The Influence of Work Behavior, Achievement Motivation, and Work Competence on Employee's Performance: a Newest Evidence

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A R T I C L E I N F O	ABSTRACT
Keywords: Motivation, Work Environment, Employee Performance	The study is carried out in order to re-confirm the hypothesis validity of the influence of work behaviour, achievement motivation, and working competency onto employees' work performance, which had been proven formerly by other researchers, among others are Randall S. Schuler (1977), John A. Rubino (1997), J.J. Rodwell et.al. (1998), Musa Djamaludin (2008), Daniel H. Simon et.al. (2009), Amanda Shantz & Gary Latham (2011), Violet T. Ho et.al. (2011), Muhammad Ginanjar (2013), Milah Sopiana (2014), and Rury Riana Rahmah (2014). To do so, the writer of this article underwent a study on seventy respondents working for a vocational high school in Tarumajaya District, Bekasi Regency, West Java Province, Indonesia, called SMKN 1 Tarumajaya. Data collection is done through questionnaire to the target population and at the same time becomes its samples. The study employs quantitative approach, that is, data collected in numerical forms are examined and tested through statistical method of regression analysis. The study finds that an employee's work behaviour, achievement motivation, and working competency has positive and significant influence onto his work performance. The study also concludes that an employee's good work behaviour, high achievement motivation, and great working competency will improve and better his work performance.
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1.   Introduction

Studies on the influence of good work behavior, high achievement motivation, and great working competency onto good work performance have been carried out by many researchers. Among researchers who have conducted scientific studies on the influence of these three things on employee performance are Randall S. Schuler (1977), John A. Rubino (1997), J.J. Rodwell et.al. (1998), Musa Djamaludin (2008), Daniel H. Simon et.al. (2009), Amanda Shantz & Gary Latham (2011), Violet T. Ho et.al. (2011), Muhammad Ginanjar (2013), Milah Sopiana (2014), and Rury Riana Rahmah (2014). Randall S. Schuler proved the validity of the hypothesis of the effect of work behavior and achievement motivation onto the performance of employees of a large manufacturing firm and a large utility in the US (Schuler, 1977), and John A. Rubino proved the validity of the influence of achievement motivation on the work performance of employees (Rubino, 1997). J.J. Rodwell et.al. also proved the validity of the impact of work behaviour onto the performance of the employees of a medium-to-large-sized domestically based firm in the Australian information technology industry (Rodwell et.al., 1998), while Musa Djamaludin proved the validity of the hypothesis of the effect of work motivation and work behavior on the performance of the government employees of East Halmahera Regency (Djamaludin, 2008). Daniel H. Simon proved the validity of the influence of work behavior on the work performance of the US grocery stores employees (Simon, 2009), whereas Shantz & Latham proved the validity of the impact of achievement motivation on 64 contract employees of two universities in Ontario, Canada

(Shantz & Latham, 2011). Violet T. Ho et.al. also proved the validity of the effect of work behaviour and achievement motivation on the work performance of 717 full-time employees of a large insurance firm headquarters office in Singapore (Ho et.al., 2011), while Ginanjar proved the validity of the influence of good work behavior, high achievement motivation, and good work performance on good work performance by conducting a study on employees of a clean-water providing company (PDAM) at Sleman, Yogyakarta" (Ginanjar, 2013). Sopiana proved it by conducting a study on employees of a national postage service providing company, PT. Pos Indonesia (Persero), in Bandung (Sopiana, 2014). Likewise, Rahmah proved it with a study of employees of an insurance company, PT. Bumiputera Muda General Insurance 1967 (Rahmah, 2014). Although many studies on the validity of the hypothesis of the influence of good work behavior, high achievement motivation, and excellent work competence onto employee's performance have already been carried out, the author considered it necessary to carry out another validity study, so that the scientific validity of the influence of the three is higher and can reach the level of 'scientific theory' or 'scientific law' level. Schafersman (1997) asserts that "A scientific theory is a unifying and self-consistent explanation of fundamental natural processes or phenomena that are totally constructed of corroborated hypotheses" (Schafersman, 1997). This study is to re-confirm the validity of the hypothesis of the influence of the three dimensions on the good performance of employees by testing it on another Indonesia context.

