

Education Level and Work Motivation in Career Development: The Mediating Role of Employee Performance at Perumda Tirta Hita Buleleng

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ABSTRACT

Purpose: This study examines how education level and work motivation relate to career development and whether employee performance mediates these relationships at the Head Office of Perumda Air Minum Tirta Hita Buleleng.

Research Method: A quantitative survey was conducted with 66 employees selected by simple random sampling from a population of 187. Construct data were collected using a five-point Likert questionnaire and analyzed using structural equation modeling-partial least squares (SEM-PLS) in SmartPLS 4.

Results and Discussion: Education level and work motivation showed positive, statistically significant paths to both employee performance and career development. Employee performance was also positively related to career development and significantly mediated the relationships of education level and work motivation with career development. Because the corresponding direct paths remained significant, the mediation pattern is consistent with partial mediation.

Implications: The single-organization survey design limits causal interpretation and broader generalization. The findings support coordinated attention to employee development, work motivation, and performance management when designing career-development practices.

Originality: The study integrates education level, work motivation, employee performance, and career development in a single mediation model within an Indonesian municipal water utility.

Keywords: Education level; Work motivation; Employee performance; Career development; Human resource management; SEM-PLS.

1. Introduction

Career development is a central human resource management concern because it links employee capability, demonstrated performance, and opportunities for advancement. Education can contribute to employees' knowledge and competence, while work motivation can sustain the effort and persistence needed to perform effectively. In organizational settings, performance also provides observable evidence that can inform decisions about responsibility, development, and career opportunities. Prior research has therefore examined education, motivation, performance, and career development as related elements of employee development (Burlian, 2012; Harras *et al.*, 2020; Sinaga *et al.*, 2025; Timas *et al.*, 2023).



Evidence concerning education and employee outcomes is not entirely uniform. Education level has been associated with employee performance and career development in several studies (Ayuni *et al.*, 2022; Pabontong *et al.*, 2026; Setyorini & Noviandari, 2022; Tua & Mardhiyah, 2022; Yasin *et al.*, 2021). However, Adnyana and Jaya (2022) found that education level was not individually significant for employee performance in their setting, despite a significant joint model. Such variation suggests that the organizational value of education may depend on how knowledge and competence are translated into actual work performance rather than on formal educational attainment alone.

Work motivation is similarly relevant to employee performance and career-related outcomes. Empirical studies have linked motivation to performance in diverse organizational contexts (Adinda *et al.*, 2023; Fanda *et al.*, 2026; Praditya *et al.*, 2025; Sangapan *et al.*, 2025; Suparman *et al.*, 2023), while Sari *et al.*, (2025) reports a positive relationship between work motivation and career development. At the same time, performance itself is shaped by multiple organizational conditions, including workplace and reward-related factors (Setiawan & Dewi, 2014). These findings support examining performance as a more proximal mechanism through which employee resources and motivation may connect with career development.

The literature used in this study addresses many of these relationships separately, but fewer studies in the supplied evidence base integrate education level and work motivation simultaneously with employee performance as a mediator of career development. Examining the relationships in one model is particularly relevant in a public-service utility where employee development must be aligned with performance and organizational service objectives. This study therefore focuses on the Head Office of Perumda Air Minum Tirta Hita Buleleng and treats the evidence as context-specific rather than universally generalizable.

The objective is to examine the relationships of education level and work motivation with career development, the relationships of education level and work motivation with employee performance, the relationship of employee performance with career development, and the mediating role of employee performance in the two antecedent-career-development relationships. By testing these links in a single SEM-PLS model, the study contributes integrated evidence for human resource development and career-management practice in the organizational context examined.

2. Literature Review and Hypothesis Development

2.1 Education Level

Education level refers to the structured stage of education through which individuals develop knowledge, skills, and capabilities (Tirtarahardja & La Sulo, 2005; Yasin *et al.*, 2021). In this study, the construct is represented by educational attainment, relevance of the field of study, and competence. Education can strengthen the knowledge base and analytical capacity used in completing work, but its organizational value is expected to depend on whether that capability is relevant and translated into performance.

