

# The Influence of Self-Efficacy and Readiness for Change on Achievement Motivation and Performance

Kartika Falita, Tetra Hidayati, Irsan Tricahyadinata

Faculty of Economics and Business, Mulawarman University, Indonesia

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## ABSTRACT

This study aims to analyze the influence of self-efficacy, readiness for change, and achievement motivation on the performance of employees at the Unit Penyelenggara Bandar Udara (UPBU) in North Kalimantan. The research method used is quantitative with a survey approach involving 143 UPBU employees as respondents. Data analysis was conducted using SEM-PLS techniques. The results show that self-efficacy has a significant positive effect on achievement motivation and employee performance. Readiness for change also positively influences achievement motivation and employee performance. Additionally, achievement motivation acts as a partial mediator in the relationship between self-efficacy and employee performance. These findings support social cognitive theory and achievement motivation theory and offer practical implications for organizational management to develop training programs that enhance employee self-efficacy and readiness for change. The study also highlights the importance of recognition and rewards for high-performing employees to boost their motivation and performance. Limitations include the focus on a single location and the use of a survey method, which may limit the generalization of the findings. Further research is recommended to explore other variables that may moderate the relationships studied and to use more objective performance measurement methods.

**Keywords:** Self-efficacy, readiness for change, achievement motivation, employee performance

## INTRODUCTION

Employee performance is one of the vital elements in achieving organizational goals, particularly in the public sector, which plays a strategic role in serving the community. Previous research shows that optimal performance can be achieved through a combination of internal and external factors, including self-efficacy, readiness for change, and achievement motivation (Bandura 1989; McClelland 2015; Luthans et al. 2015). Self-efficacy, defined as an individual's belief in their ability to execute actions necessary to achieve specific outcomes, is a key predictor of effective work performance. Self-efficacy influences task selection, effort level, and persistence and plays a crucial role in overcoming challenges and setbacks (Bandura 1989; Luthans et al. 2015). In an organizational context, employees with high self-efficacy tend to be more committed to completing difficult tasks and more resilient under pressure, which in turn enhances productivity and work quality.

On the other hand, readiness for change has become increasingly relevant amid the rapid dynamics of the work environment, especially in facing challenges such as globalization, technological innovation, and crises like the COVID-19 pandemic (Prianto et al. 2020; Vakola et al. 2021). Readiness for change reflects employees' positive attitudes, intentions, and beliefs regarding proposed organizational changes. Organizations that can increase employees' readiness for change tend to be more successful in implementing sustainable change strategies (Holt et al. 2007; Rafferty et al. 2013).

Moreover, achievement motivation is a critical psychological factor that influences employee performance. Achievement motivation drives individuals to achieve higher performance levels and focuses on self-improvement and work achievements (McClelland 2015). This motivation can be enhanced through improved self-efficacy and readiness for change, ultimately contributing to increased employee performance (Rotaru et al. 2016; Runa 2023).

Nevertheless, research on the relationships between self-efficacy, readiness for change, achievement motivation, and employee performance in the public sector, particularly at UPBU in Indonesia, remains limited. This study aims to fill that gap by examining how self-efficacy and readiness for change affect achievement motivation and employee performance at UPBU in North Kalimantan. A better understanding of these factors can help management develop effective strategies to improve employee performance.

The document goes on to detail literature reviews, hypothesis development, research methodology, and findings, all of which provide insights into the significance of self-efficacy and readiness for change in enhancing motivation and performance in public sector organizations.

## LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### Self-Efficacy

Recent studies indicate that self-efficacy plays a significant role in mediating the relationship between organizational support and readiness for change (Runa, 2023). This shows that employees with high self-efficacy are more likely to be prepared to face change, as they believe they can overcome the challenges ahead. In the context of the public sector, such as the Unit Penyelenggara Bandar Udara (UPBU), enhancing employees' self-efficacy can help organizations become more adaptive in dealing with change (Taufikin et al., 2021).

### Readiness for Change

Recent studies have shown that readiness for change is strongly influenced by self-efficacy and organizational support (Novitasari, 2021). Individuals who feel supported by the organization and have confidence in their own abilities are more likely to be ready and willing to engage in the change process (Holt et al., 2007). In the context of UPBU, readiness for change is crucial, as the aviation industry faces rapid regulatory and technological changes, requiring an adaptive response from all employees.

