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## Uncovering The Moderating Role of Locus of Control on The Impact of Training and Development, Organizational Culture, And Work Environment on Employee Achievement Motivation

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**Abstract:** The culture of sycophancy is prevalent in Indonesia, often stemming from employees' external locus of control. Consequently, many employees are unmotivated to achieve and instead prioritize cultivating close relationships with their superiors. This study investigates the moderating effect of external locus of control in weakening the impact of training and development, organizational culture, and work environment on achievement motivation. A total of 120 employees from the Department of Animal Husbandry and Forestry participated in this study. Data were collected using a questionnaire and analyzed through Structural Equation Modeling using the Partial Least Squares (SEM-PLS) method. The results indicate that a high external locus of control significantly reduces the influence of organizational support factors on employees' motivation to achieve. Despite improvements in training programs, organizational culture, and work environment, employees with a strong external locus of control remain disengaged, believing that career advancement is determined more by personal connections than by competence or performance. Consequently, these employees tend to adopt sycophantic behaviors rather than striving for excellence. Therefore, it is recommended that institutions focus on shifting employees' mindset by reducing external attribution tendencies. Promoting internal motivation, personal accountability, and a belief in effort-based success can help foster stronger achievement motivation.

**Keyword:** External Locus Of Control, Training And Development, Organizational Culture, Work Environment, Achievement Motivation

## INTRODUCTION

Low achievement motivation among government employees is often a serious issue, as it leads to sluggish, unresponsive, and results-averse bureaucracy. Employees who lack the drive to excel tend to perform their duties merely as a formality, without the enthusiasm to deliver the best public service. This results in decreased efficiency and effectiveness within government institutions and hampers the realization of a professional, accountable, and

competitive bureaucratic reform. In the long run, such low motivation can reinforce the public's negative perception of the quality and credibility of government personnel.

Training and development play a crucial role in motivating employees and improving their performance. Research indicates that effective training programs not only enhance skills but also significantly boost motivation, leading to better job performance. A previous study found that training and development accounted for 52.63% of the motivation and performance outcomes among employees at a tourist site (Martina & Syarifuddin, 2014). Employees who undergo training report higher job satisfaction and motivation levels (Mulyadi, 2020), and effective training methods, such as relevant content and interactive approaches, have a significant impact on performance outcomes (Norliah, 2023). Moreover, management plays a vital role in fostering motivation through supportive practices and recognition, and a strong HR framework that includes training can reduce turnover and enhance employee morale (Baten, 2018).

In addition to training and development, previous research shows that organizational culture plays a crucial role in motivating achievement among employees, especially in educational settings. A supportive organizational culture enhances self-efficacy and motivation, significantly contributing to teacher performance and educational progress (Sumirah et al., 2021). Visionary leadership within a strong culture also positively impacts teacher motivation and performance, highlighting the connection between leadership and organizational culture (Yazid et al., 2024). Moreover, a cohesive culture fosters a sense of belonging, which is essential for maintaining high motivation levels among employees (Roozi & Tetik, 2022). While organizational culture is vital for motivation, individual factors such as personal goals and external incentives also significantly influence achievement motivation (Reddy, 2020).

The work environment also plays a significant role in influencing employee motivation and achievement. A positive work environment fosters employee satisfaction and engagement, which are essential for motivation (Runtuwarouw & Wuisang, 2018). Factors such as leadership, training, and task characteristics within the work environment directly impact motivation levels (Nor et al., 2023). Research indicates that a supportive work environment and high motivation lead to improved performance outcomes, with studies showing a 63.5% correlation between these variables (Runtuwarouw & Wuisang, 2018; Gemina et al., 2023). Investing in a motivating work environment benefits both employees and organizations, leading to increased productivity and service quality (Junior et al., 2018), although other factors like competencies and compensation also influence performance (Satoto, 2023).

The government has made efforts to enhance employee achievement motivation through various strategies such as training and development, improvements in organizational culture, and the creation of a supportive work environment. However, the issue of low motivation does not entirely stem from institutional shortcomings. In reality, the root of the problem often lies within the employees themselves, particularly those who believe that career success is determined by their closeness to superiors, which is called high external locus of control. Even when training programs are effective, the organizational culture is supportive, and the work environment is conducive, employees with this mindset remain unmotivated to perform. This is because they are convinced that pleasing superiors guarantees career advancement more than demonstrating high performance.

Based on this phenomenon, this study aims to uncover the hidden impact of an external locus of control among civil servants, which contributes to low achievement motivation. If it is proven that a dominant external locus of control exists, then even if the government increases efforts through training and development, cultural reforms, and the creation of a supportive work environment, these initiatives may have little effect. Achievement motivation will remain low unless the improvements are first directed towards the individuals themselves. By reducing

the external locus of control and encouraging a more internal locus, civil servants' motivation can significantly improve, making the government's efforts in training and development, better organizational culture and work environment more effective.