Empirical evidence connects education with both performance and career outcomes. Setyorini and Noviandari (2022) and Tua and Mardhiyah (2022) report positive relationships between education and employee performance, while Ayuni *et al.*, (2022) and Pabontong *et al.*, (2026) link education-related factors with career development. Koyongian and Dotulong (2015) also examine education and career-development factors in relation to employee performance. Conversely, Adnyana and Jaya (2022) report

that education level was not individually significant for performance in their sample, illustrating that the relationship can vary across settings. Adnyana and Sani (2025) likewise place education alongside motivation and other employee attributes when explaining performance.

2.2 Work Motivation

Work motivation is the internal or external drive that influences the direction, intensity, and persistence of work behavior (Harras *et al.*, 2020; Syiva *et al.*, 2023). The indicators used in this study are enthusiasm, optimism, and self-actualization. Motivation is relevant because employees who sustain effort and responsibility are more likely to translate their capabilities into work outcomes. A broad group of studies reports positive associations between work motivation and employee performance (Adinda *et al.*, 2023; Fanda *et al.*, 2026; Praditya *et al.*, 2025; Sangapan *et al.*, 2025; Suparman *et al.*, 2023). Sari *et al.*, (2025) further links work motivation with career development. Together, these studies support testing whether motivation is related both to performance and to career development in the present organizational context.

2.3 Employee Performance

Employee performance represents work outcomes achieved in carrying out assigned duties and responsibilities. In the present study, performance is reflected in accuracy of task completion, adherence to working hours, and attendance. Performance is treated as an organizationally observable outcome rather than as an assumed consequence of education or motivation. Prior research demonstrates that employee performance is associated with multiple individual and organizational factors, including motivation and workplace conditions (Adinda *et al.*, 2023; Setiawan & Dewi, 2014; Sinaga *et al.*, 2025). Performance is also relevant to career development because demonstrated work outcomes can provide a basis for increased trust, broader responsibility, and advancement opportunities. Fauzi and Siregar (2019) report a positive relationship between employee performance and career development, supporting its placement as a proximal variable in the proposed model.

2.4 Career Development

Career development encompasses individual and organizational efforts to strengthen employee capability and support progression toward desired career paths. The construct in this study is represented by performance assessment, job experience, and interpersonal skills. Earlier studies connect career development with education, training, motivation, performance, and productivity-related outcomes (Ayuni *et al.*, 2022; Burlian, 2012; Pabontong *et al.*, 2026; Sari *et al.*, 2025; Timas *et al.*, 2023). This body of evidence suggests that career development is not driven by a single factor but may reflect the interaction of employee capabilities, motivation, and demonstrated performance.

