THE INFLUENCE OF COMPETENCY FACTORS, CAREER DEVELOPMENT AND MOTIVATION ON PERSONNEL PERFORMANCE

Eko Kurniawan[1], Adi Bandono[2], As'ad Aris[3]

[1,2,3]*Indonesian Naval Technology College, STTAL*
Bumimoro-Moro Krembangan, Surabaya, 60178, Indonesia

ABSTRACT

Organizational goals will be achieved through positive employee performance, otherwise the organization will face obstacles in achieving goals when employee performance is ineffective, so that the success of an organization will be greatly influenced by the performance of its employees. The problem in this study is how to determine the effect of motivation, competence and career development of a person on employee performance. While the purpose of this study was the method used in this research is quantitative method using Structural Equation Modelling (SEM) analysis techniques, to find out the influence relationship between the variables studied. The results showed that the competence of employees on employee performance is significant. This means that the more competent an employee is, the more positive his performance will be, as well as career development for employees has a positive effect on improving employee performance. Competency level and employee career development have a positive effect on employee motivation and also affect employee performance improvement.

Keywords: Competence, Career Development, Motivation, Employee Performance, Structural Equation Modelling (SEM).

1. INTRODUCTION

An organization, whether for profit or non-profit, private or government, requires good management practices in several aspects, including strategic management, human resource management, production, marketing and other management. Organizational goals will be achieved through positive performance from employees, otherwise the organization will face obstacles in achieving goals when the performance of employees is ineffective in the sense that they cannot meet the demands of the job that the organization wants (Ahmad, 2009). Therefore, organizational success is greatly influenced by the performance of its employees. In improving employee performance, adequate competence is required. Competence has a very important role, because in general competence involves a person's basic ability to do a job (Moeheriono, 2012). To achieve maximum and satisfying work results, an employee's competence is needed in carrying out his work duties so that employee performance can increase.

Competence can be linked to performance and simply intention, action and outcome. Competence itself can affect performance management as stated by Armstrong that performance management is related to inputs and processes (goals and competencies). Likewise, with motivation and its relation to performance, Robbins and Judge also define motivation as a process that explains the intensity, direction and persistence of efforts to achieve a goal. Furthermore, according to Samsudin, it provides an understanding of motivation as a process of influencing or encouraging from outside a person or work group so that they want to carry out something that has been determined. Motivation can also be interpreted as impulse which is meant as a natural urge to satisfy and sustain life.

Motivation is formed from the attitude of employees in dealing with work situations in the

company. Motivation is a condition or energy that moves employees who are directed or aimed at achieving company organizational goals. Thus, the mental attitude of employees who are pro and positive about work situations is what strengthens their work motivation to achieve maximum performance. Based on the above understanding, motivation is the employee's response to a number of statements regarding the overall effort that arises from within the employee so that the motivation to work grows so that the goals desired by the employees are achieved.

In his theory, McClelland's Achievement Motivation Theory or achievement motivation theory, McClelland argues that individuals have reserves of potential energy, how this energy is released and developed depends on the strength or motivation of the individual and the situations and opportunities available. This theory focuses on three needs, namely the need for achievement, the need for power, and the need for affiliation.

Personnel career development in a large range of personnel coaching for organizational needs. The simple mechanism is; First, the supervisor directly has the authority to provide an assessment and the results of the assessment are submitted to the superior from the direct supervisor. Furthermore, the supervisor from the direct superior continues to the corp coach and personnel staff and then from the corp coach and staff personnel who will determine the next employee career path according to the needs of the organization. However, promotion is not based solely on the assessment of the direct superior but also other aspects determined or determined by the leadership and top management. These qualifications and career opportunity policies are not known to the individual personnel directly.

This paper has many literatures to support the research, such as literature with title (Kiran, Shanmugam, & Srivastava, 2017), Application of Structural Equation Modelling (SEM) for Analysis of

the Effect of Perception on Professionality Knowledge and Motivation of Nurseson the Implementation of Patients Safety Programs (Syahfirin, Kholil, & Agung, 2019), Entrepreneurial Action, Innovation, and Business Performance : The Small Independent Business (Georgellis, Joyce, & Woods, 2000), Social capital of Entrepreneurs and small firm perfomance: A meta-analysis of contextual and methodological moderators (Stam, Arzlanian, & Elfring, 2014), Motivation and Limitations in Implementating Halal Food Certification; a Pareto Analysis (Talib & Syazwan, 2015), Factors Affecting Purchase Intention of Organic Food in Malaysia's Kedah State (Shaharudin & Rizaimy, 2010), Impact of Customer Perceived Value and Customer's Perception of Public Relation on Customer Loyalty with Moderating Role of Brand Image (Rahi, 2016), Impact of Customer Value, Public Relations Perception and Brand Image on Customer Loyalty in Services Sector of Pakistan (Rahi, Impact of Customer Value, Public Relations Perception and Brand., 2016).