## **LITERATURE REVIEW**

### **External Locus of Control**

External locus of control refers to the belief that an individual's behavior does not lead to outcomes or rewards that are within their control, and that reinforcement is influenced by external factors like luck or chance. This mindset suggests that individuals perceive their actions as being ineffective in shaping their outcomes, as they attribute success or failure to randomness or external forces. According to Davis (2013), this concept highlights how individuals with a high external locus of control may feel powerless, as they believe that their achievements or failures are determined by factors beyond their control. Rooter (1989) identified several questions to assess external locus of control, focusing on the belief that life outcomes are influenced by external factors such as luck, fate, or the actions of others. These questions aim to measure the extent to which individuals attribute their success or failure to forces beyond their control rather than their own efforts.

### **Achievement Motivation**

Achievement motivation reflects an individual's interest in performing better, effectively organizing the workplace, solving work-related problems, increasing work quantity and quality, and competing for better opportunities. In other words, it manifests as a desire to do better and more effective work than ever before. This concept is evident in various fields, including education, as explored in the study by Mohamadi et al. (2014), which examined the relationship between achievement motivation and self-efficacy in clinical performance among nursing students. Ye and Hagtvet (1992) developed the Achievement Motivation Scale (AMS) to measure achievement motivation, which originally consisted of two main dimensions: pursuing success and avoiding failure.

### **Training and Development**

Employee training and development involves ongoing efforts by a company to enhance its employees' performance through various educational methods and programs. According to Hussain et al. (2023), training and development is assessed across four dimensions: training needs assessment, program design, delivery methods, and learning transfer. These dimensions are crucial for evaluating the effectiveness of training programs in improving organizational performance and learning capabilities, particularly in the service sector.

### **Organizational Culture**

Organizational culture refers to the shared beliefs, expectations, norms, values, and perspectives among members of an organization that define its identity. Historically, it has been compared to the cultural elements of a society, such as rituals, symbols, and stories. The measurement of organizational culture in this context is based on the FOCUS instrument (First Organizational Culture Unified Search), which was validated and adapted by Neves (2000) for the Portuguese population and includes 35 items across four cultural dimensions: innovation culture, support culture, goals culture, and rules culture.

### **Work Environment**

A work environment refers to the various elements that make up the setting in which employees work, influencing their performance and well-being. While some aspects, like office layout or decor, are more noticeable, others, such as company politics or mismatched

personalities, are less obvious but still impactful. In this study, the work environment is measured using the Job Content Questionnaire (JCQ) developed by Demirović Bajrami et al. (2022), which includes three dimensions: job demand, job control, and social support.

### **Relationship between training and development and Achievement Motivation**

Previous research consistently shows that training and development significantly enhance employee achievement motivation. Effective training improves not only technical skills but also self-confidence, which increases intrinsic motivation. Studies such as those by Martina and Syarifuddin (2014) and Azhari et al. (2023) confirm that employees feel more enthusiastic and loyal when their skills are developed. These findings highlight the importance of tailored training programs in boosting both motivation and organizational performance.

H1 : Training and development have positive effect on Achievement Motivation

### **Relationship between organizational culture and Achievement Motivation**

The link between organizational culture and employee achievement motivation is well-supported in the literature. A strong and positive culture enhances motivation by aligning organizational values with personal goals (Kanuto, 2024; Kurniawan et al., 2022). Research also shows that motivation can mediate the relationship between culture and engagement, improving performance and commitment (Simbolon & Nurhayati, 2023; Rafiq, 2019). Conversely, a toxic culture can suppress motivation and reduce employee potential (Suryadi et al., 2024).

H2 : Organizational culture have positive effect on Achievement Motivation

### **Relationship between Work Environment and Achievement Motivation**

The relationship between work environment and employee achievement motivation is strongly supported by prior studies. A positive, safe, and supportive environment boosts employees' motivation by fostering comfort and job satisfaction (Astutik, 2023; Sari & Lestari, 2024). Factors like harmonious relationships, open communication, and supervisory support play a key role in encouraging performance (Ikhsan et al., 2024). Notably, research indicates that a good work environment can have an even greater impact on performance than motivation alone.