2.5 Hypotheses and Conceptual Framework

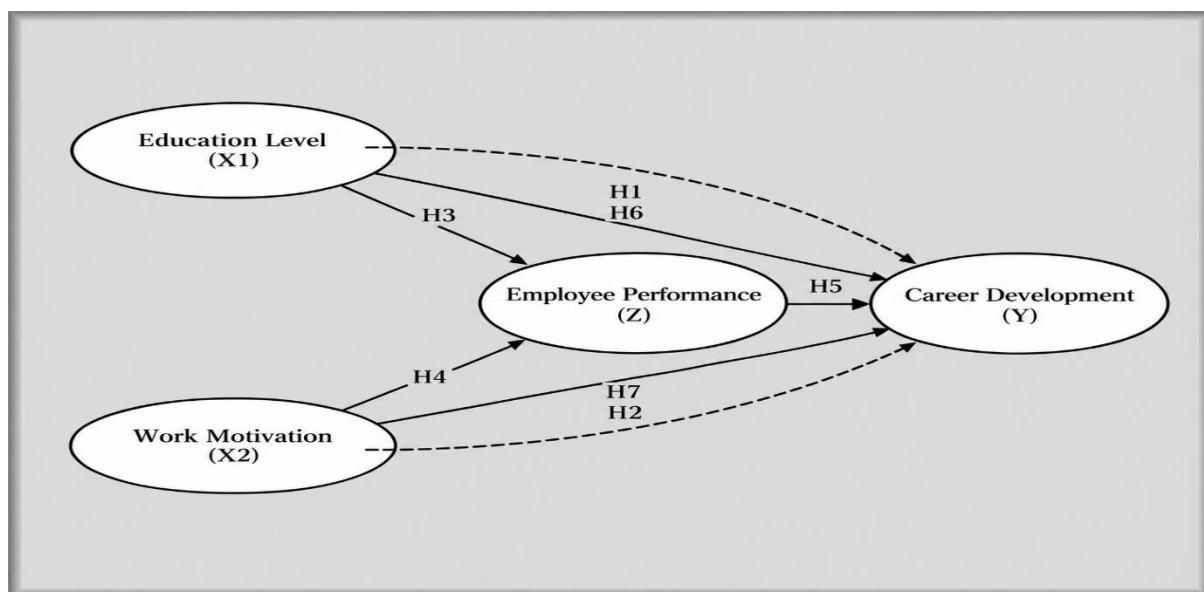
The conceptual model positions education level and work motivation as antecedent variables, employee performance as a mediator, and career development as the focal outcome. The directional hypotheses express statistical relationships within the structural model and are not interpreted as proof of causation from the survey design.

H1. Education level is positively associated with career development.

H2. Work motivation is positively associated with career development.

- H3. Education level is positively associated with employee performance.
H4. Work motivation is positively associated with employee performance.
H5. Employee performance is positively associated with career development.
H6. Employee performance mediates the relationship between education level and career development.
H7. Employee performance mediates the relationship between work motivation and career development.

Figure 1. Research Framework



3. Research Method

3.1 Research Design and Setting

The study used a quantitative survey design to examine relationships among education level, work motivation, employee performance, and career development. The research setting was the Head Office of Perumda Air Minum Tirta Hita Buleleng, Buleleng Regency, Bali. The setting was selected because the study addressed employee career development in an organization characterized by varied educational backgrounds and work motivation.

3.2 Population and Sampling

The population comprised 187 employees at the Head Office of Perumda Air Minum Tirta Hita Buleleng. The analyzed sample consisted of 66 respondents. The study reports use of simple random sampling, under which population members have an equal opportunity for selection (Arieska & Herdiani, 2018).

3.3 Data Collection and Measures

Analytical construct data were obtained through a questionnaire using a five-point Likert response scale ranging from Strongly Disagree (1) to Strongly Agree (5). Interviews, observation, and documentation were used as supporting sources of contextual and organizational information. Documentation also provided information concerning educational background and employee performance as reported in

the study records. Education level was represented by educational attainment, relevance of the field of study, and competence. Work motivation was represented by enthusiasm, optimism, and self-actualization. Employee performance was represented by accuracy of task completion, adherence to working hours, and attendance. Career development was represented by performance assessment, job experience, and interpersonal skills. These construct-level indicators were applied consistently in the reported model.

3.4 Data Analysis

Data were analyzed with structural equation modeling-partial least squares (SEM-PLS) using SmartPLS 4. The measurement model was evaluated using convergent validity, discriminant validity, and internal-consistency reliability. Convergent validity was assessed through Average Variance Extracted (AVE); discriminant validity was evaluated using the Heterotrait-Monotrait ratio (HTMT); and reliability was assessed with Cronbach's alpha and composite reliability. These procedures are consistent with the PLS-oriented analytical framework used in the study (Ghozali & Latan, 2020), while general multivariate decision principles were considered in interpreting the statistical evidence (Ghozali, 2021). The structural model was evaluated using R-squared values and bootstrapped path estimates. Hypothesis decisions were based on the reported path coefficient, t-statistic, and p-value, using a 5% significance level and a two-tailed t threshold of 1.96. Mediation was evaluated from the reported indirect effects together with the corresponding direct paths.