This research is organized as follows, chapter 1 introduction, chapter 2 shows material and methodology, chapter 3 shows the results of data and discussion, chapter 4 conclusion.

2. MATERIAL AND METHODOLOGY
2.1. Strategic Human Resource Management.

According to Hasibuan, the definition of human resource management is the science and art of regulating the process of using human resources and other resources effectively to achieve a certain goal in which there are six elements, namely men, money, method, materials, machine and market. As an element of HRM, Humans play a very critical and strategic role. Human resource management has a strategic role because it is expected to be able to carry out all functions in the organization in such a way that the support given to various functional

areas and other work units actually enables the realization of an increase in the efficiency, effectiveness and productivity of the organization.

Strategic Human Resource Management views the Human Resources function as an integral part of all company functions such as marketing, production, financing, law and so on (Alaeldeen & Darun, 2017). Strategic Human Resource Management has advantages in terms of workforce development, costs and planning. In workforce development, organizations can focus on developing the types of skills / personnel required (Hamid, 2013). In terms of costs, organizations can make efficiency. Meanwhile, in planning, organizations can cope with and overcome environmental uncertainty. Strategic Human Resource Management enables the organization to improve its performance, satisfy employees and employees and add some value (Barney, 1998).

2.2. Competence.

The terms competencies, 'competence' and 'competent' which in Indonesian are translated as competence, proficiency, and empowerment which refer to a state of capable and appropriate quality (Hendriani, 2014). The English dictionary defines the word 'competence' as being appropriate, adequate, or appropriate. The definition of competence in the workplace refers to the understanding of a person's suitability for his job. However, in the context of his work, competence has two different meanings, depend on the organizational frame of reference.

Competence can be defined as the basic characteristics of a person who has a causal relationship with the reference criteria for effectiveness and / or excellence in certain jobs or situations (Ngo, 2014). Competency is a basic character of a person that indicates how to behave or think, which applies in a very wide range of situations and lasts for a long time. Yudistira and Siwantara stated that competence has a positive and

significant effect directly on employee performance. This is supported by research from Sulistyaningsih which states that competence has a significant positive effect on employee performance.

According to Spencer, the relationship between employee competence and performance is very close and very important, has relevance and is strong, accurate, even if employees want to improve their performance, they should have competencies that are in accordance with their job duties. Competence can cause or be used to predict a person's performance, meaning that if he has high competence, he will also have high performance.

2.3. Career development.

According to Robbins, career development is a process of increasing the work ability of an individual in order to achieve the desired success. The aim of all career development programs is to match the needs and goals of employees with job opportunities available in the company at present and in the future. The definition of career development is a formal approach in an effort to increase or improve, growth, job satisfaction, employee knowledge and abilities, to ensure that people with the right qualifications and experience are available when needed (Zin, 2013). Thus, a clear career planning and development will help employees and the organization to be successful.

Winda Anissa Putri in her research, said that career development is a normal approach that companies can use to be able to manage employees in the company who have the appropriate self-qualifications, abilities, and experience when needed by the company. According to Napitupulu, et al., Career development is an increase in the position of employees in companies in a predetermined professional path to improve their performance. With the ever-changing standard of living, employees are always unsatisfied with their position and always

want to get a promotion which of course will affect the salary / wages they receive.

Career development is very important for an organization, because a career is a need that must be continuously developed in an employee so that it is able to motivate employees to improve their performance (Hüttges, 2015). Career development includes any activity to prepare a person for a specific career path. A career plan that has been made by a worker must be accompanied by a realistic career goal. Thus, an employee needs to take certain steps in order to realize the plan. The various steps that need to be taken can be taken at the employee's own wishes, but can also be in the form of activities scheduled by the organization, or a combination of both. This is one of the most fundamental principles of career development.

2.4. Motivation.

According to Henry, scientific opinion from researchers revealed that motivation is a psychological drive that directs a person towards a goal. Furthermore, it was stated that: "motivation of people depends on the strength of their motives". In this case, a person's motivation depends on the strength of his motive or need. Thus, a person's needs can be used to estimate his motivation. In addition, it was stated that. Motivation can be interpreted as a condition for exerting a high level of effort towards organizational goals (Ghafari & Shah, 2017). So, motivation is conditioned by the ability of a strong effort to meet something individual needs. Motivation is also defined as follows: "Motivation as the set of processes that arouse, direct, and maintain human behavior toward attaining a goal". Motivation is a series of actions that can move, direct, and organize human behavior to achieve goals.