### Achievement Motivation

Recent research shows that achievement motivation can be enhanced through increased self-efficacy and readiness for change (Runa, 2023). In an organizational context, employees with high achievement motivation are more proactive in taking initiatives and more eager to face challenges, ultimately improving their performance (Rotaru et al., 2016).

Based on the literature review, the following hypotheses are proposed for this study:

**Hypothesis 1:** Self-efficacy has a positive effect on employees' achievement motivation. Previous research shows that individuals with high levels of self-efficacy are more likely to set challenging goals and have high achievement motivation (Bandura, 1989; Luthans et al., 2015). In the context of UPBU, employees who believe in their own abilities are more likely to be motivated to achieve higher levels of performance.

**Hypothesis 2:** Readiness for change has a positive effect on employees' achievement motivation. Readiness for change reflects a positive attitude and acceptance of the necessary changes within the organization. Employees who are ready for change are more likely to have high achievement motivation, as they view change as an opportunity to grow and improve their skills (Holt et al., 2007; Rafferty et al., 2013).

**Hypothesis 3:** Achievement motivation has a positive effect on employee performance. Achievement motivation is a key factor that drives employees to achieve better work results and contribute maximally to the organization (McClelland, 2015; Rotaru et al., 2016). In the context of UPBU, employees with high achievement motivation tend to perform better.

**Hypothesis 4:** Self-efficacy has a positive effect on employee performance. High self-efficacy encourages employees to be more confident in facing work challenges and more proactive in completing tasks, which in turn improves their performance (Bandura, 1989; Luthans et al., 2015).

**Hypothesis 5:** Readiness for change has a positive effect on employee performance. Readiness for change affects employee performance by enhancing their ability to adapt to changes in the work environment. Employees who are ready for change are better able to adjust to new conditions and maintain their productivity (Holt et al., 2007; Novitasari, 2021).

## RESEARCH METHODOLOGY

### Research Design

This study uses a quantitative approach with a survey method aimed at examining the relationship between self-efficacy, readiness for change, achievement motivation, and employee performance at the Unit Penyelenggara Bandar Udara (UPBU) in North Kalimantan. A quantitative research design was chosen because it allows the researcher to objectively measure research variables and analyze numerical data to identify patterns and relationships (Creswell & Creswell, 2018).

### Population and Sample

The population in this study includes all employees working at UPBU in North Kalimantan, totaling approximately 200 people. A purposive sampling technique was used to select the research sample, based on specific criteria relevant to the research objectives. The criteria used were employees who had worked for at least one year at UPBU and were directly involved in airport operations (Taherdoost, 2016). Based on these criteria, the sample consisted of 143 respondents. This sample size meets the recommendations of Hair et al. (2019), who state that for analysis using Structural Equation Modeling-Partial Least Square (SEM-PLS), the minimum required sample size is 5-10 times the number of indicators used in the model.

### Research Instrument

The research instrument used in this study is a closed-ended questionnaire consisting of four main sections: self-efficacy, readiness for change, achievement motivation, and employee performance. Each section of the questionnaire was developed based on scales validated by previous research:

1. **Self-Efficacy:** Measured using the scale developed by Schwarzer and Jerusalem (1995), consisting of 10 items. This scale has been widely used and validated in various research contexts (Scholz et al., 2002).
2. **Readiness for Change:** Measured using the scale developed by Holt et al. (2007), consisting of 12 items that measure dimensions of belief in change, management support, change appropriateness, and personal benefits of change.
3. **Achievement Motivation:** Measured using the scale developed by McClelland (1987), which has been modified for organizational contexts. This scale consists of 8 items that assess an individual's drive to achieve optimal results.
4. **Employee Performance:** Measured using the scale developed by Koopmans et al. (2014), which covers aspects such as productivity, work quality, and attendance.

### Data Analysis Technique

The data collected from the questionnaires were analyzed using the Structural Equation Modeling-Partial Least Square (SEM-PLS) technique with the help of SmartPLS 3 software. SEM-PLS was chosen because this method allows the analysis of measurement models (outer model) and structural models (inner model) simultaneously, and does not require strict data normality assumptions (Hair et al., 2019).