4. Results and Discussion

4.1 Analysis Results

4.1.1 Measurement Model Results

The reported measurement-model results indicate acceptable convergent validity: all construct AVE values exceeded 0.50, with the largest reported AVE equal to 0.825. These reported AVE results support convergent validity at the construct level. Internal-consistency reliability was strong across all constructs, with Cronbach's alpha values ranging from 0.893 to 0.926 and composite reliability values ranging from 0.934 to 0.953.

Table 1. Construct Reliability

Construct	Cronbach's alpha	Composite reliability
Employee Performance	0.920	0.949
Work Motivation	0.926	0.953
Career Development	0.908	0.936
Education Level	0.893	0.934

Source: SmartPLS 4 output.

Discriminant validity was assessed using HTMT. All reported pairwise HTMT values were below 0.90, ranging from 0.754 to 0.893. The highest value occurred between Employee Performance and Career Development (0.893), which remained below the stated threshold.

Table 2. Heterotrait-Monotrait Ratio (HTMT)

Construct	EP	WM	CD	EL
Employee Performance (EP)	-	0.803	0.893	0.802
Work Motivation (WM)	0.803	-	0.861	0.754
Career Development (CD)	0.893	0.861	-	0.853
Education Level (EL)	0.802	0.754	0.853	-

Source: Pairwise HTMT values reported in the SmartPLS 4 results.

4.2 Structural Model Results

The structural model explained 64.0% of the variance in Employee Performance and 78.1% of the variance in Career Development. The corresponding adjusted R-squared values were 0.629 and 0.770. These values indicate that the specified predictors account for substantial variation in the two endogenous constructs within this sample, without implying that omitted factors are unimportant.

Table 3. R-Squared Results

Endogenous construct	R-squared	Adjusted R-squared
Employee Performance	0.640	0.629
Career Development	0.781	0.770

Source: SmartPLS 4 output.

4.3 Direct Effects

All five direct paths were positive and statistically significant at the 5% level. Work motivation showed the largest reported direct path to employee performance, while employee performance itself was positively related to career development. The evidence therefore supports H1-H5 within the specified model and sample.

Table 4. Direct Effect Tests

Hypothesis	Path	Coefficient	t-statistic	p-value	Decision
H1	Education Level → Career Development	0.273	2.232	0.026	Supported
H2	Work Motivation → Career Development	0.322	2.744	0.006	Supported
H3	Education Level → Employee Performance	0.411	3.771	<0.001	Supported
H4	Work Motivation → Employee Performance	0.460	4.252	<0.001	Supported
H5	Employee Performance → Career Development	0.383	2.516	0.012	Supported

Source: SmartPLS 4 output. Values displayed as 0.000 by the software are reported as $p < 0.001$.

4.4 Indirect Effects and Mediation

Both reported indirect effects were positive and statistically significant. Employee performance therefore statistically mediated the relationships of education level and work motivation with career development. Because the corresponding direct paths from education level and work motivation to career development also remained significant, the reported pattern is consistent with partial mediation rather than full mediation.

Table 5. Indirect Effect Tests

Hypothesis	Indirect path	Coefficient	t-statistic	p-value	Decision
H6	Education Level → Employee Performance → Career Development	0.157	2.137	0.033	Supported
H7	Work Motivation → Employee Performance → Career Development	0.176	2.129	0.033	Supported

Source: SmartPLS 4 output.

4.2 Discussion

4.5.1 Education Level and Career Development

The positive path from education level to career development is consistent with the proposition that educational attainment, field relevance, and competence can strengthen employees' readiness for broader responsibilities and advancement. This pattern is compatible with Ayuni *et al.*, (2022), who link education level with career development, and with Pabontong *et al.*, (2026), who report education-related contributions to career development. In the present setting, the result should be interpreted as a context-specific association rather than evidence that formal education alone determines career progression.

