

THE EFFECT OF MOTIVATION, ABILITY, AND PERCEPTION OF WORK ENVIRONMENT ON TRAINING

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi, *ability*, dan persepsi lingkungan kerja terhadap *trainability* pada Generasi Z di Kota Madiun. *Trainability* menjadi faktor krusial dalam ketenagakerjaan modern, karena berkaitan dengan kesiapan individu untuk menerima pelatihan dan mengembangkan kompetensinya. Penelitian ini menggunakan pendekatan kuantitatif dengan data primer yang diperoleh melalui penyebaran kuesioner kepada 385 responden. Teknik analisis yang digunakan adalah regresi linier berganda dengan bantuan aplikasi SPSS versi 21. Hasil penelitian menunjukkan bahwa secara parsial maupun simultan, motivasi, *ability*, dan persepsi lingkungan kerja berpengaruh positif dan signifikan terhadap *trainability*. Temuan ini mengindikasikan bahwa Generasi Z dengan motivasi tinggi, kemampuan awal yang baik, serta persepsi positif terhadap lingkungan kerja cenderung lebih siap dalam mengikuti pelatihan kerja. Oleh karena itu, perusahaan perlu memperhatikan ketiga faktor tersebut dalam merancang program pelatihan dan pengembangan karyawan.

Kata Kunci: Motivasi, *Ability*, Persepsi Lingkungan Kerja, *Trainability*.

Abstract

This study aims to analyze the influence of motivation, ability, and work environment perception on trainability among Generation Z in Madiun City. Trainability is a crucial factor in the modern workforce, as it relates to an individual's readiness to receive training and develop competencies. This research employs a quantitative approach using primary data collected through questionnaires distributed to 385 respondents. The analysis technique used is multiple linear regression with the assistance of SPSS version 21. The results show that both partially and simultaneously, motivation, ability, and perception of the work environment have a positive and significant influence on trainability. These findings indicate that Generation Z individuals with high motivation, strong initial abilities, and positive perceptions of their work environment are

more likely to be prepared for workplace training. Therefore, companies need to consider these three factors when designing employee training and development programs.

Keywords: *Motivation, Ability, Work Environment Perception, Trainability.*

A. INTRODUCTION

Employment in Indonesia continues to face various structural challenges and socio-economic dynamics. One of the dominant characteristics reflecting this condition is the limited capacity of the formal sector to optimally absorb the labor force. Although the formal sector contributes to more than half of the total national workforce (Hendro et al., 2021), not all jobs in this sector guarantee job security, career advancement, or adequate social protection. Many formal workers, such as contract or outsourcing employees, still face the risk of unilateral termination and limited access to labor rights (Arsyad, 2025).

With the ever-changing and increasingly competitive world of work, trainability has become one of the crucial aspects of employment in Indonesia (Ryan & Mudji, 2024). Trainability refers to an individual's readiness to learn and develop through training processes. In general, trainability encompasses not only the willingness to learn but also the basic ability that allows a person to effectively absorb training materials (Ghani, 2016). Several key aspects form trainability, including cognitive abilities such as comprehension, logic, and analytical thinking, learning ability, and internal motivation for self-development. These abilities are interrelated, as someone with strong cognitive intelligence may not necessarily have high motivation or willingness to participate in training, and vice versa (Salsabila & Megawaty, 2023).

Generation Z, as the object of this study, is highly relevant to the current employment dynamics. This generation represents the new productive age group that is increasingly entering the workforce and is predicted to become the majority of workers in the coming years (Ekasani et al., 2024). The unique characteristics of Generation Z, such as openness to technology, multitasking ability, and the desire to work in flexible and meaningful environments, give them a different approach to learning and job training (Fotaleno & Batubara, 2024). However, this

generation is also often perceived as less prepared to face work pressure, lacking discipline, and having high expectations of the workplace.

Generation Z consists of those born between 1997 and 2012. According to data from the Central Statistics Agency (BPS, 2025), Generation Z accounts for more than 27% of Indonesia's total population. Thus, Generation Z represents a significant potential force in the country's economic development and workforce.

