

Training Does Not Always Improve Performance: The Mediating Role of Competence and Commitment among Civil Servants in Papua

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ABSTRACT

Training is often assumed to directly improve employee performance; however, this assumption may not hold without the role of intervening variables. This study examines the effect of training and work motivation on employee performance, both directly and indirectly through competence and commitment, among civil servants in a region with geographical challenges. A quantitative approach was applied using Structural Equation Modeling (SEM) with AMOS. The sample comprised 213 administrative training alumni of the Religious Training Center of Papua from seven Offices of the Ministry of Religious Affairs, with significance criteria of $CR \geq 1.96$ or $p \leq 0.05$. The results show that training significantly affects competence ($CR 5.093$) and commitment ($CR 4.694$) but has no direct effect on performance ($CR 1.870$; $p = 0.061$). Work motivation significantly affects employees' competence, commitment, and performance. Competence and commitment significantly affect performance and mediate the effects of both training and motivation on performance, with commitment being the most dominant mediator. The model explains 48.3% of the variance in the employee performance. These findings confirm that training does not automatically improve performance but requires strengthening competence and commitment as prerequisites for effective training. Accordingly, improving civil servant performance requires post-training support, job rotation, and commitment reinforcement rather than merely conducting training.

Keywords: Training; Work Motivation; Competence; Commitment; Employee Performance

INTRODUCTION

The performance of Civil Servants (ASN) is a key determinant of the quality of governance and public services, making its enhancement a strategic agenda for bureaucratic reform in Indonesia (Dwiyanto, 2021; Kementerian PANRB, 2024). Human resource development of civil servants through training is believed to be the primary instrument for shaping competencies and boosting performance; however, its effectiveness is not always realized directly and depends on the successful transfer of training outcomes to work practices (Tonhäuser & Büker, 2016). This issue becomes increasingly complex in regions with geographical challenges and limited access to human resource development, where competency gaps among civil servants also affect service quality (Aifu & Mokodompit, 2025). In this context, the performance of ASN in the Ministry of Religious Affairs in Papua Province is crucial for examination.

The performance of the Ministry of Religious Affairs in Papua Province has not been optimal. Based on the 2020–2024 strategic plan of the Regional Office of the Ministry of Religious Affairs in Papua Province, performance achievement is recorded at 67.78%, categorizing it as sufficient. In terms of organizing the human resource management system for civil servants, the achievement score is 17 out of 25 or 68%, also falling under the sufficient category. Some indicators reached 100% (such as workforce planning, enforcement of discipline and code of ethics, and personnel information system), but competency-based employee development and training needs fulfillment only reached 33.33%, employee recruitment/promotion and rank/position advancement 66.67%, and individual performance appraisal 75% (Kemenag, 2024). These data indicate that civil servant human resource development, particularly in terms of training and competency, has become the weakest point among other administrative indicators that have been optimized.

Training serves as a primary strategy for human resource development; however, its implementation in this region faces challenges in terms of distribution and outcomes. Participation data show that only 51.53% of employees have undergone training, while 48.47% have not, with a wide interregional disparity ranging from 20.71% in Jayapura Regency (low category) to 100% in Supiori Regency (Balai Diklat Keagamaan Papua, 2024). Post-Training Evaluation results have also not been optimal: the aspect of attitude and behavior change

among alumni scored an average of 2.44, alumni performance aspect 2.33, individual and organizational benefits aspect 2.37 (all falling under the sufficient category), and team cohesion aspect 2.54 (good category), with assessment criteria of $1.00 \leq \text{average} < 1.70$ (poor), $1.80 \leq \text{average} < 2.40$ (sufficient), $2.50 \leq \text{average} < 3.20$ (good), and $3.30 \leq \text{average} < 4.00$ (very good) (Balai Diklat Keagamaan Papua, 2024). The low scores on the alumni performance aspect suggest that participation in training does not automatically translate into improved workplace performance.