H3 : Work Environment have positive effect on Achievement Motivation

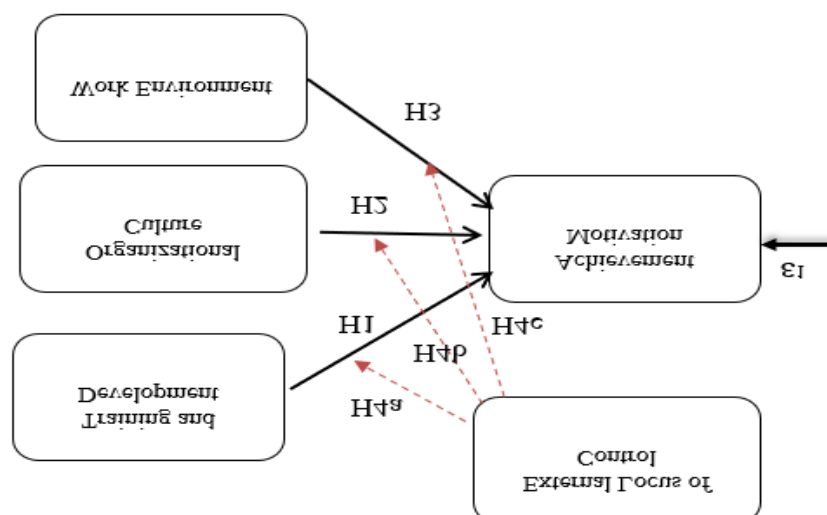
### **Moderation Role of external Locus of Control**

Employees with a high external locus of control (eLOC) often attribute their success or failure to external factors such as luck, fate, or others' actions, which reduces their sense of personal agency. This mindset weakens the impact of organizational efforts like training, culture, and work environment on motivation. Even with supportive interventions, these employees may not feel motivated because they do not see a clear link between their efforts and outcomes. Therefore, fostering an internal locus of control (iLOC) is essential to ensure employees respond positively to organizational initiatives and are motivated to perform.

H4a : External Locus of Control weakens the impact of training and development on achievement motivation.

H4b : External Locus of Control weakens the impact of organizational culture on achievement motivation.

H4c : External Locus of Control weakens the impact of work environment on achievement motivation.



Source : Reserach Result

**Figure 1. Conceptual Framework**

(solid line : direct effect, dashes line : moderation effect)

## METHOD

### Type of Research

This study uses a quantitative approach, specifically a causal non-experiment, with the aim of uncovering the moderating role of external locus of control in the influence of training and development, organizational culture, and work environment on civil servants' achievement motivation. The research data were obtained through the distribution of questionnaires to 120 civil servants from the Department of Animal Husbandry and Forestry in Java Region, Indonesia.

### Population and Sample

A total of 120 employees from the Department of Animal Husbandry and Forestry were involved in this study, which was determined using Slovin's formula with a 5% margin of error, based on a total population of 171. Data was collected through a questionnaire and analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS) analysis.

### Data Collection and Variable Measurement

Data collection for this study was carried out using a questionnaire distributed in April 2025 at the Department of Animal Husbandry in the Java region. The questionnaire was developed by adapting instruments from previous studies relevant to the research topic and was administered via Google Form to ensure broad and efficient data collection. Prior to the main survey, the instrument underwent a pre-test with 30 individuals similar to the target respondents to assess clarity and relevance, and revisions were made based on feedback, followed by validity and reliability tests to confirm the instrument's psychometric standards.

1. Training and development is measured by four dimensions, which include training needs assessment, program design, delivery methods, and learning transfer, as adopted from the study by Hussain et al. (2023). These dimensions help assess the effectiveness of training programs in enhancing organizational performance and learning capabilities in the service sector.
2. The measurement of organizational culture adopted the FOCUS instrument (First Organizational Culture Unified Search), which was validated and adapted for the Portuguese population by Neves (2000). The instrument consists of 35 items distributed across four cultural dimensions: innovation culture, support culture, goals culture, and rules culture.



3. The work environment in this study is adapted from the Job Content Questionnaire (JCQ) developed by Demirović Bajrami et al. (2022), which originally consisted of three dimensions: job demand, job control, and social support. This study modifies the structure by splitting the job control dimension into two subdimensions: decision authority and skill discretion. This modification was made to align with the characteristics of the bureaucracy in government agencies, which differentiate between work authority and task variety. Thus, the work environment is analyzed through four dimensions: job demand, decision authority, skill discretion, and social support.
4. Achievement motivation in this study is adapted from the Achievement Motivation Scale (AMS) developed by Ye and Hagtvét (1992), which originally consisted of two main dimensions: pursuing success and avoiding failure. However, to align with the characteristics of the workplace, these dimensions were developed into four subdimensions. The *pursuing success* dimension was divided into achievement ambition and satisfaction with achievement, while the *avoiding failure* dimension was split into fear of failure and effort to avoid risk. This division allows for a more comprehensive understanding of achievement motivation in the context of the work environment.
5. External locus of control (eLoC) was measured using three item adapted from Rotter's original questionnaire and expanded into four statements tailored to civil servants (PNS). These statements are as follows: (i) I usually think that it's better to let government policies or decisions from superiors follow their plan; (ii) Chance or luck plays an important role in my career as a civil servant; (iii) Becoming satisfied or dissatisfied with my job is a matter of luck; and (iv) Decisions in my work are often influenced by superiors or government policies. Each item was scored as 1 for "yes" responses, and a higher total score indicates a higher level of external locus of control.