From some of these definitions of motivation, it can be interpreted that motivation is an impetus for a person to act in achieving goals (Gachengo & Wekesa, 2017). In this case, a motivation can be felt

in the presence of this need which is a stimulus or impetus for the emergence of motivation to take certain actions.

Theories concerning work motivation, namely theories relating to human needs. One such need theory is the hierarchy of needs theory. The hierarchy of needs theory states that humans have five levels of needs, namely as follows: "According to Abraham Maslow, human shares a concern for five levels of need satisfaction from their life experiences: physiological, safety, social, esteem and self - actualization". The five levels of needs are (1) physiological, including: eating, drinking, clothing, and sex, (2) security, including: safety and protection, (3) social, including: affection, belonging, acceptance. well, and friendship, (4) appreciation, including: self-esteem, achievement, recognition and attention, and (5) self-actualization, including: achieving potential and self-fulfillment.

From some of these definitions of motivation, it can be interpreted that motivation is an impetus for a person to act in achieving goals. In this case, a motivation can be felt with the needs to be achieved. These needs are a stimulus or motivation for the emergence of certain actions. The work motivation is the work impulse that arises in a person to behave in achieving predetermined goals. In this case, human behavior is seen as a series of activities oriented towards achieving a certain goal. A person will do a job diligently if he has strong enough motivation. Conversely, someone will leave or are less enthusiastic about doing work if he does not have a strong motivation to do it. The impulses that exist in a person produce varied behaviors according to the needs and the required achievements. A person's needs can be used to estimate his motivation.

2.5 Personnel Performance.

Whitmore simply stated that performance is the implementation of the functions that are required of a person (Muda, Rafiki, & Harahap, 2013). The

definition according to Whitmore is one that demands the least amount of need to succeed. Therefore, Whitmore put forward the notion of performance which he considered representative, so that it illustrates the large responsibility of one's job.

According to Frank Hertle, the definition of performance is a process of creating a shared understanding of what must be achieved and how it must be achieved, as well as how to organize people in a way that increases the likelihood of achieving that goal. According to Indra Bastian stated that performance is a description of the level of achievement of the implementation of an activity or program or policy in realizing the goals, objectives, mission and vision of the organization which are stated in the formulation of a strategic scheme (strategic planning) of an organization's performance is the result of work that has a strong relationship with the objectives. organization strategic, customer satisfaction, and contribute to the economy.

There are two main factors that affect individual performance, namely ability and work motivation of the individual (Madlock, 2008). Individual ability depends on the level of knowledge they have, educational background, and skills mastered. Meanwhile, individual work motivation depends on the attitude as the basic motivation and the environment that influences that motivation.

Gibson argues that, "the ability is an innate or learned trait that allows a person to complete his job". Based on this understanding, it can be concluded that a person's ability is none other than the potential possessed by a person to do and complete a job. This potential is not only innate but also can be learned and therefore it is possible to be further developed or enhanced.

This motivation questions how to encourage the enthusiasm of subordinates so that they are willing to work hard by giving all their abilities and skills to realize organizational goals. Basically, organizations not only expect capable, capable and skilled employees but most importantly they are willing to work hard and are willing to achieve optimal work results. According to Hasibuan's opinion, "Motivation is the provision of a driving force that creates enthusiasm for someone's work so that they are willing to cooperate, work effectively, and are integrated with all their efforts to achieve satisfaction".

2.6. Structural Equation Modeling

Structural Equation Modeling or what is commonly called SEM is one of the multivariate analysis techniques (Babin, Hair, Jr, & Boles, 2008). The analysis allows testing a series of relationships from several independent variables with several dependent variables. By using SEM, researchers can find out the structural relationships expressed by a set of equations.

The SEM method uses two kinds of components, namely:

a. Latent variables Latent variables are key variables of concern. Latent variables cannot be observed so they cannot be measured directly. Latent variables are grouped into two types, namely endogenous variables and exogenous variables. Endogenous variables are variables that can be influenced by other variables while exogenous variables are variables that cannot be influenced by other variables (exogenous variables are called independent variables in the regression equation).

b. Observed variables, Observed Variables or indicators are variables that can be observed or can be measured empirically. The mathematical notation for the observed variable which is the measure of the exogenous variable is Y, while the effect of the endogenous latent variable is X.