Table 1. Number of Generations in Indonesia

Generation	Year of Birth	Population (people)	Percentage (%)
Baby Boomer	1946–1964	20.469.000	7,58%
Generasi X	1965–1980	50.274.000	18,61%
Millennial Generation	1981–1996	69.384.000	25,87%
Generasi Z	1997–2012	75.497.000	27,94%
Generation Alpha	2013–2020	44.580.000	16,50%

Source: BPS, 2020

Based on the 2020 Population Census released by the Central Statistics Agency (BPS), Indonesia's demographic structure is dominated by young generations, particularly Generation Z and Millennials. Generation Z, defined as those born between 1997 and 2012, represents the largest generational group with approximately 75.5 million people or 27.94% of Indonesia's total population of 270.2 million. This generation is recognized as digital natives due to their early and consistent exposure to technology and the internet.

In Generation Z, work motivation tends to be influenced by different factors compared to previous generations. They prefer meaningful work, flexible work environments, and opportunities to learn new things that align with their personal interests (Mardlatillah et al., 2025). Additionally, they often seek quick feedback and recognition for their achievements. However, Generation Z is also known to quickly lose motivation if the work environment is perceived as rigid, unchallenging, or lacking opportunities for self-actualization (Nurqamar et al., 2022). Therefore, in efforts to enhance trainability among Generation Z, it is crucial to

understand their sources of motivation and design training programs that are engaging, relevant, and provide tangible added value

Data from a study by LHH Lee Hecht Harrison (2023), a subsidiary of the Adecco Group in New York, revealed that more than 50% of Generation Z feel anxious and uncertain about their career paths, and one-third of them feel unable to utilize their skills in the workplace. This indicates a weakened internal drive for growth, which may result from a lack of engagement, unclear role expectations, and overly high expectations for ease and comfort in working conditions. The study by LHH Lee Hecht Harrison (2023) also highlighted key motivational aspects of Generation Z, as shown below:

Table 2. Generation Z Motivation Factors

Investigated Aspect	Percentage of Gen Z Respondents (18–24 years)
Feeling anxious about the next career step	55%
Feeling a lack of control over their career direction	33%
Feeling that their skills are not utilized in the workplace	34%

Source: LHH Lee Hecht Harrison (2023)

The research conducted by Lee Hecht Harrison (2023) from New York, a subsidiary of the Adecco Group, through a survey of 2,000 respondents, shows that many Gen Z feel anxious and uncertain about their career direction, and feel that the skills they possess are not being optimally utilized in the workplace. The motivation variable is based on its central role in determining the readiness of individuals to participate in and absorb job training. Motivation becomes a fundamental aspect because without strong internal drive, any training provided risks being ineffective (Akbar et al., 2021). This especially applies to Generation Z, which is known to have unique characteristics in terms of their attitude towards work and learning. They tend to prioritize personal values such as job meaning, freedom, and self-development.

Generation Z is known as a generation that is technologically literate and fast-learning, especially in matters related to digitalization and innovation. They are also accustomed to accessing information independently through the internet and social media, thus having the potential to learn flexibly. However, on the other hand, their initial abilities often do not align

with the demands of the workplace, especially in terms of soft skills such as communication, time management, teamwork, and critical thinking. This is caused by the gap between formal education curricula and real workplace reality, as well as the lack of direct work experience they have when entering the workforce. Here are the aspects of ability in Generation Z:

Table 3 Ability of Generation Z

Ability Aspect	Description	Source
Adaptability	Gen Z is able to quickly adapt to technological changes and dynamic work environments.	McKinsey & Company (2018)
Stress Management	Gen Z tends to be more aware of the importance of mental health, but often experiences high stress levels due to academic and social pressures.	American Psychological Association (APA, 2020)
Independence	More independent in accessing information and solving problems using technology.	Pew Research Center (2019)
Creativity and Innovation	Used to utilizing digital media to express ideas and find innovative solutions.	Deloitte Global Millennial Survey (2021)
Emotional Resilience	Still developing, but beginning to show awareness of the importance of self-care and social support.	WHO (2021)
Social Awareness	Has high awareness of environmental, social, and justice issues.	IBM Institute for Business Value (2020)