2.   Methods

2.1. Subjects

The author distributed questionnaires to 24 teachers (who are civil servants, *PNS*), 25 teachers (who are non-civil servants, *non-PNS*), and 21 school administration staff employees—totally 70 respondents—at one vocational high school called "SMKN 1 Tarumajaya" in Bekasi Regency, West Java Province, Indonesia.

2.2. Measures

Questionnaires were distributed to the respondents above-mentioned. The type of questionnaire selected is a closed questionnaire, with a total of 16 questions for the X1 variable (Work Behavior), 11 questions for the X2 variable (Achievement Motivation), and 17 questions for the X3 variable (Competency), and for the Y variable (Work Performance) containing 17 items, and each variable is given five alternative answers (Strongly Agree, Agree, Hesitate, Disagree, and Strongly Disagree). Each alternative answer is given a score or value based on Likert Scale. By using this scale, the attitudes, opinions and perceptions taken from the sample regarding the variables and their indicators will be easily revealed and measured. After the data was collected from the results of the questionnaire, the writer carried out the data processing steps as follows: (1) researching and correcting all the results of the questionnaire. If there is a technical error in the preparation of the data, then necessary improvements are made to correct it and correct the misinterpretation of the indicators of each research variable; (2) giving a value or score for each answer. The scoring is based on the number of alternative answers provided; (3) transforming data into tables. The table needed in this study is a frequency distribution table, then detailed, in-depth and systematic explanations are given based on logical thinking and are in accordance with the intended research objectives; (4) analyzing data with the help of computer equipment through statistical applications (SPSS, Statistical Package for Social Science). The analysis was carried out to provide a detailed description of the calculated mean, median, mode, standard deviation, interval, maximum value, and minimum value of each variable tested, and to analyze the relationship between research variables through correlation analysis, and (3) analyzing the magnitude of the influence between independent variables on the dependent variable through regression analysis. The processed data is then analyzed by using descriptive analysis method (i.e., scale range analysis) based on the respondents' answers, which are then grouped into appropriate tables. As a final step, the data grouped in the tables were interpreted.

To test the validity of the data measuring instrument, four tests were conducted, namely: (1) testing the validity of the variables using the Karl Pearson product moment correlation formula; (2) testing the consistency of the variable measuring instrument with the Cronbach's Alpha formula; (3)

testing inferential analysis on the calculation of the numbers obtained from the questionnaire using the multiple linear regression analysis method (i.e., t-test and F-test); and (4) testing using classical assumption test, which includes normality test, heteroscedasticity test, multicollinearity test, and autocorrelation test.

3.   Result and Discussion

The validity of the Work Behavior variable was tested by comparing the calculated r_{count} value (Corrected Item-Total Correlation) of the SPSS output with the r_{table} value, with the following criteria:
   a.   If $r_{count} > r_{table}$ then it is valid
   b.   If $r_{count} < r_{table}$ then it is not valid
   The output results of the validity test of Work Behavior variable are in the **Table 1**:

TABLE 1
WORK BEHAVIOR (X1) VALIDITY TEST RESULT

Item	R_{count}	R_{table}	Remark
X_1_01	0,306	0,235	Valid
X_1_02	0,388	0,235	Valid
X_1_03	0,388	0,235	Valid
X_1_04	0,557	0,235	Valid
X_1_05	0,623	0,235	Valid
X_1_06	0,569	0,235	Valid
X_1_07	0,489	0,235	Valid
X_1_08	0,654	0,235	Valid
X_1_09	0,569	0,235	Valid
X_1_10	0,796	0,235	Valid
X_1_11	0,658	0,235	Valid
X_1_12	0,833	0,235	Valid
X_1_13	0,677	0,235	Valid
$X_1 14$	0,716	0,235	Valid
X_1_15	0,711	0,235	Valid
X_1_16	0,486	0,235	Valid