Exogenous variables include knowledge, skills, motivation, self-characteristics and self-concept, while endogenous variables include employee internal factors, internal organizational factors and organizational external factors.

2.7. Research Methodology

To solve problems in the observed research, steps are needed and determined to describe the approach and model of the problem. The steps taken are:
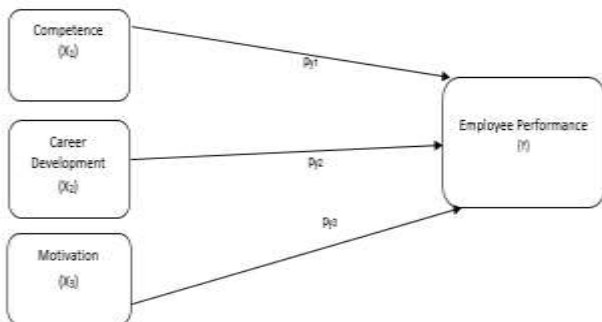
Figure 1: Research Methodology Flowchart.

Competency Model, this model is a CFA model which has one latent variable, namely employee competence. This variable is an exogenous variable that has four indicators or observable variables.

Career development model, this model is the CFA which has one latent variable, namely the personnel career development variable. This variable is an exogenous variable that has four indicators, namely the unobserved variable.

Motivation model, this model is a CFA model which has one latent variable, namely the Personnel motivation variable. This variable is an exogenous variable that has four indicators or observable variables.

The structural model analysis in this study consists of 3 (three) hypotheses, which must be tested for significance.

H1: The higher the competence of personnel, the higher the personnel's performance.

H2: The higher the personnel's career development, the higher the personnel's performance.

H3: The higher the personnel's motivation, the higher it will be also the personnel's performance.

Target: Analyze and understand the magnitude of the influence of Competency Factors on personnel performance, Analyze and understand the influence of Career Development on personnel performance, Analyze and understand the influence of motivation on personnel performance, Analyze and understand the influence of competency factors on motivation, Analyze and understand the influence of Career Development on Motivation.

Steps: The step of this research is: step 1 determine the variable criteria make the influence analysis model using SEM, step 2 determine variable indicators and disseminate questionnaires to all officers who have been determined to be sampled, step 3 analyzing system and model, step 4 giving suggestions for improvement and conclusions.

3. RESULT AND DISCUSSION

3.1. Exogen and Endogen Variables.

Table 1: Operational variables

Variables	Indicators
Exogen	
1. Competence	The level of formal education it has
	Technical training that he has attended
	Ability to master work
	Accuracy in completing work
2. Career Developments	Recruitment and selection
	Allocation of human resources
	Assessment and evaluation
	Training and development
3. Motivations	Develop creativity
	Enthusiastic to achieve high
	Sense of Achievement
	Sense of Participation
Endogen	
4. Personnel Performance	Quality
	Quantity
	Punctuality
	Effectiveness

3.2. Model fit test

Some of the goodness of fit test results can be seen in the table below, and the summary of the goodness of fit test results contains 2 (two) GOF measures that indicate a good fit, and 8 GOF measures that indicate a good fit, so it can be concluded that a good fit the overall model is good, therefore the model can be accepted because of the

suitability between the model and the data. Thus, the path coefficient of each relationship between variables used in the study is presented to test the hypothesis.

Table 2: Model fit test results

GOF	Estimation	Match Level
Chi-Square P	X^2 = 50.61 (p = 0.41)	Good
NCP Interval	1.61 (0.0 ; 22.71)	Good
RMSEA P (close fit)	0.024 p= 0.67	Good
ECVI	M = 108.61 S = 156.00 I = 814.63	Good
NFI	0.94	Good
CFI	1.00	Good
IFI	1.00	Good
RFI	0.91	Good
GFI	0.82	Very Good
AGFI	0.72	Very Good

In this study, because of the additional matrix, namely the asymptotic covariance matrix, the satora-bentler scaled chi-square used in assessing the chi-square was 50.61. The chi-square probability is insignificant p = 0.41, which means that the model is fit, which indicates the empirical data fits the model.

The model produces a GFI (Goodness of Fit Index) value of 0.82. This value is smaller than the recommended value, namely> 0.90, so the model can be said to be quite fit. The model produces a GFI (Goodness of Fit Index) value of 0.82. This value is smaller than the recommended value, namely> 0.90, so the model is said to be quite fit.

H1: It is assumed that the higher the personnel's competence in an organization, the higher the personnel's performance in that organization.

H2: It is assumed that the higher the personnel's career development in an organization, the higher the personnel's performance in that organization.