## RESULTS AND DISCUSSION

This study involved 120 respondents, all of whom are civil servants working in the Department of Animal Husbandry and Forestry. The majority of respondents were male, with females also substantially represented. Most participants were in the early to mid stages of their careers, both in terms of age and years of service. In terms of educational background, the dominant group held a bachelor's degree, followed by those with senior high school or vocational education, and a smaller proportion with a master's degree.

**Table 1. Profile of Respondents**

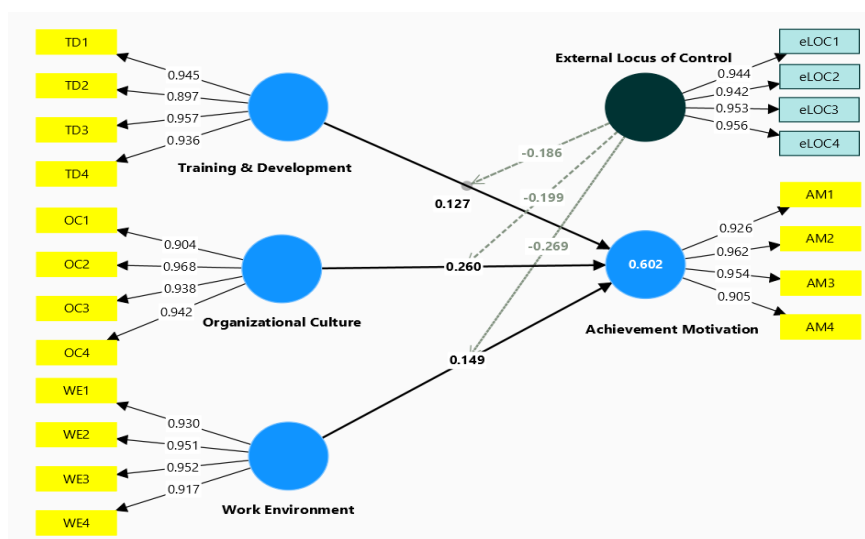
Characteristic	Category	Frequency	Percentage (%)
Gender	Male	72	60
	Female	48	40
Age	< 30 years	36	30
	30 - 40 years	51	42.5
	40 - 50 years	27	22.5
	> 50 years	6	5
Years of Service	< 5 years	39	32.5
	5 - 10 years	42	35
	> 10 years	39	32.5
Education	Senior High School / Vocational School	33	27.5
	Bachelor's Degree (S1)	75	62.5
	Master's Degree (S2)	12	10

Source : Research Data

The relationships between variables in this study were analyzed using Structural Equation Modeling with the Partial Least Squares approach (SEM-PLS). Table 2 presents the results of the outer

model evaluation, which includes all dimensions corresponding to each variable. This evaluation assesses the validity and reliability of indicators used to measure the constructs. The analysis ensures that each item significantly contributes to its respective latent variable before proceeding to test the structural model.

The results of the outer model test presented in Table 2 and illustrated in Figure 2 indicate that all indicators used for the research variables are valid and reliable. This is demonstrated by outer loading values exceeding 0.7, composite reliability (CR) values above 0.7, and average variance extracted (AVE) values greater than 0.5. These results confirm that the measurement model meets the required criteria for convergent validity and internal consistency reliability. Therefore, all constructs can be considered appropriate for further analysis in the structural model stage.



Source : Research Result

**Figure 2. Outer Model Test**

The results of the outer model test shown in Figure 2 and Table 2 indicate that all indicators used in the study are valid and reliable. This is evidenced by outer loading (OL) values greater than 0.70, composite reliability (CR) values exceeding 0.70, and average variance extracted (AVE) values above 0.50 for each construct. These findings confirm that the measurement model meets the criteria for convergent validity and internal consistency reliability. Therefore, the indicators are appropriate for representing their respective latent constructs in the structural model analysis.