Apart from training, work motivation is an internal factor that influences performance. Robbins (2006) defines work motivation as the psychological force driving individuals to act towards goals; thus, low motivation diminishes productivity and work quality. Mowday et al. (1979) describe commitment as the emotional attachment, identification, and involvement of individuals with the organization; Dwiyanto (2021) and emphasizes that the performance of government organizations is greatly influenced by the level of employee attachment. Osborne & Plastrik (2000) view bureaucratic renewal as a fundamental transformation to enhance effectiveness, efficiency, and innovation. Therefore, civil servant performance is the result of the interaction between organizational interventions (training) and internal individual factors (motivation), both of which are mediated by employee competencies and commitments.

Theoretical and empirical studies reveal a research gap in the outcomes of these variables' relationships. The influence of training on competency, the influence of training and motivation on performance (both directly and indirectly through competence and commitment), and the influence of competence and commitment on performance present inconsistent findings among researchers. Some studies find significant effects of training on performance, while others do not, necessitating the testing of models that consider the simultaneous role of mediating variables.

This study offers novelty in three aspects. First, contextually, the study was conducted on Civil Servants of the Ministry of Religious Affairs in Papua Province, which faces extreme disparities in training access among regions, ranging from 20.71% in Jayapura Regency to 100% in Supiori Regency. Similar conditions are found in studies of civil servant development in disadvantaged, frontier, and outermost (3T) regions, where gaps in the distribution and competency of administrative staff are the primary factors behind low service quality, aggravated by limited training and access (Aifu & Mokodompit, 2025). In the specific context of Papua, the development of civil servant competencies through training remains suboptimal amid lagging development achievements (Sawai, 2024), this issue has rarely been examined empirically using quantitative models in regions with geographical challenges. Second, in terms of the model, this study integrated four constructs (training, motivation, competence, and commitment) within a single dual-mediation framework. The relationship between human resource practices and performance is not direct but operates through a number of intervening variables, a matter known as the black box problem in HRM–performance research, which calls for identifying the mediating constructs that explain the link between them (Paauwe, 2008). Most prior studies on the training–performance relationship have tested only a single mediation path, either through competence alone (Feryanto et al., 2025) or organizational commitment alone (Steven et al., 2025), the interaction of both paths within one model remains underexplored. Third, in terms of findings, this study confirms a counter-intuitive phenomenon: training does not directly affect performance but must operate through the strengthening of competence and commitment. This finding challenges the common assumption that training automatically improves the performance.

Based on the above, this study aims to examine ten relationships among variables in the Working Area of the Religious Training Center of Papua, formulated into the following hypotheses: H1: Better training significantly affects the competence. H2a: Better training directly and significantly affects the employee performance. H2b: Better training indirectly and significantly affects employee performance through improved competence. H3: Better training directly and significantly affects the work commitment. H4: Better training indirectly and significantly affects employee performance through work commitment. H5: Improved work motivation directly and significantly affects employee competence. H6a: Improved motivation directly and significantly affects employee performance. H6b: Improved motivation indirectly and significantly affects employee performance through competence. H7: Improved motivation significantly affects work commitment. H8: Improved motivation indirectly and significantly affects employee performance through work commitment. H9: Better competence directly and significantly affects performance. H10: Improved work commitment directly and significantly affects employee performance.

METHODOLOGY

This study investigates the causal relationship between exogenous variables (training and work motivation) and endogenous variables (competence, commitment, and employee performance). The research population consisted of 454 administrative training alumni from the Balai Diklat Keagamaan Papua during the period

2021–2024 (Balai Diklat Keagamaan Papua, 2024), originating from seven offices of the Ministry of Religious Affairs. A sample of 213 individuals was selected from this population, distributed as follows: Keerom Regency 30, Jayapura City 60, Jayapura Regency 40, Sarmi Regency 15, Biak Numfor Regency 33, Yapen Islands Regency 23, and Supiori Regency 12. Mamberamo Raya and Waropen Regencies were excluded because there were no administrative training programs during the research period. This sample size meets the requirements for Structural Equation Modeling (SEM), which, as outlined by Ferdinand (2006), necessitates a minimum of 100 observations or a ratio of 5 observations per parameter (5×20 parameters = 100).