4.5.2 Work Motivation and Career Development

Work motivation was positively related to career development, suggesting that enthusiasm, optimism, and self-actualization may accompany behaviors that support development opportunities. The result accords with Sari *et al.*, (2025), who connect motivation with career development, and is also consistent with broader evidence that motivational processes are relevant to productivity and employee-development outcomes (Timas *et al.*, 2023). Career-management practice should therefore consider motivational conditions alongside formal qualifications and experience rather than treating career progression as a purely credential-based process.

4.5.3 Education Level and Employee Performance

The positive education-performance path indicates that education-related capability was associated with stronger employee performance in this sample. This finding is consistent with Setyorini and Novindari (2022), Tua and Mardhiyah (2022), and Yasin *et al.*, (2021). It also adds context to the mixed evidence reported by Adnyana and Jaya (2022), where education level was not individually significant for performance, and to the broader model examined by Adnyana and Sani (2025). The comparison reinforces the importance of organizational context and the practical relevance of how educational capability is applied at work.

4.5.4 Work Motivation and Employee Performance

The positive relationship between work motivation and employee performance is consistent with a substantial portion of the cited empirical literature (Adinda *et al.*, 2023; Fanda *et al.*, 2026; Praditya *et al.*, 2025; Sangapan *et al.*, 2025; Suparman *et al.*, 2023). Motivation can support persistence, responsibility, and willingness to direct effort toward work goals. Nevertheless, performance is multicausal; workplace, leadership, compensation, satisfaction, and other organizational conditions may

also contribute (Setiawan & Dewi, 2014; Sinaga *et al.*, 2025). The result should therefore not be interpreted as implying that motivation alone determines performance.

4.5.5 Employee Performance and Career Development

Employee performance was positively related to career development, supporting the view that demonstrated work outcomes can function as an important input into development and advancement decisions. The result aligns with Fauzi and Siregar (2019), who report a positive relationship between employee performance and career development. It is also compatible with the wider human-resource literature in which capability, motivation, development, and performance are treated as interdependent rather than isolated processes (Burlian, 2012).

4.5.6 Mediating Role of Employee Performance

The significant indirect paths indicate that employee performance provides a statistical mechanism linking both education level and work motivation with career development. The partial-mediation pattern is substantively plausible: education-related capability and motivation are associated with performance, while performance is in turn associated with career development. This interpretation is consistent with empirical work connecting education with performance (Setyorini & Noviandari, 2022; Tua & Mardhiyah, 2022), motivation with performance (Fanda *et al.*, 2026; Suparman *et al.*, 2023), and performance with career development (Fauzi & Siregar, 2019). Because the design is survey-based, mediation here is statistical and should not be treated as definitive temporal or causal mediation.

4.5.7 Managerial Implications

For Perumda Air Minum Tirta Hita Buleleng, the findings support an integrated approach to career development. Opportunities for further education, training, and competency development can be aligned with transparent performance expectations; motivational practices can include recognition, constructive feedback, supportive supervision, and development opportunities; and performance appraisal can be used consistently to inform coaching and career-development decisions. These implications follow from the observed model but should be adapted to organizational policy, resources, and verified employee-development needs.

5. Concluding Remarks and Recommendation

This study finds that education level and work motivation are positively associated with both employee performance and career development at the Head Office of Perumda Air Minum Tirta Hita Buleleng. Employee performance is also positively associated with career development and statistically mediates the relationships of education level and work motivation with career development. Because the direct relationships remain significant, the overall evidence is consistent with partial mediation. The principal contribution is an integrated, context-specific model showing that career development is connected not only with education and motivation directly but also with the performance through which employee capability and effort are expressed in the workplace. Practically, the findings support combining competency development, motivational support, transparent performance appraisal, coaching, and career-development opportunities rather than managing these activities in isolation. The study is limited by its single-organization survey design, modest sample, and a limited set of specified constructs and

indicators; consequently, causal claims and broad generalization are not warranted. Future research can use longitudinal or multi-organization designs and examine additional variables identified as relevant in the original research agenda, including work experience, competence, leadership, organizational culture, job satisfaction, and the work environment.

Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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