**Table 2. Result of Outer Model Test (Construct Validity and Reliability)**

Ind.	Item Question	OL
Training and Development		
TD1	Long-term-oriented training	0,945
TD2	Team oriented training	0,897
TD3	Ongoing Training	0,957
TD4	Extensive Training	0,936
AVE = 0,872; CA = 0,955; CR = 1,048		
Organizational Culture		
OC1	Innovation Culture	0,904
OC2	Support Culture	0,968
OC3	Goals Culture	0,938
OC4	Rules Culture	0,942
AVE = 0,880; CA = 0,957; CR = 1,048		
Work Environment		
WE1	Job Demand	0,930

WE2	Decision Authority	0,951
WE3	Skill Discretion	0,952
WE4	Social Support	0,917
AVE = 0,879; CA = 0,955; CR = 0,987		
Achievement Motivation		
AM1	Achievement Ambition	0,926
AM2	Satisfaction with Achievement	0,962
AM3	Fear of Failure	0,954
AM4	Effort to Avoid Risk	0,905
AVE = 0,878; CA = 0,953; CR = 0,956		
External Locus of Control		
eeLOC1	I usually think that it's better to let government policies or decisions from superiors take their plan	0,944
eeLOC2	Chance or luck plays an important role in my career as a civil servant	0,942
eeLOC3	Becoming satisfied or dissatisfied with my job is a matter of luck	0,953
eeLOC4	Decisions in my work are often influenced by superiors or government policies	0,956
AVE = 0,900; CA = 0,963; CR = 0,970		
Source : Research Result		

Discriminant validity was not assessed in this study using traditional methods such as the Fornell-Larcker criterion or HTMT ratio. Instead, the study employed cross-validated redundancy (CVPAT) as an alternative approach to evaluate construct validity. The cross-validated predictive ability test (CVPAT) is a valuable tool for evaluating the predictive capabilities of PLS-SEM models. Developed by Liengard et al. (2021) and extended by Sharma et al. (2022), CVPAT uses an out-of-sample prediction approach to calculate prediction error and determine the model's average loss value. This loss value is then compared to those of a naive benchmark using indicator averages (IA) and a linear model (LM) forecast to assess predictive accuracy. For the model to be considered effective, its average loss should be significantly lower than the benchmarks, indicating superior predictive ability (Hair et al., 2022).

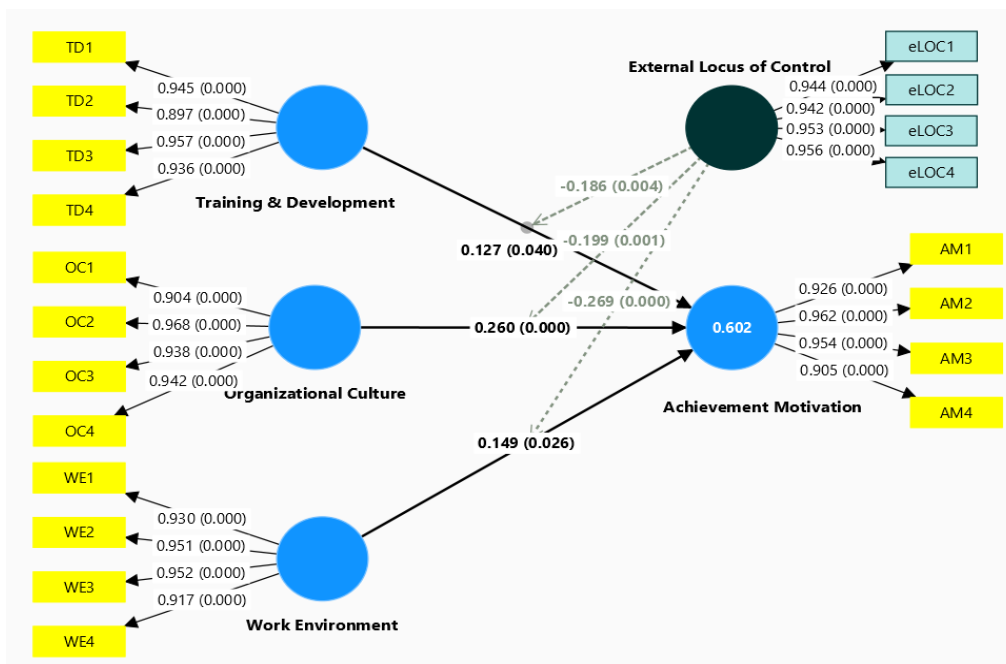
**Table 3. CVPAT**

	<i>PLS-SEM vs. Indicator average (IA)</i>		<i>PLS-SEM vs. Linear model (LM)</i>	
	<i>Average loss difference</i>	<i>p value</i>	<i>Average loss difference</i>	<i>p value</i>
AM	-0,683	0,000	0,125	0,162
Overall	-0,683	0,000	0,125	0,162

Source : Research Result

The result analysis on Table 3 shows that PLS-SEM performs significantly better than the Indicator Average (IA) method, as indicated by the negative average loss difference and a highly significant p-value. This suggests that PLS-SEM offers superior predictive accuracy compared to IA. Meanwhile, when compared to the Linear Model (LM), PLS-SEM shows a slight advantage in average loss difference; however, the difference is not statistically significant. Overall, the findings support the use of PLS-SEM as a robust approach for modeling complex relationships among variables in this study.