Data collection instruments comprised closed-ended questionnaires utilizing a Likert scale (Sugiyono, 2008) and were pre-tested prior to comprehensive data gathering. Variables were measured through dimensions and instrument sources as follows: training (TP) – instructor, participants, content, methods, objectives, and training facilities, 30 items, referencing Mangkunegara (2005); work motivation (WM) – responsibility, job performance, opportunities for advancement, recognition for performance, and challenging tasks, 25 items, referring to Suwanto (2020); employee competence (EC) – technical, managerial, and socio-cultural competencies, 15 items, based on Permenpan RB Number 38 of 2017; work commitment (WC) – belief, willingness, loyalty, and pride, drawing from Gibson et al. (1996); and employee performance (EP) – quality, quantity, timeliness, and effectiveness, according to Robbins (2006).

Validity testing employed the product-moment correlation technique. (Riduwan, 2010) According to Solimun (2002), an instrument is considered valid if the correlation coefficient exceeds 0.30. Reliability testing utilized Cronbach's alpha; Arikunto (2006) an instrument is reliable if the reliability coefficient is 0.6 or higher. Data analysis was conducted using descriptive statistical methods (mean values and frequencies) and inferential statistics employing SEM with the assistance of AMOS, owing to its ability to test interdependent relationships simultaneously while considering measurement errors (Ferdinand, 2016). Model fit was evaluated using goodness-of-fit indices: chi-square, significance probability (0.05), CMIN/DF (≤ 2.00), GFI (0.90), AGFI (0.90), TLI (0.90), CFI (0.95), and RMSEA (≤ 0.08). The SEM process followed the steps outlined by Hair & Anderson (1995); the model fit evaluation was based on a combination of indices suggested by Kline (2016). Direct influence testing was based on coefficients, critical ratio (CR), and p-value, with hypotheses accepted if $CR \geq 1.96$ or $p \leq 0.05$. Indirect influence testing utilized the Sobel test or indirect effect calculations in AMOS, with mediation procedures referencing Baron & Kenny (1986) and the formula Sobel (1982); indirect effects were considered significant if the p-value was less than 0.05.

RESULTS

Characteristics of Respondents

The characteristics of the respondents based on gender and originating office are presented in Table 1.

Table 1. Characteristics of Respondents (N = 213)

Characteristic	Category	Frequency	Percentage (%)
Gender	Female	136	63.8
	Male	77	36.2
Office of the Ministry of Religious Affairs	Jayapura City	60	28.20
	Jayapura Regency	40	18.80
	Biak Numfor Regency	33	15.50
	Keerom Regency	30	14.10
	Yapen Islands Regency	23	10.80
	Sarmi Regency	15	7.00
	Supiori Regency	12	5.60
Total		213	100.0

As shown in Table 1, the majority of respondents were female (63.8%), and the largest proportion originated from Jayapura City (28.20%), followed by Jayapura Regency (18.80%).

Description of Variables

All variables fall into the high category, as summarized in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variable	Dimension	Mean	Variable Mean	Category
Training (TP)	Instructor	4.09	4.04	High
	Facility	4.05		

Variable	Dimension	Mean	Variable Mean	Category
	Material	4.04		
	Method	4.04		
	Objective	4.04		
	Participant	3.99		
Work Motivation (WM)	Responsibility	4.23	4.16	High
	Recognition of performance	4.19		
	Challenging task	4.14		
	Opportunity for advancement	4.12		
	Job achievement	4.11		
Employee Competence (EC)	Managerial	4.12	4.08	High
	Technical	4.07		
	Socio-cultural	4.05		
Employee Commitment (WC)	Belief	4.18	4.14	High
	Pride	4.13		
	Willingness	4.12		
	Loyalty	4.12		
Employee Performance (EP)	Quality	4.17	4.14	High
	Timeliness	4.14		
	Effectiveness	4.14		
	Quantity	4.11		

As presented in Table 2, all variables fell into the high category, with work motivation recording the highest overall mean (4.16). The instructor dimension scored the highest within training (4.09), while the participant dimension scored the lowest (3.99).

