulkan bahwa Pengembangan Diri tidak berpengaruh secara signifikan terhadap Pengembangan Karir. Nilai t hitung = 1,068

juga lebih kecil dari t tabel pada umumnya, yang memperkuat bahwa pengaruh ini tidak signifikan.

Tabel 6 Results of the Determination Coefficient Test on Performance Assessment Variables Regarding Career Development

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.449	1.655		10.540	.000
	TOTALX2	.016	.090	.017	.173	.863

Source: SPSS 27 Data Processing Results

The effect of X2 (Performance Appraisal) on Y (Career Development). The regression coefficient is 0.016 with a significance value of 0.863, which is also well above 0.05. This indicates that Performance Appraisal also has no significant effect on Career Development. The calculated t-value of 0.173 is also very small.

Simple Linear Regression

This regression analysis is used to test the effect of each independent variable (X) on the dependent variable (Y), which is formulated in the following equation:

$$Y = a + bx$$

Description:
Y = Dependent Variable
a = Constant
b = Regression Coefficient
x = Independent Variable

Table 7 Simple Linear Regression Results on Self-Development – Career Development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.484	1.774		9.290	<.000
	X1	.080	.094	.086	.850	.397

Sumber: Hasil Pengolahan data SPSS 27

Based on the table above, the following simple linear regression equation is obtained:

$$Y = 16.484 + 0.080x1$$

The constant value of 16.484 indicates that if there is no self-development ($X_1 = 0$), then the career development value (Y) is predicted to be 16.484. The regression coefficient of 0.080 indicates that every one-unit increase in self-development (X_1) will be followed by a 0.080 increase in career development (Y), assuming other factors are held constant.

The calculated t-value is 0.850 and the significance value (Sig.) is 0.397. It can be concluded that self-development does not have a significant effect on career development, as the significance value is greater than 0.05. Thus, although the direction of the relationship between self-development and career development is positive, the relationship is not statistically significant in this regression model.

Table 8 Simple Linear Regression Results on Performance Assessment Variables – Career Development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.101	1.816		9.969	<.001
	X2	-.007	.098	-.007	-.073	.942

Source: SPSS 27 Data Processing Results

Based on the table above, the following simple linear regression equation is obtained:

$$Y = 18.101 + -0.007x_2$$

The constant value of 18.101 indicates that if there is no performance appraisal ($X_2 = 0$), then the career development value is predicted to be 18.101. The regression coefficient of -0.007 indicates that every one-unit increase in performance appraisal is accompanied by a 0.007 decrease in career

development. This means that the direction of the relationship between performance appraisal and career development is negative, although its significance should be noted. Based on the t-test results, the calculated t-value is -0.073 with a significance value (Sig.) of 0.942. Because the significance value is greater than 0.05, it can be concluded that Performance Appraisal does not have a statistically significant effect on Career Development at the 5% significance level.

Multiple Linear Regression

Multiple linear regression analysis is an analytical technique used to determine the influence of two or more independent variables X on variable Y, using the following equation:

$$\boldsymbol{Y = a + b1X1 + b2X2}$$

Where: Y = Dependent Variable a = Constant b1 and b2 = Regression Coefficients X1 and X2 = Independent Variables

Table 9 Results of Multiple Linear Regression on Self-Development, Performance Assessment, and Career Development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.883	2.276		7.417	<.000
	X1	.086	.097	.093	0.889	.376
	X2	-.028	.100	-.029	-0.282	.778

Source: SPSS 27 Data Processing Results

Based on the calculation results, the following multiple regression equation can be obtained:

$$Y = 16.883 + 0{,}112x_1 + 0{,}276x_2$$

a. The constant value of 16.883 indicates that if there is no influence from either X_1 or X_2 (both are zero), then the career development value (Y) is 16.883.
b. The regression coefficient of X_1 of 0.086 indicates that every 1-unit increase in self-development will increase career development by 0.086, assuming other variables remain constant.
c. The regression coefficient of X_2 of -0.028 indicates that every 1-unit increase in performance appraisal actually decreases career development by 0.028, assuming other variables remain constant.