Source : Research Result  
Figure 3. 2<sup>nd</sup> Stage Inner Model

After all the requirements in the outer model test were met, the next step was to conduct the inner model evaluation. This stage aims to assess the structural relationships between latent constructs by analyzing path coefficients, significance levels, and model fit. Using the bootstrapping method, the significance of each hypothesized relationship was tested, and the results confirmed that the proposed model has good explanatory power. Figure 3 presents the estimated structural model using the bootstrapping technique, which displays the path coefficients and their significance levels among the latent variables. This visual representation helps illustrate the strength and direction of the relationships in the proposed model. Meanwhile, Table 4 provides a detailed summary of the hypothesis testing results, including path coefficients, p-values, and confidence intervals. Together, Figure 3 and Table 4 offer a comprehensive understanding of the model's structural relationships and the statistical support for each hypothesis.

Table 4. Hypothesis Testing Result

	Hypothesis	Path Coef.	P values	CI	Result
H1	TD → AM	0,127	0,040	0.039 ; 0.235	supported
H2	OC → AM	0,260	0,000	0.334 ; 0.516	supported
H3	WE → AM	0,149	0,026	0.562 ; 0.686	supported
H4a	eLOC x TD → AM	-0,186	0,004	-0.308 ; -0.091	supported
H4b	eLOC x OC → AM	-0,199	0,001	-0.390 ; -0.141	supported
H4c	eLOC x WE → AM	-0,269	0,000	-0.296 ; -0.071	supported

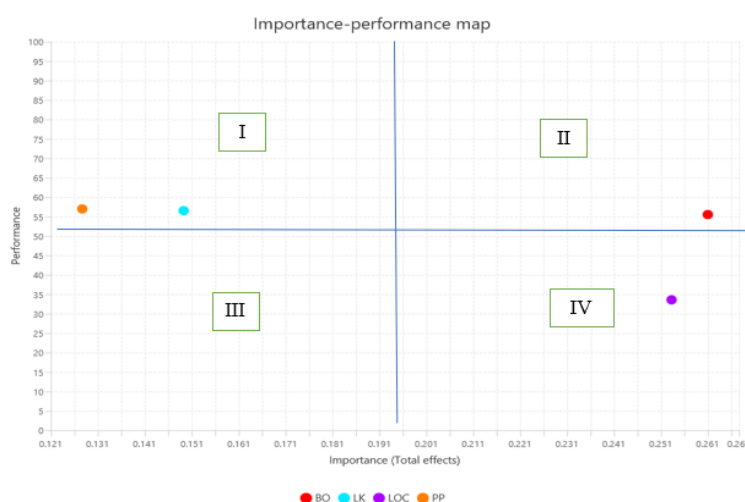
Source : Research Result

The hypothesis testing results indicate that all direct relationships proposed in the model are supported. First, perceived performance (TD) has a positive and significant effect on motivation behavior (AM), as reflected by the path coefficient and p-value, suggesting that when employees perceive their performance positively, their motivation increases. Similarly, organizational support (OC) and work environment (WE) both show significant and positive effects on motivation, confirming that a supportive organization and a conducive work

environment enhance employee motivation. These findings reinforce the importance of internal organizational factors in shaping motivation behavior.

Furthermore, all moderation hypotheses involving external locus of control (eLOC) are also supported, with significant negative interaction effects. The moderating role of eLOC is evident in how it weakens the positive relationship between perceived performance, organizational support, and work environment with motivation behavior. For instance, the negative interaction between eLOC and OC indicates that individuals with a strong internal eLOC may rely less on external support to stay motivated. Similarly, the moderation between eLOC and WE suggests that internally driven employees may not be as influenced by the work environment. These results highlight the complex role of personality traits, such as eLOC, in moderating organizational influences on motivation.

In this study, Importance-Performance Map Analysis (IPMA) was carried out to assess the key factors influencing achievement motivation. The analysis aimed to determine which variables have the greatest importance in predicting achievement motivation while also evaluating their current performance levels. By mapping these two dimensions, the study identifies areas where improvements would yield the most significant impact. This approach helps prioritize strategic actions by focusing on high-importance factors that currently exhibit lower performance.