It can be seen that from the 16 items tested that the instrument is declared valid because it has r_{count} value more than r_{table} value.
   The validity of Achievement Motivation variable was tested with the following criteria:
   a.   If $r_{count} > r_{table}$ then it is valid
   b.   If $r_{count} < r_{table}$ then it is not valid
   The results of the validity test of the Achievement Motivation variable are in **Table 2** below:

TABLE 2
ACHIEVEMENT MOTIVATION (X2) VALIDITY TEST RESULT

Item	R_{count}	R_{table}	Remark
X_1_01	0,533	0,235	Valid
X_1_02	0,492	0,235	Valid
X_1_03	0,509	0,235	Valid
X_1_04	0,515	0,235	Valid
X_1_05	0,590	0,235	Valid
X_1_06	0,450	0,235	Valid
X_1_07	0,391	0,235	Valid
X_1_08	0,450	0,235	Valid
X_1_09	0,430	0,235	Valid
X_1_10	0,492	0,235	Valid
X_1_11	0,459	0,235	Valid

It can also be seen that the 11 instrument items that have been tested are valid because they have r_{count} value more than r_{table} value.

The validity of the Work Competence variable has been tested with the following criteria:

a. If $r_{count} > r_{table}$ then it is valid

b. If $r_{count} < r_{table}$ then it is not valid

The results of the validity test of the Work Competence variable for the educators and education staff are in **Table 3** below:

TABLE 3
WORK COMPETENCE (X3) VALIDITY TEST RESULT

Item	R_{count}	R_{table}	Remark
X_1_01	0,534	0,235	Valid
X_1_02	0,585	0,235	Valid
X_1_03	0,466	0,235	Valid
X_1_04	0,536	0,235	Valid
X_1_05	0,517	0,235	Valid
X_1_06	0,548	0,235	Valid
X_1_07	0,677	0,235	Valid
X_1_08	0,513	0,235	Valid
X_1_09	0,553	0,235	Valid
X_1_10	0,705	0,235	Valid
X_1_11	0,765	0,235	Valid
X_1_12	0,683	0,235	Valid
X_1_13	0,477	0,235	Valid
X_1_14	0,599	0,235	Valid
X_1_15	0,536	0,235	Valid
X_1_16	0,651	0,235	Valid
X_1_17	0,344	0,235	Valid

It can be seen that of the 17 instruments that have been tested are valid because they have r_{count} value more than r_{table} value.

The validity of the Work Performance variable is tested by comparing the calculated r_{count} value with the following criteria:

a. If $r_{count} > r_{table}$ then it is valid

b. If $r_{count} < r_{table}$ then it is not valid

The results of the validity test of the performance of the educators and education staff are in the following **Table 4**:

TABLE 4
WORK PERFORMANCE (Y) VALIDITY TEST RESULT

Item	R_{count}	R_{table}	Remark
Y_01	0,655	0,235	Valid
Y_02	0,654	0,235	Valid
Y_03	0,692	0,235	Valid
Y_04	0,540	0,235	Valid
Y_05	0,377	0,235	Valid
Y_06	0,678	0,235	Valid
Y_07	0,806	0,235	Valid
Y_08	0,785	0,235	Valid
Y_09	0,771	0,235	Valid
Y_10	0,787	0,235	Valid
Y_11	0,699	0,235	Valid
Y_12	0,500	0,235	Valid
Y_13	0,725	0,235	Valid
Y_14	0,591	0,235	Valid
Y_15	0,798	0,235	Valid

Item	Rcount	Rtable	Remark
Y_16	0,589	0,235	Valid
Y_17	0,625	0,235	Valid

It can be seen that the 17 instrument items that have been tested are declared valid because they have r $_{count}$ value more than r $_{table}$ value.

After the tested instrument items, instrument reliability test was carried out to determine the level of trustworthiness, reliability and consistency of the instrument; if the Cronbach's Alpha value is greater than 0.60, it can be concluded that the statements are reliable.