APPENDICES

Appendix 1: Frequency of Respondent Data

Appendix 1.1: Gender

JENIS KELAMIN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LAKI LAKI	54	54.0	54.0	54.0
	PEREMPUAN	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

Lampiran 1.2 : Pendidikan

PENDIDIKAN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMP	9	9.0	9.0	9.0
	SMA	39	39.0	39.0	48.0
	S1	31	31.0	31.0	79.0
	S2	15	15.0	15.0	94.0
	S3	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Lampiran 1.3 : Pekerjaan

PEKERJAAN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SWASTA	34	34.0	34.0	34.0
	BURUH	21	21.0	21.0	55.0
	PNS	13	13.0	13.0	68.0
	IRT	11	11.0	11.0	79.0
	PELAJAR	21	21.0	21.0	100.0
	Total	100	100.0	100.0	

Appendix 2: Hypothesis Testing

Appendix 2.1: t-Test Results – The Effect of Self-Development (X1) on Career Development (Y)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	14.645	2.905		5.042	<,001
	TOTALX1	.129	.121	.107	1.068	.288

a. Dependent Variable: TOTAL

Appendix 2.2: Results of the t-Test – Performance Assessment (X2) on Career Development (Y)

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	17.449	1.655		10.540	<,001
	TOTALX2	.016	.090	.017	.173	.863

a. Dependent Variable: TOTAL

Appendix 2.3: F-Test Results – Simultaneous Effect of Self-Development (X1) and Performance Assessment (X2) on Career Development (Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.930	2	5.465	.565	.570[b]
	Residual	938.780	97	9.678		
	Total	949.710	99			

a. Dependent Variable: TOTAL

b. Predictors: (Constant), TOTALX2, TOTALX1

Appendix 3: Coefficient of Determination

Appendix 3.1: Results of the Coefficient of Determination Values for Performance Assessments on Career Development

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107[a]	.012	.001	3.095

a. Predictors: (Constant), TOTALX1

Appendix 3.2: Results of the Determination Coefficient Values for Performance Assessments on Career Development

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.017[a]	.000	-.010	3.113

a. Predictors: (Constant), TOTALX2

Lampiran 3.3: Hasil Nilai Koefisien X1 dan X2 terhadap Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107[a]	.012	-.009	3.111

a. Predictors: (Constant), TOTALX2, TOTALX1

Appendix 4: Regression Analysis

Appendix 4.1: Simple Linear Regression Results of Self-Development (X1) on Career Development (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.484	1.774		9.290	<,001
	X1	.080	.094	.086	.850	.397

a. Dependent Variable: Y

Appendix 4.2: Simple Linear Regression Results of Performance Assessment (X2) on Career Development (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.101	1.816		9.969	<,001
	X2	-.007	.098	-.007	-.073	.942

a. Dependent Variable: Y

Appendix 4.3: Multiple Linear Regression Results (X1 and X2 against Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.883	2.276		7.417	<,001
	PENGEMBANGAN_DIRI	.086	.097	.093	.889	.376
	PENILAIAN_KINERJA	-.028	.100	-.029	-.282	.778

a. Dependent Variable: PENGEMBANGTAN_KARIR

Discussion

The findings revealed that both self-development and performance appraisal had **positive but statistically insignificant effects** on career development motivation among working students. This indicates that while these factors are conceptually related to motivation, their direct impact may be limited due to other external influences such as academic pressure, work environment, or personal priorities.

The weak relationship between self-development and career motivation suggests that working students may not yet perceive training or self-improvement as directly linked to career advancement. Similarly, performance appraisal, when perceived as procedural or formal rather than developmental, may fail to enhance motivation.

These results contrast with previous studies (e.g., Kanten & Sadullah, 2012; Deci & Ryan, 2000), which found significant links between development opportunities and motivation. However, the current findings highlight a contextual difference — working students may prioritize short-term work experience or income over long-term career growth.

From a practical standpoint, organizations employing students should design developmental programs tailored to flexible schedules and provide transparent, constructive performance evaluations. Educational institutions can collaborate with employers to align academic and workplace learning, thereby enhancing students' motivation for career growth.

Conclusion

This study concludes that **self-development and performance appraisal have a weak and insignificant influence** on the career development motivation of working students, both partially and simultaneously. Although the relationships are positive, other factors such as workload, time constraints, or career awareness may have stronger effects.

Academically, this study contributes to understanding the dynamics between personal development, performance feedback, and motivation in the context of working students. Practically, the results suggest the importance of integrating career-oriented support systems within workplaces and universities to foster long-term professional motivation.

Future research should explore additional variables such as organizational support, job satisfaction, or career planning, and use mixed-method approaches to gain deeper insights.

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