H3: It is assumed that the higher the motivation of personnel in an organization, the higher the performance of personnel in that organization.

3.3. Measurement Model Analysis

Table 3: Validity test

Var. Let → Var. observed	Performance		Competence		Career develop		Motivation		
	SLF	Value -t	SLF	Value -t	SLF	Value -t	SLF	Value -t	Validity
KREDIBL	0.63	*							Valid
KPEDULI	0.85	6.51							Valid
ANDAL	0.77	6.10							Valid
SKP			0.55						Valid
SPN			0.72	4.59					Valid
CR PAKAI			0.88	5.50					Valid
KOM 2AR					0.76				Valid
KOM FORM					0.86	9.16			Valid
KOM TNTK					0.74	7.06			Valid
WJD KOMIT							0.78		Valid
KONSIST							0.70	6.51	Valid
TK OPORT							0.62	5.81	Valid

Table 4: Reliability test

Variable	CR	VE	Reliability
Performance	0.80	0.57	Good
Competence	0.77	0.53	Good
Career development	0.83	0.62	Good
Motivation	0.74	0.50	Good

3.4. Structural Model Analysis

Structural model analysis deals with the evaluation of coefficients or parameters that show a causal relationship between latent variables and other latent variables. The aim in assessing the structural model is to ascertain whether the hypothesized relationships in the conceptualized model are supported by empirical data obtained through the survey.

The structural model analysis in this study consists of 3 (three) hypotheses, which must be tested for significance.

a. T-value of the coefficient / parameter

1) Competence → Personnel Performance = -2.03; absolute (-2.03)> 2 or 1.96 → significant coefficient.

2) Career development → Personnel Performance = 1.11 <2 or 1.96 → the coefficient is not significant.

3) Motivation → Personnel Performance = 3.12> 2 or 1.96 → significant coefficient.

b. Coefficient / parameter values

1) Competence → Personnel Performance = -0.55

2) Career development → Personnel Perframance = 0.36

3) Motivation → Personnel Performance = 1.00

Table 5: Evaluation of Structural Model Coefficients and Relation to Research Hypotheses

Hypot hesis	Path	Estima tion	t-value	Conclusion
1	Competence → Personel Perfrmance	-0.55	-2.03	Significant (Hypothesis 1 is accepted)
2	Career Developmnt → Personel Perfrmance	0.36	1.11	Not Significant (Hypothesis 2 is rejected)
3	Motivations → Personel Performanc	1.00	3.12	Significant (Hypothesis 3 is accepted)

a) Hypothesis 1

The test results with the LISREL 8.8 program show that the influence of personnel competence on personnel performance is significant, but competence has a negative effect on personnel performance. This is indicated by the regression coefficient of -0.55 and the t-value of -2.03, this means that the higher the personnel's competence, the lower the personnel's performance.

The possibility that underlies this is because personnel performance is not only seen from the personnel's competence. Basically, the attitudes and behaviors that are owned will affect performance, the higher the competence

they have, the less the personnel's performance will be, because the competence shown by personnel's is only the ability to be highlighted, meaning that these competencies are not followed by ethics that arise from conscience. They personnel just want to do their job not because they love their job.

b) Hypothesis 2

The results of testing with the LISREL 8.8 program regarding the effect of career development on personnel performance indicate that career development does not have a significant effect on personnel performance. It can be seen from the regression coefficient which is positive for 0.36 and the t-value is 1.11. Thus, the hypothesis which states that the higher the personnel's career development, the higher the personnel performance is rejected.

c) Hypothesis 3

The test results with the LISREL 8.8 program show that personnel motivation on personnel performance has a significant effect. This is shown from the results of data processing which has a regression coefficient of 1.00 and a t-value = 3.12, this means that the research hypothesis which states that the higher the personnel's motivation, the higher the personnel's performance in the organization is accepted.

This positive relationship occurs because the organization will always realize its commitment, through solving some of the problems faced by personnel's in earnest by always holding its consistency in organizational development.

4. CONCLUSION

Based on the results of the analysis and discussion, the following conclusions can be drawn:

a. The results show that the influence of personnel competence on personnel performance is significant, but competence has a negative effect on personnel performance, this means that the higher the personnel's competence, the lower the personnel's performance.

b. The results show that career development does not have a significant effect on personnel performance, this means that the research hypothesis which states that the higher the personnel's career development, the higher the personnel's performance is rejected.

c. The results show that the effect of personnel motivation on personnel performance is significant, this means that the research hypothesis which states that the higher the personnel's motivation, the higher the personnel's performance will be accepted.

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