Source : Research Result

**Figure 4. Quadrant Matrix – IPMA result analysis**

Figure 4 is a quadrant matrix of Importance-Performance Map Analysis (IPMA) that categorizes the latent constructs Training and Development, Organizational Culture, and Work Environment based on their importance and performance. The matrix divides the constructs into four quadrants: constructs with high importance and high performance, indicating strengths; constructs with high importance but low performance, which require improvement; constructs with low importance but high performance, suggesting effective but less impactful elements; and constructs with low importance and low performance, which may not need immediate focus. This visualization assists in prioritizing areas that need strategic attention to enhance achievement motivation.

Next, Figure 5 provides a detailed view of IPMA by the dimensions of each latent construct. This figure further breaks down the performance and importance of specific dimensions within Training and Development, Organizational Culture, and Work Environment. By analyzing these dimensions, the figure identifies the areas within each construct that have the greatest impact on achievement motivation, as well as where performance improvement is necessary. This detailed analysis helps guide targeted actions for improving employee motivation.

The IPMA results show that Work Environment and Training and Development fall into Quadrant 1, indicating that these factors are highly important in shaping employee achievement motivation but are currently underperforming. This means that although both constructs play a critical role in enhancing motivation, their existing implementation is not yet optimal. As such, they represent priority areas for improvement, where targeted enhancements could significantly boost employees' drive to achieve. Strengthening these factors could lead to substantial gains in overall motivation and performance. So, the implication of these findings is that organizations, particularly in the public sector, should prioritize improving the quality and effectiveness of training and development programs as well as the work environment. Since both factors are perceived as highly important but currently underperforming, strategic investments in these areas such as more needs-based training, skill development opportunities, supportive leadership, and a conducive physical and psychological work environment—are likely to yield significant improvements in employee achievement motivation. Addressing these gaps can help foster a more competent, motivated, and achievement-oriented workforce.

## DISCUSSION

This study introduces new essential insights into the measurement of key psychological and organizational variables within the context of government employment. First, it offers a novel approach to measuring external locus of control by adapting three items from Rotter's original scale (1966) and expanding them into four statements tailored to civil servants who operate under formalized government policies and hierarchical supervision. Second, it refines the measurement of the work environment by modifying the Job Content Questionnaire (JCQ) from Demirovic Bajrami et al. (2022), specifically separating the job control dimension into decision authority and skill discretion to better reflect bureaucratic structures. Third, it enhances the assessment of achievement motivation by extending Ye and Hagtvet's (1992) two original dimensions pursuing success and avoiding failure into four subdimensions that more accurately represent motivation in the public sector. These methodological innovations contribute to a more contextually grounded understanding of work behavior in government institutions.

The main finding of this study reveals the hidden role of external locus of control (eLoC) as a moderating factor. Specifically, eLoC moderates the influence of training and development, organizational culture, and the work environment on achievement motivation. This suggests that individuals with a high external locus tend to attribute their success or failure to external factors, which can weaken the impact of organizational support. Conversely, those with a low external locus are more likely to perceive internal efforts, such as training and a positive work environment, as meaningful drivers of motivation. The moderating role of eLoC offers a deeper psychological explanation for the varying effectiveness of organizational initiatives. It also emphasizes the need to consider individual differences in perception and belief systems when designing motivation-enhancing strategies. Therefore, addressing external locus tendencies can be a crucial step in optimizing the impact of workplace development programs.

The main finding of this study is that an external locus of control can weaken the influence of training and development, organizational culture, and work environment on achievement motivation. This suggests that despite the government's efforts to provide extensive training and development, improve organizational culture, and create a comfortable work environment, if human resources possess a high external locus of control, they will remain unmotivated to achieve. This is because they believe that career progression is not based on merit but rather on their closeness to leadership. As a result, employees are more likely to engage in sycophantic behavior rather than striving to boost their performance.