TABLE 5
RELIABILITY TEST RESULT

Variable	Crinbach's Alpha	Criteria	Remark
Work Behavior	0,909	0,600	Reliable
Achievement Motivation	0,812	0,600	Reliable
Work Competence	0,905	0,600	Reliable
Work Performance	0,938	0,600	Reliable

From the data above, it is found that the reliability value for Work Behavior on the questionnaire is 0.908 or 90.9%, which explains that the data is reliable; while the reliability value for Achievement Motivation is 0.812 or 81.2%, which explains that the data is reliable. The reliability value for Work Competence is 0.905 or 90.5%, which explains that the data is reliable; whereas the reliability value for Work Performance is 0.938 or 93.8% which explains that the data is reliable too.

The results of statistical calculations in the coefficients table, when entered in the multiple regression formula, are in the following equation: $Y = 20.335 + 0.197Y + 0.495X_2 + 0.746X_3$. The equation has the following meaning:

a. Variable Y (Work Behavior) has a value of 0.197, which means that if the Y variable increases by one unit, it will add 0.197 to the Y variable (Work Performance), assuming that other variables in the model are constant.

b. Variable X_2 (Achievement Motivation) has a value of 0.495, which means that if X2 is increased by one unit, it will increase the effect of 0.495 on Y variable (Work Performance), assuming that other variables are constant.

c. Variable X_3 (Work Competence) has a value of 0.746, which means that if the X3 variable is increased by one unit, it will increase the effect of 0.746 on the Y variable (Work Performance), assuming that the other variables are constant.

The normality test was also conducted. **Figure 1** below shows that the histogram passes through a curved line (bell), which means that the data is normally distributed.
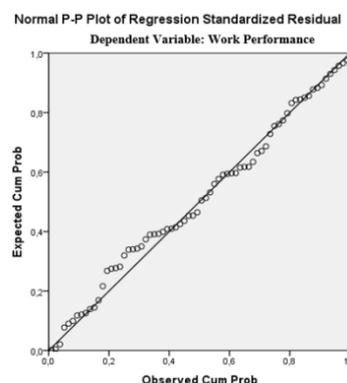

Figure 1. Normal Curve Graph

Moreover, **Figure 2** below shows that the distribution of the residual value points on the P-P Plot normal graph spreads around and follows the direction of the diagonal line. This shows that the variable data used for multiple regression analysis comes from data which is normally distributed.
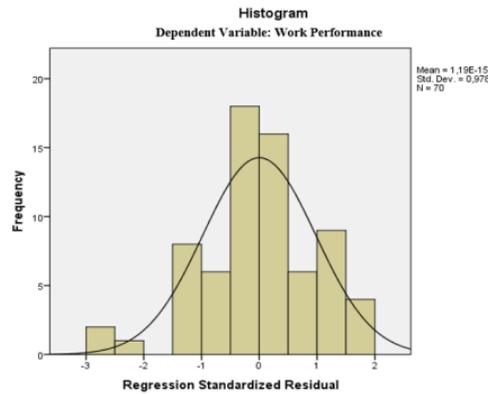

Figure 2. Histogram Graph

To test if there is variance inequality, a heteroscedasticity test was conducted. The scatterplot graph in **Figure 3** below shows that the calculated points (intersections between the residual and predicted values) are relatively randomly distributed above and below the origin point, and do not form a certain pattern. It can be said that the multiple regression analysis of Y, X2 and X3 against Y is completely linear because it does not have a heteroscedasticity problem.
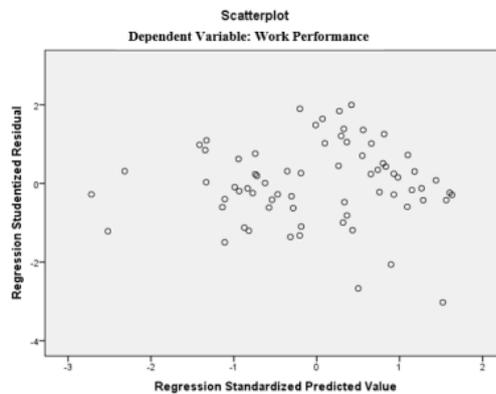

Figure 3. Scatterplot Graph

To test whether the regression model has a correlation between independent variables, a multicollinearity test was carried out. From **Table 6** below, it is known that the calculation results show that the independent variable for Work Behavior (Y) has a VIF value of 1.562; Achievement Motivation (X2) has a VIF value of 1.817; and Work Competence (X3) has a VIF value of 1.782. The three independent variables have a VIF value of less than 10 and a tolerance value of more than 0.10, which means that there is no multicollinearity among the independent variables in this regression model.