Data analysis was conducted in several stages, including:

1. **Evaluation of the Measurement Model (Outer Model):** This includes tests of convergent and

discriminant validity, as well as reliability tests. Convergent validity is tested by examining the Average Variance Extracted (AVE) value, which should be greater than 0.5, while reliability is tested by looking at the Composite Reliability (CR) value, which should be greater than 0.7 (Hair et al., 2019).

2. **Evaluation of the Structural Model (Inner Model):** This includes testing Path Coefficients to examine hypotheses, R-square to assess the model's predictive ability, and Effect Size ( $f^2$ ) to evaluate the magnitude of the effect of exogenous variables on endogenous variables (Hair et al., 2019).
3. **Mediation and Moderation Testing:** If necessary, mediation testing is conducted to examine the role of achievement motivation as a mediator between self-efficacy and employee performance, and moderation testing is performed to assess whether readiness for change moderates the relationship between self-efficacy and achievement motivation (Hayes, 2018).

## RESULTS

### Respondent Description

Out of the 143 questionnaires distributed, all were successfully collected and valid for analysis. The majority of respondents were employees with more than five years of service (60%) and aged between 30-40 years (45%). This indicates that the respondents have sufficient experience in dealing with the dynamic changes at the Unit Penyelenggara Bandar Udara (UPBU).

### Measurement Model Evaluation (Outer Model)

The measurement model evaluation was conducted to ensure the validity and reliability of the constructs used in this study. The results of the analysis showed that all constructs had an Average Variance Extracted (AVE) value above 0.5, indicating good convergent validity (Hair et al., 2019). Additionally, the Composite Reliability (CR) values for all constructs were above 0.7, indicating adequate reliability (Hair et al., 2019).

### Structural Model Evaluation (Inner Model)

After confirming the validity and reliability of the measurement model, the analysis proceeded with testing the structural model. The results of the Partial Least Squares (PLS) analysis showed that all the hypotheses proposed in this study were supported by the data.

1. **Self-efficacy positively affects achievement motivation (H1):** Path coefficient ( $\beta$ ) = 0.39,  $p < 0.01$ . This result indicates that increasing self-efficacy significantly enhances employees' achievement motivation. These findings are consistent with previous research, which suggests that self-efficacy is a key predictor of achievement motivation (Bandura, 1989; Luthans et al., 2015).
2. **Readiness for change positively affects achievement motivation (H2):** Path coefficient ( $\beta$ ) = 0.30,  $p < 0.01$ . This result shows that readiness for change has a significant influence on achievement motivation, aligning with previous studies by Holt et al. (2007).
3. **Achievement motivation positively affects employee performance (H3):** Path coefficient ( $\beta$ ) = 0.41,  $p < 0.01$ . This result indicates that employees with high achievement motivation tend to exhibit better performance, supporting McClelland's (2015) findings of a strong relationship between achievement motivation and performance.
4. **Self-efficacy positively affects employee performance (H4):** Path coefficient ( $\beta$ ) = 0.29,  $p < 0.05$ . This finding suggests that employees with high self-efficacy tend to perform better, supporting previous research (Luthans et al., 2015).
5. **Readiness for change positively affects employee performance (H5):** Path coefficient ( $\beta$ ) = 0.33,  $p < 0.01$ . This result shows that readiness for change significantly affects performance, consistent with the

study by Rafferty et al. (2013).

Table 1: Hypothesis Testing Results

Hypothesis	Path Coefficient ( $\beta$ )	p-value	Result
H1: Self-Efficacy $\rightarrow$ Achievement Motivation	0.39	< 0.01	Supported
H2: Readiness for Change $\rightarrow$ Achievement Motivation	0.30	< 0.01	Supported
H3: Achievement Motivation $\rightarrow$ Employee Performance	0.41	< 0.01	Supported
H4: Self-Efficacy $\rightarrow$ Employee Performance	0.29	< 0.05	Supported
H5: Readiness for Change $\rightarrow$ Employee Performance	0.33	< 0.01	Supported

A mediation test was also conducted to examine whether achievement motivation mediates the relationship between self-efficacy and employee performance. The analysis results showed that achievement motivation partially mediates this relationship (Mediation coefficient = 0.16,  $p < 0.05$ ), meaning that part of the effect of self-efficacy on employee performance is explained through increased achievement motivation (Hayes, 2018).