Assumption Testing and Model Fit

Normality testing showed that the critical ratio skewness and kurtosis of all indicators were below the critical value of ± 2.58 , indicating a normal data distribution. Univariate outlier testing ($N=213$) showed that all Z-scores were within the allowed range, and no extreme data were present.

The measurement model demonstrated adequate convergent validity and reliability Table 3.

Table 3. Convergent Validity and Construct Reliability

Construct	Indicator	Loading Factor	AVE	CR
Training (TP)	Instructor (PP1)	0.91	0.919	0.939
	Participant (PP2)	0.94		
	Material (PP3)	0.91		
	Method (PP4)	0.78		
	Objective (PP5)	0.74		
	Facility (PP6)	0.80		
Work Motivation (WM)	Responsibility (MK1)	0.89	0.952	0.960
	Achievement (MK2)	0.92		
	Advancement (MK3)	0.93		
	Recognition (MK4)	0.93		
	Challenging task (MK5)	0.88		
Competence (EC)	Technical (KP1)	0.86	0.913	0.928
	Managerial (KP2)	0.91		
	Socio-cultural (KP3)	0.93		
Commitment (WC)	Belief (KOP1)	0.93	0.944	0.953
	Willingness (KOP2)	0.97		
	Loyalty (KOP3)	0.86		
	Pride (KOP4)	0.89		
Performance (EP)	Quality (KIP1)	0.84	0.933	0.944
	Quantity (KIP2)	0.82		
	Timeliness (KIP3)	0.99		
	Effectiveness (KIP4)	0.94		

All loading factors exceeded 0.50, the AVE ranged from 0.913 to 0.952, and the construct reliability ranged from 0.928 to 0.960, all above the recommended thresholds (Hair et al., 2019).

The evaluation of the overall model fit for both the initial and final models is shown in Table 4.

Table 4. Goodness of Fit Indices

Index	Cut-off	Initial Model	Final Model	Remark (Final)
Chi-Square (χ^2)	Expected small	599.106	311.893	—
Probability	≥ 0.05	0.000	0.000	Poor
CMIN/DF	≤ 2.00	2.996	1.633	Good
GFI	≥ 0.90	0.806	0.892	Good
AGFI	≥ 0.90	0.755	0.856	Marginal
TLI	≥ 0.90	0.911	0.972	Good
CFI	≥ 0.95	0.923	0.977	Good
RMSEA	≤ 0.08	0.098	0.055	Good

The final model met the fitness criteria and could be used for hypothesis testing in this study. The significant chi-square probability is common in large samples and is therefore not the sole basis for model evaluation. The model fit was assessed using a combination of indices (Kline, 2016), most of which met the recommended thresholds.

The final structural model, which became the basis for hypothesis testing, is presented in Figure 1.