TABLE 6
MULTICOLLINEARITY TEST RESULT

	Model	Collinearity statics	
		Tolerance	VIF
1	Work Behavior	0,0640	1,562
	Achievement	0,550	1,817

Model	Collinearity statics	
	Tolerance	VIF
Motivation		
Work Competence	0,561	1,782

To test whether in the regression model there is a correlation between the residuals in one period and the previous period, or from individuals to previous individuals, an autocorrelation test was conducted. The calculated Durbin-Watson value is DW = 3.846. Based on existing categories, DW values are included in the range of 1.65 < DW (2.023) < 2.35, which means that there is no autocorrelation. It can be concluded that multiple linear regression analysis that has been carried out does not have an autocorrelation problem.

TABLE 7
AUTOCORRELATION TEST RESULT

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate	Durbin Watson
1	0,885[a]	0,783	0,773	3,846	2,023

Afterwards, The T-test was used to determine whether the independent variables had a significant or not significant effect on the dependent variable. The degree of significance used was 0.05. If the significant value is less than the degree of confidence, then we accept the alternative hypothesis, which states that: an independent variable partially affects the dependent variable. The T-test was carried out by comparing the T-count value with the T-table value at a significance level of 0.05. Based on multiple linear regression calculations, the partial test can be shown below. Based on the table of coefficients, it can be clearly seen that the results of the partial test (T-test) are:

a. Work Behavior Variable (Y): based on the results of the t-test, the value of tcount is 2,335 and sig. 0.023, while for T-table with sig. = 0.05 and df = 70, then the T-table is 1.670. The value of T-count is greater than T-table: tcount 2,335 > T-table 1,670, this indicates that there is an influence between work behavior on performance. That is, the better the work behavior shown, the higher the performance of educators and education staff at SMKN 1 Tarumajaya.

b. Achievement Motivation Variable (X_2): based on the results of the T-test, the value of T-count is 3.165 and sig. 0.002, while for T-table with sig. = 0.05 and df = 70, then the T-table is 1.670. The value of T-count is greater than T-table: tcount 3.165 > T-table 1.670, this shows that there is an influence between Achievement Motivation on Performance, so that an increase in Achievement Motivation is shown, then the performance of educators and education staff at SMKN 1 Tarumajaya will increase.

c. Work Competence Variable (X_3): based on the results of the T-test, the T-value is 7.856 and sig. 0.000, while for T-table with sig. = 0.05 and df = 70, then the T-table is 1.670. The value of T-count is greater than T-table: T-count 7.856 > T-table 1.670, this shows that there is an influence between Work Competence on Performance. This means that the quality of the work competencies of educators and educators will be improved. With higher education, the performance of educators and education staff at SMKN 1 Tarumajaya will increase.

TABLE 8
MULTIPLE REGRESSION COEFFICIENT

Model		Understandized Coeficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	20,335	6,315		3,220	0,002
	Work Behavior	0,197	0,084	0,167	2,335	0,023
	Achievement Motivation	0,495	0,156	0,244	3,165	0,002
	Work Competence	0,746	0,095	0,601	7,856	0,000

Then, the simultaneous test was used to determine the effect of the independent variable (X) on the dependent variable (Y) simultaneously or not. Simultaneous test is said to be significant if F-count > F-table.

F-count can be obtained through the results of data processing such as SPSS (in the ANOVA table with the name F). While F-table was obtained only through manual testing by looking at the values in table F.

H_{01} means there is no positive influence of Work Behavior, Achievement Motivation and Work Competence together on the Work Performance of educators and education staff at SMKN 1 Tarumajaya.