Source: Processed Data, 2025

Based on Table 1.3, it is explained that Generation Z demonstrates unique abilities amid the challenges of the modern era, such as rapid technological change, social pressure, and economic uncertainty. They are known to be adaptive and creative in responding to change, as well as independent in seeking solutions through digital technology. Their awareness of the importance of mental health is also relatively high, although they remain vulnerable to stress and emotional pressure. Generation Z also shows significant social concern for global issues and prioritizes flexibility at work to maintain work-life balance. In addition to ability, the perception of the work environment is also directly related to Trainability. The work environment perception variable is an important component that affects a person's level of Trainability.

Generation Z grew up in a culture that values freedom, participation, and openness. They are more responsive to work environments that value opinions, offer flexibility, and provide real

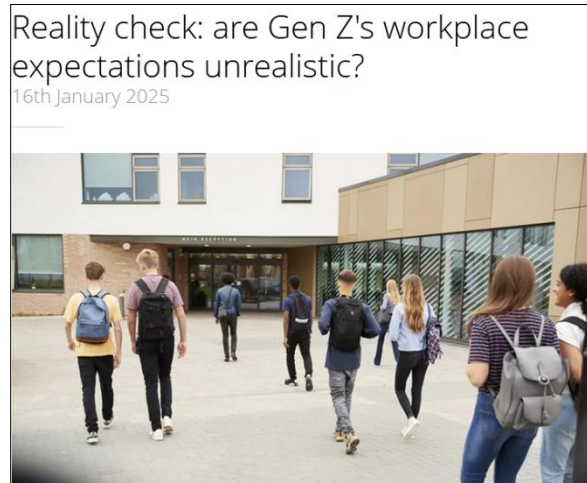
learning opportunities. If the work environment does not meet their expectations for example, if it is too hierarchical, lacks feedback, or does not provide opportunities to try new things they tend to lose the motivation to engage actively, including in workplace training (Azzahra & Dwiarti, 2024). Conversely, a workplace that is collaborative, open to ideas, and growth-oriented will foster positive perceptions that can optimally enhance Trainability. The following are the facilities desired by Generation Z to support their work activities:

Table 4 Company Facilities

No	Type of Facility	Description	Benefits
1	Ergonomic Desk and Chair	Desk and chair designed for workers' comfort and physical health.	Reduces risk of back pain and increases productivity
2	Computers & Supporting Devices	Computer, monitor, keyboard, mouse, printer, and scanner.	Facilitates administrative tasks and digital communication.
3	Internet Connection	Wi-Fi or LAN access with high speed.	Facilitates information access and online communication.
4	AC / Ventilation System	Controls room temperature and air circulation.	Maintains comfort and work concentration.
5	Meeting Room	Dedicated space for team or client meetings.	Supports collaboration and strategic discussions.
6	Pantry / Rest Area	Place to eat, drink, and rest for a while.	Helps energy recovery and maintains employee well-being.
7	Health Facilities	First aid kits, medical room, or workplace clinic.	Provides first aid in emergencies.
8	Personal Locke	Storage space for employees' personal belongings.	Ensures security and order in the workplace.
9	Clean and Well-Maintained Toilets	Sanitation facilities with clean and maintained standards.	Supports employee health and comfort
10	Parking Area	Parking space for motorcycles, cars, or bicycles.	Facilitates employee access and mobility.

Source: Processed Data, 2025

Table 4 shows all the facilities that are important considerations for Generation Z in choosing and staying in a workplace, as they are not only looking for jobs but also for a work environment that supports a healthy, flexible lifestyle and is integrated with technology. The following figure illustrates the expectations and values considered important by Generation Z in selecting and retaining their jobs.