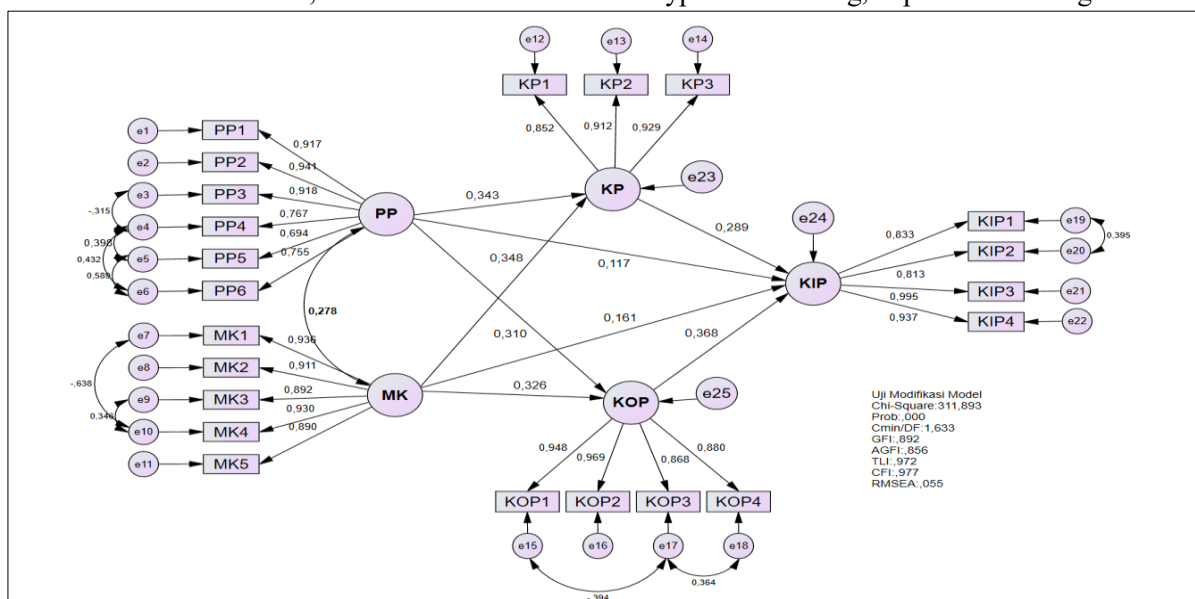


Figure 1. Structural Model (Modified) of the Relationships among Training, Work Motivation, Employee Competence, Employee Commitment, and Employee Performance

The central finding of this study lies in the distinctive pattern of the training effect. While all other paths were significant, training did not directly influence performance and became significant only when it was channeled through competence and commitment.

Direct Effect Hypothesis Testing

Table 5. Summary of Direct Effect Hypothesis Testing Results

Exogenous Variable	Endogenous Variable	CR	p-value	Remark
Training	Employee Competencies	5.093	0.000	Significant
Training	Employee Performance	1.870	0.061	Not Significant
Training	Employee Commitment	4.694	0.000	Significant
Work Motivation	Employee Competencies	5.229	0.000	Significant
Work Motivation	Employee Performance	2.590	0.010	Significant
Work Motivation	Employee Commitment	4.991	0.000	Significant
Employee Competencies	Employee Performance	4.324	0.000	Significant
Employee Commitment	Employee Performance	5.809	0.000	Significant

Training significantly influenced competencies and commitment but did not directly impact performance (CR 1.870; p 0.061 $>$ 0.05). Thus, H1 and H3 are accepted, and H2a is rejected. Work motivation significantly influenced competencies, performance, and commitment; thus, H5, H6a, and H7 were accepted. Competencies and commitment each significantly influenced performance; thus, H9 and H10 were accepted.

Indirect Effect Hypothesis Testing**Table 6.** Presents the Hypothesis Testing of Indirect Effects

Hypothesized Effect	Mediation	CR	p-value	Remark
Training → Employee Performance	Employee Competencies	3.294	0.001	Significant
Work Motivation → Employee Performance	Employee Competencies	3.326	0.001	Significant
Training → Employee Performance	Employee Commitment	3.627	0.000	Significant
Work Motivation → Employee Performance	Employee Commitment	3.773	0.000	Significant

All indirect paths were statistically significant. Competence mediates the impact of training (CR 3.294) and motivation (CR 3.326) on performance, while commitment mediates the influence of training (CR 3.627) and motivation (CR 3.773) on it. Therefore, H2b, H4, H6b and H8 are supported.

Coefficients and R²**Table 7.** Displays the Coefficients and R² Values.

Exogenous Variable	Endogenous Variable	Coefficient	R ²
Training	Employee Competence	0.343	0.305
Work Motivation	Employee Competence	0.348	—
Training	Employee Commitment	0.310	0.259
Work Motivation	Employee Commitment	0.326	—
Training	Employee Performance	0.117	0.483
Work Motivation	Employee Performance	0.161	—
Employee Competence	Employee Performance	0.289	—
Employee Commitment	Employee Performance	0.368	—

Employee competence is explained by 30.5% through training and motivation (remaining 69.5%), commitment by 25.9% (remaining 74.1%), and performance by 48.3% (remaining 51.7%). The highest coefficient towards performance is commitment (0.368), followed by competence (0.289), work motivation (0.161), and training (0.117). Regarding indirect effects (Table 4), all coefficient values are positive: training through competence 0.099, work motivation through competence 0.101, training through commitment 0.114, and work motivation through commitment 0.120 — the highest, indicating that commitment is the most dominant mediator.