H_{11} means there is a positive influence of work behavior, achievement motivation and work competence together on the performance of educators and education staff at SMKN 1 Tarumajaya. Based on the results of the simultaneous F-test as shown in **Table 9** below, the F-count = 79.498 and sign. 0.000. The F-table value uses a 95% confidence level and equals 5%, then df_1 (number of variables-1) or 4-1 = 3 and df_2 (nk) (n is the number of data and k is the number of all variables) or 70-4 = 66. From it, it is known that the value of F-table is 2.72. F-count = 79.498 > F-table = 2.72 and sign value. 0.000 < 0.05, which means that rejecting H_0 and accepting H_1, so it can be concluded that Work Behavior (Y), Achievement Motivation (X_2), and Work Competence (X_3) variables together have a significant effect on the Work Performance variable (Y) which means, with better work behavior, higher achievement motivation and better quality of work competence, the performance of educators and education staff at SMKN 1 Tarumajaya will also increase.

TABLE 9
MULTIPLE REGRESSION

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3528,512	3	1176,171	79,498	0,000
	Residual	976,474	66	14,795		
	Total	4504,986	69	0,244		

Afterwards, the coefficient of determination test is used to see how much the variance of the dependent variable (Work Performance) is affected by the variance of the independent variables (Work Behavior, Achievement Motivation and Work Competence) or in other words, how much the independent variable affects the dependent variables, which is assessed from the value of R-Square (R_2). From the results in **Table 10** below it is known that the correlation coefficient (r) is 0.885, which means the effect of work behavior, achievement motivation and work competence onto the performance of educators and education is 88.5. Meanwhile, the value of R Square (r determinant) of 0.783 means that the independent or independent variables of work behavior, achievement motivation and work competence have an influence of 78.3% onto the dependent variable or performance bound.

TABLE 10
RELIABILITY TEST RESULT

Model	R	R Square	Adjusting R Square	Sdt. Error of the Estimate
1	0,885	0,783	0,773	3,846

The last one is hypothesis test. Based on the results of data analysis through proving the four hypotheses proposed in this study, it can be concluded as follows:
a. The results of the analysis of the data obtained illustrate that Work Behavior, Achievement Motivation and Work Competence together have a positive influence onto the Work Performance of educators and education staff at SMKN 1 Tarumajaya so that the primary hypothesis is proven and can be accepted.
b. The second hypothesis test result shows that work behavior affects the performance of educators and education staff at SMKN 1 Tarumajaya so that the second hypothesis is proven and can be accepted.

c. The third hypothesis test result shows that achievement motivation affects the performance of educators and education staff at SMKN 1 Tarumajaya so that the third hypothesis is proven and can be accepted.

The fourth hypothesis test result shows that work competence has an effect on the performance of educators and education personnels at SMKN 1 Tarumajaya so that the fourth hypothesis is proven and can be accepted.

Based on the results of data analysis through proving the four hypotheses above, it can be concluded that the results of the data analysis obtained illustrate that work behavior, achievement motivation and work competence together have a positive influence onto the work performance of educators and education personnels at SMKN 1 Tarumajaya so that the first hypothesis is proven and can be accepted. Testing the second hypothesis results that work behavior affects the work performance of educators and education staff at SMKN 1 Tarumajaya so that the second hypothesis is proven and can be accepted. The result of the third hypothesis testing shows that achievement motivation affects the performance of education and education personnel at SMKN 1 Tarumajaya so that the third hypothesis is proven and can be accepted. The result of the fourth hypothesis test also shows that work competence affects the performance of education and education personnels at SMKN 1 Tarumajaya so that the fourth hypothesis is proven and can be accepted. With the validity evidence of the four hypotheses above, the validity of the hypothesis of the influence of work behavior, achievement motivation, and work competence onto employee's work performance is getting stronger and its validity is even more strongly confirmed

4.   Conclusions

This study managed to re-confirm once more the truth of the influence of work behavior, achievement motivation, and work competence onto work performance. Accordingly, employee's work performance will be good if his work behavior is good, his achievement motivation is high, and his work competence is high. On the other hand, employee's performance will be bad if his work behavior is poor, his achievement motivation is low, and his work competence is poor.

5.   References

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