The findings of this study have several practical implications for management at UPBU in North Kalimantan. First, it is important for management to continuously improve employees' self-efficacy through training and development programs focused on enhancing skills and confidence. Second, readiness for change can be strengthened through transparent communication and strong managerial support, which will enhance achievement motivation and, in turn, improve employee performance. Third, achievement motivation should be fostered by setting challenging yet realistic goals and providing constructive feedback.

## DISCUSSION

### Self-Efficacy and Achievement Motivation

The results of this study show that self-efficacy has a significant positive effect on achievement motivation (Path coefficient  $\beta = 0.39$ ,  $p < 0.01$ ). This finding supports Bandura's (1989) theory, which asserts that self-efficacy is one of the main determinants of an individual's motivation to achieve goals. Individuals with high levels of self-efficacy tend to be more confident when facing challenges and more motivated to perform well. This result is also consistent with the findings of Luthans et al. (2015), who found that increasing self-efficacy can encourage employees to set higher goals and work harder to achieve them. The implication of this finding is the importance of developing training programs that focus on increasing employee self-efficacy. Organizations, especially in the public sector such as the Unit Penyelenggara Bandar Udara (UPBU), need to create a supportive work environment where employees feel confident in taking initiatives and completing challenging tasks. This can be achieved by providing constructive feedback and opportunities to develop new skills (Schwarzer & Jerusalem, 1995).

### Readiness for Change and Achievement Motivation

This study also found that readiness for change has a positive effect on achievement motivation (Path coefficient  $\beta = 0.30$ ,  $p < 0.01$ ). These findings indicate that employees who are ready to face change tend to have higher motivation to achieve. This is in line with the organizational change theory proposed by Armenakis et al. (1993), which states that readiness for change is key to the successful implementation of change in organizations. Readiness for change can be influenced by employees' perceptions of the support they receive from the organization and the benefits they expect from the change (Holt et al., 2007). Therefore, UPBU needs to clearly communicate the benefits of any proposed changes and provide adequate support to help employees adapt. This will not only increase readiness for change but also motivate employees to achieve higher performance levels.

## Achievement Motivation and Employee Performance

Achievement motivation was found to have a significant positive effect on employee performance (Path coefficient  $\beta = 0.41$ ,  $p < 0.01$ ). This finding supports McClelland's (1987) theory, which suggests that individuals with high achievement motivation will strive to meet higher performance standards. Achievement motivation encourages employees to set challenging goals, work hard, and continuously improve their skills to achieve optimal results (McClelland, 2015). In the context of UPBU, employees with high achievement motivation tend to be more productive, have better work quality, and make fewer errors. Therefore, management needs to provide recognition and rewards for high-performing employees as an additional motivator to improve performance. Furthermore, setting clear goals and providing challenges that align with employees' abilities can enhance their achievement motivation (Koopmans et al., 2014).

## Self-Efficacy and Employee Performance

The study results also show that self-efficacy has a positive effect on employee performance (Path coefficient  $\beta = 0.29$ ,  $p < 0.05$ ). This finding is consistent with previous literature, which states that employees with high self-efficacy are better able to handle work challenges and demonstrate better performance (Luthans et al., 2015). Self-efficacy gives employees the confidence that they can complete assigned tasks and overcome any obstacles they may face. In a dynamic work environment such as UPBU, increasing employees' self-efficacy can contribute to improving overall organizational performance. This can be achieved by providing appropriate training and ensuring that employees have the resources and support they need to succeed. Additionally, fostering a supportive organizational culture and recognizing achievements can enhance employee self-efficacy and performance (Scholz et al., 2002).

## Readiness for Change and Employee Performance

The finding that readiness for change has a positive effect on employee performance (Path coefficient  $\beta = 0.33$ ,  $p < 0.01$ ) suggests that employees who are ready and willing to accept change tend to be more adaptive and productive in their work. This is in line with research by Rafferty et al. (2013), which shows that readiness for change can improve individual performance by mentally and emotionally preparing them to face change. The practical implication of this finding is that UPBU should continue to develop strategies to enhance employees' readiness for change, especially in response to the rapid regulatory and technological changes in the aviation industry. Providing training that educates employees about the importance of change and equips them with the necessary skills to adapt to it can help improve overall employee performance.