Table 8. Coefficients of Indirect Effects

Hypothesized Effect	Mediation	Coefficient
Training → Employee Performance	Employee Competence	0.099
Work Motivation → Employee Performance	Employee Competence	0.101
Training → Employee Performance	Employee Commitment	0.114
Work Motivation → Employee Performance	Employee Commitment	0.120

Discussion

The findings of this study reveal a central pattern highlighting that training, despite proven to enhance competence (CR 5.093) and commitment (CR 4.694), does not directly improve performance (CR 1.870; $p = 0.061$). Training only impacts performance after mediation by competencies (CR 3.294) and commitment (CR 3.627). These findings position training as an enabling factor whose effectiveness relies on organizational prerequisites rather than being an automatic intervention. Conversely, work motivation influences performance both directly (CR 2.590) and indirectly, indicating that the internal drive for work precedes formal training interventions.

Training on competencies. The significant influence of training on competencies (coefficient 0.343) indicates that structured training programs are key to enhancing competencies. High training scores (average 4.04, highest instructor dimension 4.09) aligned with high competencies (4.08). These findings are in line with Siahaan et al. (2015) Massie et al. (2015), asserting that training enhances human resource quality.

Training on performance: Direct and through competencies. Training did not have a direct impact on performance (CR 1.870; $p = 0.061$). This finding aligns with the transfer of training framework, which emphasizes that training investments are only effective when the knowledge and skills learned are successfully transferred into work practices continuously (Tonhäuser & Büker, 2016). The gap between training learning outcomes and their application in the workplace, known as the training transfer issue (Hamzah et al., 2025),

explains why knowledge improvement does not automatically correlate with performance. In this study, weak transfer is reflected in the low relevance of training to job needs, lack of administrative job rotations, absence of post-training coaching, and limited instructors (only one active administrative training instructor). Schindler & Burkholder (2016) have proven that support dimensions such as mentoring, coaching, and task support facilitate training transfer; their absence makes competency and commitment prerequisites that must be established first for training to impact performance. A similar pattern was found by Feryanto et al. (2025), concluding that training does not directly affect performance but entirely through competencies. These findings are consistent with those of (Anggunsari et al., 2023; Kasmir, 2016; Marunduri & Heryanto, 2019; Prastyo, 2016; Sihombing et al., 2023). Conversely, training significantly influences performance through competencies (CR 3.294), acting as an intermediate outcome, as supported by (Hamid et al., 2024; Indrawati et al., 2025; Muhiddin et al., 2022; Pangestika et al., 2023; Tj et al., 2023).

Training on commitment and performance through commitment is provided. Training significantly influenced commitment (CR 4.694) by strengthening psychological attachment and feeling valued; commitment was rated high (4.14). Commitment then mediates the impact of training on performance (CR = 3.627). These findings are supported by the study of (Ahmad & Wati, 2024; Haryanto et al., 2020; Hendrawan et al., 2023; Jelatu & Ibrahim, 2024).

The influence of motivation on competence, performance, and commitment is a significant research area. Work motivation, with an average score of 4.16, had a substantial impact on competence (CR 5.229), performance (CR 2.590), and commitment (CR 4.991). Motivation plays a crucial role in driving employees to actively enhance their knowledge and skills, aligning with previous studies by (Kuswara & Satria, 2013; Marhadi et al., 2025; Wahdini et al., 2024). The effect on performance is supported by studies conducted by (Eithan, 2025; Megawati et al., 2022; Puji Salvano et al., 2023; Utomo & Widodo, 2024). Additionally, the impact on commitment is corroborated by research from (Aniska et al., 2025; Fitria & Wibowo Widhianto, 2023; Purnama et al., 2016; Wardhani et al., 2015).