Source: Unifrog.com, 2025

Figure 1 Workplace Expectations of Generation Z

Based on Figure 1, it is stated that 70% of Gen Z students would not accept a job offer without first seeing the physical work environment, indicating high expectations toward workplace facilities. When reality does not meet their expectations, Gen Z employees often lose enthusiasm and motivation to participate in training or self-development programs.

This phenomenon has led to the stereotype that Gen Z employees “cannot do anything.” In many companies, they are labeled as less capable, unprepared, and overly pampered. However, this label is actually a reflection of organizational failure to understand Gen Z’s learning needs and to provide appropriate training systems (Nicoleta & Radu, 2021). Their trainability is not inherently low but requires a different approach—one that is more personal, collaborative, flexible, and contextual. Without a deep understanding of this condition, companies will continue to struggle in improving the quality of Gen Z human resources (Smith, 2023).

THE ORETICAL REVIEW AND HYPOTHESIS DEVELOPMENT

Trainability

According to Gustiana et al. (2022), trainability refers to an individual's readiness to learn and absorb new knowledge or skills through training, as well as the ability to apply them in specific work contexts or tasks. Trainability is the capacity of an individual to effectively absorb, understand, and implement the skills and knowledge acquired through training into the work environment (Trávníčková & Maršíková, 2023).

Motivation

Motivation is the desire to inspire or encourage oneself or others to take action (Ratnadiningrum & Takrim, 2023). According to Urhahne & Wijnia (2023), motivation is a process through which goal-directed activity is initiated and sustained. Motivation plays a central role in influencing an individual's willingness and engagement in training programs.

Ability

According to Shi & Qu (2022), ability is one of the main factors that affects the success of training or an individual's trainability. Ability encompasses both technical and non-technical skills and capacities possessed by employees to perform job tasks efficiently and productively.

Work environment perception

Work environment perception is generally defined as the awareness or feeling toward the environment and the process of understanding it through sensory and cognitive experiences, indicating that perception involves interaction between senses, emotions, and cognitive processes in shaping our understanding of the surrounding world (Sofianopoulos et al., 2024). According to Patimah et al. (2024), work environment perception is the way an individual understands and responds to environmental stimuli.

Hypothesis Development

Based on the theoretical review, the research hypotheses can be stated as follows:

H1: Motivation is suspected to have a significant effect on Trainability among Generation Z in Madiun City.

H2: Ability is suspected to have a significant effect on Trainability among Generation Z in Madiun City.

H3: Work environment perception is suspected to have a significant effect on Trainability among Generation Z in Madiun City.

B. RESEARCH METHODS

This study uses a quantitative method with primary data collected through Google Forms. The sample was selected using purposive sampling, with a total of 384 respondents. The research instrument is a questionnaire using a Likert scale. Data processing in this study was carried out with the help of SPSS version 21.

C. RESULTS AND DISCUSSION

Normality Test

Table 5 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		385
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,5111162
Most Extreme Differences	Absolute	,028
	Positive	,028
	Negative	-,028
Kolmogorov-Smirnov Z		,547
Asymp. Sig. (2-tailed)		,925
a. Test distribution is Normal.		
b. Calculated from data.		

Source : SPSS, 2025

Based on the Kolmogorov-Smirnov test, the research findings indicate that the regression model has residuals that are normally distributed, as evidenced by the significance coefficient of $\text{Sig} = 0.925 > 0.05$.

Multicollinearity Test

Table 6 Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13,469	2,238		6,019	,000		
	X1_	,322	,076	,194	4,245	,000	,825	1,212
	X2_	,336	,055	,335	6,109	,000	,575	1,740
	X3_	,213	,062	,188	3,465	,001	,587	1,705

a. Dependent Variable: Y_

Source: SPSS, 2025

Based on Table 4.18, the calculation results show that the VarianceInflation Factor (VIF) values for all variables are less than 10. The variables motivation (X1), ability (X2), and work environment perception (X3) all have $VIF < 10$, indicating that there is no strong correlation among the independent variables. This means that the multicollinearity issue among the independent variables is still tolerable. Additionally, the tolerance values for motivation (X1), ability (X2), and work environment perception (X3) are all greater than 0.1, indicating that there is no multicollinearity among the independent variables. Therefore, it is feasible to proceed with regression testing with significant results.