## CONCLUSION

This study aimed to explore the influence of self-efficacy, readiness for change, and achievement motivation on employee performance at the Unit Penyelenggara Bandar Udara (UPBU) in North Kalimantan. Based on the results of data analysis using the Structural Equation Modeling-Partial Least Square (SEM-PLS) method, several important findings can be concluded.

First, self-efficacy was found to have a significant positive effect on both achievement motivation and employee performance. This finding is consistent with the social cognitive theory proposed by Bandura (1989), which suggests that individuals with high levels of self-efficacy tend to be more confident when facing challenges and are more motivated to achieve their goals. In an organizational context, increasing employee self-efficacy can drive motivation and performance, ultimately contributing to the overall success of the organization (Luthans et al., 2015).

Second, readiness for change also has a positive effect on both achievement motivation and employee performance. This finding indicates that employees who are ready to accept and face changes are more motivated to achieve better results and are more adaptive in their work. This supports organizational change theory, which suggests that readiness for change is a key factor in the successful implementation of organizational change (Holt et al., 2007; Rafferty et al., 2013).

Third, achievement motivation was proven to be a significant mediator in the relationship between self-

efficacy and employee performance. This finding reinforces the achievement motivation theory proposed by McClelland (1987), which posits that individuals with high motivation to achieve are more likely to set high standards for themselves and work hard to meet those standards. High achievement motivation not only enhances individual performance but also improves team and organizational performance (McClelland, 2015).

### **Theoretical and Practical Implications**

Theoretically, this study contributes to the existing literature by highlighting the importance of self-efficacy, readiness for change, and achievement motivation in influencing employee performance. The findings support both social cognitive theory and achievement motivation theory and provide empirical evidence of how these psychological factors interact and impact performance in the public sector.

Practically, the findings of this study offer valuable insights for UPBU management and similar organizations to develop effective strategies to improve employee performance. Given the importance of self-efficacy and readiness for change, organizations should focus on training and development programs that enhance employees' confidence and preparedness to adapt to change. Additionally, recognizing and rewarding employee achievements can serve as a strong motivator to improve performance.

### **Research Limitations**

This study has several limitations that should be considered. First, the study was conducted at only one UPBU in North Kalimantan, limiting the generalizability of the findings to all UPBUs in Indonesia or other organizations. Future research is recommended to include more locations or sectors to enhance the generalizability of the results. Second, this study used a survey method that relies on self-reported data from respondents, which may be subject to social desirability bias or measurement errors. Future research could use more objective performance measurement methods or longitudinal approaches to capture the dynamics of self-efficacy, readiness for change, and achievement motivation over time.

### **Suggestions for Further Research**

For future research, it is suggested to explore other moderating variables that may affect the relationships between self-efficacy, readiness for change, achievement motivation, and employee performance, such as organizational support, organizational culture, or leadership style. Research using mixed methods, both qualitative and quantitative, is also recommended to gain a deeper understanding of the mechanisms behind the relationships between these variables.

### **Scientific Limitations**

This study has several scientific limitations that need to be acknowledged. First, the research focuses on a single public sector organization, specifically the Unit Penyelenggara Bandar Udara (UPBU) in North Kalimantan, which limits the ability to generalize the findings to other UPBUs or different types of organizations. While the results offer valuable insights for this particular context, caution should be exercised in applying the conclusions to broader settings without further validation across various organizations and sectors.

Second, the study employed a quantitative survey method, relying on self-reported data from the respondents. This method may introduce biases such as social desirability bias, where respondents may provide answers they think are socially acceptable rather than reflecting their true feelings or behaviors. Additionally, survey-based studies are subject to limitations in accurately capturing complex psychological constructs like self-efficacy and readiness for change. Future studies could benefit from using a more diverse range of data collection methods, including qualitative approaches such as interviews or focus group discussions, to obtain richer and more nuanced data.

Third, the cross-sectional nature of the study means that the data were collected at a single point in time, limiting the ability to assess changes or developments in self-efficacy, readiness for change, achievement motivation, and performance over time. A longitudinal study design would provide better insights into how

these variables evolve and interact over an extended period, especially in response to organizational changes or interventions.

Finally, the performance measurement used in this study was based on self-assessment, which might not fully reflect actual job performance. Future research should consider using objective performance metrics, such as supervisor evaluations or performance records, to provide a more accurate and comprehensive assessment of employee performance.

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