Motivation toward performance through competence and commitment is another key aspect. Competence acts as a mediator of the influence of motivation on performance (CR 3.326), converting psychological drive into operational abilities, as supported by (Marhadi et al., 2025; Tj et al., 2023; Wahdini et al., 2024). Similarly, commitment mediates the effect of motivation on performance (CR 3.773), ensuring the sustainability of performance, as found in studies by (Febriyanto & Chamariyah, 2023; Nawangsari et al., 2023; Rachman, 2022; Sudama, 2022; Sutha.B & Chandrasekar, 2025).

Competence and commitment to performance are crucial factors that influence organizational effectiveness. Competence, as highlighted by (Jupri, 2022; Murniasih & Sudarma, 2017; Prakoso et al., 2017; Sampunto & Darsono, 2019), significantly impacted performance (CR 4.324). This influence stems from technical knowledge, skills, and socio-cultural abilities that enable effective task execution. Similarly, commitment, as indicated by (Octavia & Susanty, 2016; Pratama & Dihan, 2017; Sunaryo & Nasrul, 2018), significantly affects performance (CR 5.809) through the intensity and perseverance of work, exemplified in the Ministry of Religious Affairs in Papua through regular meetings and the internalization of core values by the civil servants. Comparisons with the governmental contexts of other countries reveal parallels with cross-national studies. Sendawula et al. (2018) in the public health sector in Uganda found that employee attachment is a stronger predictor of performance than training itself, a pattern consistent with the dominance of commitment as a mediator in this study. In the context of Civil Servants in Indonesia, Arifin & Narmaditya (2024) emphasized the central role of organizational commitment in shaping the performance of government employees. Furthermore, research conducted in remote areas of Indonesia Nazarwin (2024) discovered motivation as a stronger predictor of performance than competence, supporting the notion that employees' internal drive to work is more direct than formal training interventions. The convergence of findings across contexts strengthens the model's validity in bureaucratic environments facing geographical challenges.

Practical Implications

The discovery that training does not directly impact performance has specific practical implications for the Religious Training Center in Papua and the Ministry of Religious Affairs Office in the region. First, the limitation of instructors, with only one active instructor for administrative staff training in this study, needs to be addressed through the addition and certification of instructors, considering that the instructor dimension received the highest perception score (4.09) but did not sufficiently ensure transfer to performance. Second, the lack of post-training support renders training outcomes unrealized. Post-training interventions have been shown to enhance the transfer of training outcomes, especially in supportive work environments, (Richman-Hirsch, 2001) Meta-analyses indicate that workplace coaching positively impacts skill development and individual performance (Jones et al., 2016). Specifically, coaching by superiors enhances performance by

reinforcing employees' affective commitment, (Ribeiro et al., 2021) consistent with the finding that commitment is the most dominant mediator. Therefore, organizations need to establish structured monitoring and support mechanisms after training. Third, the absence of administrative job rotations hinders the implementation of new competencies. Job rotations serve as organizational learning mechanisms that promote the development of technical and behavioral competencies (Septiani et al., 2025), proven to significantly influence competency as a pathway to employee performance in government agencies. (Sudarti et al., 2025) When combined with on-the-job training and mentoring, they facilitate knowledge transfer from training to work practices (Al-Zoubi et al., 2025). Fourth, since commitment is proven to be the most dominant mediator (coefficient 0.120), strengthening commitment through open communication, employee engagement, and internalization of work culture values should be treated as a priority rather than a supplement.

Limitations and Further Research

The research model explains 48.3% of the variance in employee performance, leaving 51.7% explained by factors outside the model, including leadership, compensation, work environment, and organizational culture, which were not tested in this study. Further research is recommended to include these variables and test the model on civil servant populations in other regions to assess the generalizability of the findings across different geographical contexts.

CONCLUSION

Training significantly influenced competency and work commitment but did not directly impact performance. Competency and commitment mediated the influence of training on performance. Work motivation significantly affects competency, commitment, and performance directly and indirectly through competency and commitment. Competency and commitment significantly influenced performance. Work commitment is the factor with the most dominant influence on performance, and the model explains 48.3% of the variance in employee performance. These findings affirm that the effectiveness of training in enhancing performance depends on how well training can shape competencies and strengthen employees' work commitment.

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