The results of this study confirm previous research findings that training and development enhance employee motivation, but this study offers a novel. The study by Urbancová et al. (2021) highlights that systematically evaluated training can enhance employees' self-awareness and drive for achievement. Effective training and development programs not only improve competencies but also strengthen motivation within the organization. The study by Yafi et al. (2021) also confirmed that green training significantly improves environmental performance through the mediating roles of green competencies and green motivation. This indicates that training not only enhances employees' skills and knowledge but also strengthens their motivation to engage in environmentally responsible behavior. The study by Al-Tit et al. (2021) shows that employee development practices significantly influence human capital and are positively mediated by knowledge management. This finding supports the connection between training and development with employee motivation, as enhanced knowledge processes contribute to intellectual growth and a stronger sense of purpose in the workplace. Although many previous studies have confirmed the effect of training on motivation, this study offers novelty by focusing on a more specific type of motivation—achievement motivation—and by examining the moderating role of external locus of control (eLOC) in that relationship. The new essential insight from this study is the discovery that a high level of external locus of control (eLoC) can weaken this positive relationship. Individuals with a strong external orientation tend to attribute outcomes to factors beyond their control, which reduces the motivational impact of even extensive training efforts. This means that no matter how many training programs are provided, employees with high eLoC may still exhibit low achievement motivation. Therefore, organizations should not only focus on increasing the quantity of training but also pay attention to the mindset and belief systems of their human resources. Interventions aimed at fostering a more internal locus of control should be prioritized. Such treatments can include coaching, mentoring, or psychological development programs that empower individuals to take ownership of their performance. By cultivating an internal orientation, training initiatives will likely become more effective in driving motivation and performance.

Another key confirmation from this study is also consistent with previous research, which is show that organizational culture has a positive impact on employee motivation, but this study offers novel about the moderation role of external locus of control. The previous study revealed that all dimensions of organizational culture bureaucratic, innovative, and supportive had a strong and significant relationship with employee motivation (Yusof et al., 2017). The previous study also investigates the impact of corporate culture and employee motivation on organizational effectiveness in the Jordanian banking sector, revealing that clan, market, and hierarchy cultures significantly influence organizational effectiveness, while adhocracy culture does not. Additionally, the research highlights that both extrinsic and intrinsic employee motivation interact significantly with organizational effectiveness, suggesting that bank managers can enhance performance by fostering a balanced corporate culture and focusing on motivating employees (Al-bawaia, Alshurideh, Obeidat, & Masa'deh, 2017). The previous study also explores the relationships between employee motivation, job satisfaction, and corporate culture within a marketing research company in South Africa. The results supported the linear relationships between the variables and identified key drivers, although the hypothesis regarding the moderating effect of employee motivation was not supported. These findings provide valuable insights for marketing research organizations to better understand workplace attitudes and improve managerial practices (Roos & Van Eeden, 2017). Although previous research has established the impact of organizational culture on work motivation, this study adds novelty by focusing specifically on achievement motivation and uncovering the hidden role of external locus of control in weakening the relationship between organizational culture and achievement motivation. However, the findings also reveal that even the most well-

designed and supportive organizational culture may fail to boost motivation if employees have a high external locus of control (eLoC). Individuals with a strong external orientation tend to feel that their efforts have little effect on outcomes, making them less responsive to cultural improvements. As a result, motivation remains low despite positive organizational changes. This suggests that reforming organizational culture alone may not be sufficient to enhance performance. Before the government insists on overhauling workplace culture, it should first focus on strengthening the internal psychological foundations of its human resources. Efforts should be directed toward fostering an internal locus of control through tailored interventions. Only then will improvements in organizational culture translate into real gains in achievement motivation.

This study also confirms the previous study about the relationship between work environment and employee motivation, but this study offers a novel. The previous study highlights that employment practices fostering happiness at work play a crucial role in developing a sustainable workforce. By understanding and meeting employees' needs, organizations can enhance motivation and create a more positive work environment, ultimately contributing to higher levels of employee motivation and overall job satisfaction (Atan, Ozgit, & Silman, 2021). This study examines the influence of the work environment and motivation on employee performance, revealing that both factors significantly affect employee performance. The findings suggest that a positive work environment and strong motivation collectively enhance employee performance, emphasizing the importance of these factors for organizational success (Badrianto & Ekhsan, 2019). The previous study emphasizes the importance of understanding what motivates employees and creating a healthy, positive work environment to boost performance (Girdwichai & Sriviboon, 2021). Although previous studies have found the impact of the work environment on work motivation, this study adds novelty by focusing specifically on achievement motivation and revealing the hidden role of external locus of control in weakening the relationship between the work environment and achievement motivation.

## CONCLUSION

The conclusion of this study indicates that locus of control (eLOC) has been proven as a moderator in the relationship between training and development, organizational culture, and work environment on employees' achievement motivation. The impact of training and development, organizational culture, and work environment on achievement motivation weakens for employees with a high external locus of control. For employees with a low external locus of control (indicating a high internal locus of control), good training and development, organizational culture, and work environment have a strong potential to enhance their motivation for achievement. However, employees with a high external locus of control tend to rely more on sycophantic behavior, bribery, or currying favor with their superiors to advance in their careers, believing that their career progression is determined by their superiors rather than their own abilities or performance.

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