Heteroskedasticity Test

Table 7 Heteroskedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,479	1,353		4,049	,000
	X1_	-,004	,046	-,004	-,079	,937
	X2_	-,004	,033	-,008	-,125	,901
	X3_	-,021	,037	-,038	-,566	,572

a. Dependent Variable: ABS

Source: SPSS, 2025

Based on Table 4.19, it is known that the probability values for each variable are greater than 0.05 (alpha). Therefore, the decision is to accept H0, meaning that there are no indications of heteroskedasticity.

Partial t Test

Table 8 Partial t Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,469	2,238		6,019	,000
	X1_	,322	,076	,194	4,245	,000
	X2_	,336	,055	,335	6,109	,000
	X3_	,213	,062	,188	3,465	,001
	a. Dependent Variable: Y_					

Source: SPSS,2025

The t-test criteria are as follows: H0 is accepted if $t_{\text{calculated}} < t_{\text{table}}$, and H0 is rejected if $t_{\text{calculated}} \geq t_{\text{table}}$. The critical value is determined at a 5% significance level. To obtain t_{table} , a two-tailed test is used with a significance level (α) of 0.05 and degrees of freedom $df = n - k - 1 = 385 - 4 - 1 = 377$, resulting in a t_{table} value of 1.966.

Discussion

1. The test results show a $t_{\text{calculated}}$ value of 4.245, which is greater than $t_{\text{table}} = 1.966$, and a significance value of $0.000 < 0.05$. Therefore, H0 is rejected and H1 is accepted, meaning the hypothesis is supported. This indicates that motivation has a positive and significant effect on trainability among Generation Z in Madiun City. The findings suggest that motivation positively influences the learning ability (trainability) of Generation Z, aligning with Maharani et al. (2024), who found that learning motivation significantly enhances work readiness among Gen Z through improved self-efficacy and academic competence.
2. The test results show a $t_{\text{calculated}}$ value of 6.109, which is greater than $t_{\text{table}} = 1.966$, and a significance value of $0.000 < 0.05$. Therefore, H0 is rejected and H2 is accepted,

indicating that ability has a positive and significant effect on trainability among Generation Z in Madiun City. The abilities of Generation Z in Madiun include understanding theory and practice, responsibility, decision-making, and adapting to new knowledge and experiences. This is consistent with Almas et al. (2020), which highlights that individual ability is a crucial foundation supporting the learning process (trainability).

3. The test results show a $t_{\text{calculated}}$ value of 3.465, which is greater than $t_{\text{table}} = 1.966$, and a significance value of $0.001 < 0.05$. Thus, H_0 is rejected and H_3 is accepted, meaning that work environment perception has a positive and significant effect on trainability among Generation Z in Madiun City. This aligns with Hendratmoko & Mutiarawati (2024), who found that a conducive work environment significantly enhances the performance and adaptive capabilities of Gen Z employees in Indonesia.

D. CONCLUSION

The research results indicate that motivation has a positive and significant effect on the trainability of Generation Z in Madiun City. This means that the higher an individual's work motivation, the greater their readiness to participate in training. Ability, or individual competence, also has a positive and significant effect on trainability. The higher the competencies and foundational skills possessed, the greater the likelihood of success in the training process. Work environment perception similarly has a positive and significant effect on trainability. A positive, supportive, and comfortable work environment can encourage Generation Z to be more enthusiastic in participating in training programs.

E. SUGGESTIONS

Future researchers are expected to develop this study further by adding other relevant variables, such as leadership, organizational culture, or work flexibility. Additionally, qualitative research methods can be employed to explore more deeply the psychological factors that influence trainability.

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