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Competence recharging in the pandemic: The role of social support, motivation, organizational culture, and self-awareness

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ABSTRACT

Using Smart PLS, this study analyzed the four primary criteria for recharging competence during a pandemic: social support, motivation, corporate culture, and self-awareness. Principally, the researcher employs a structural model to test these hypotheses. This study surveyed 105 employees with at least two years of competency or skill certification in Indonesia. Researchers examined the effects of organizational culture constructs on motivation, self-awareness, and social culture. The findings revealed that just one construct was significantly related to the three variables, notably result oriented. In particular, innovation and risk-taker $\beta=0.162$; $p<0.05$), result-oriented $\beta=0.403$; $p<0.01$), and team-oriented $\beta=0.235$; $p<0.05$) are significant to self-awareness. Then only a result-oriented is relevant to motivation ($\beta=0.524$; $p>0.05$) and social support ($\beta=0.434$; $p>0.01$). The results of the model suggested that motivation, social support, and self-awareness can account for 67.2% of competence recharging. All of the model's path coefficients are given and explained. Social support has no significance on recharging competence ($\beta=0.080$; $p>0.05$). In addition, motivation has significant and favorable benefits on recharging competence ($\beta=0.380$; $p<0.05$). Self-awareness of recharging competence is also statistically significant ($\beta=0.414$; $p<0.05$). Based on the results, a company should examine these concepts to increase employee motivation and self-awareness, which influences the recharging of skills.

Keywords: Competence recharging, motivation, organizational culture, self-awareness, social support.

INTRODUCTION

The COVID-19 pandemic is causing career and workplace issues owing to difficult circumstances such as working from home (Bick et al., 2021), employment termination (ILO, 2020), personal well-being (Tul et al., 2021), and the company's transformation (Schindlwick, 2021). Work-from-home policy pertaining to the company's transformation, including all human resources procedures. The epidemic shifts recruitment from offline to enormous online applications and training from in-person to digital. People must be informed and regulated to establish the optimal self-development strategy (Atmojo et al., 2020).

One of the human resources problems of the COVID-19 pandemic is the management of abilities such as leadership (Dirani et al., 2020), critical thinking, and problem-solving skills (Fitarahmawati & Suhartini, 2021). Managing competency was simple before the epidemic, but human resource professionals must now adopt a new mindset owing to constantly changing circumstances. The epidemic necessitates a learning strategy that facilitates employee self-development and can be implemented remotely. Before the emergence of COVID-19, businesses blend online and offline learning to develop their employees' skills. Distance learning now dominates all industries, with 61.7% utilizing video conferencing capabilities and 56.5% utilizing other online learning resources (ILO, 2021). In addition, working from home necessitates enhanced management and leadership to encourage employee engagement (Muttaqin et al., 2020).

In addition to training methods, employees desire new topics or skills for their professional development (Mikoajczyk, 2021). In Indonesia, 86 percent of businesses concur that pandemic and lockdown rules provide a fresh viewpoint on "unsupervised" work arrangements. Therefore, 74% aim to focus on upskilling or reskilling their staff (Mercer, 2021). The key to bridging the gap between unpredictable situations and staff productivity is maintaining or enhancing employee competencies (ILO & World Bank, 2021; Nuys, 2021).

The Indonesian government's vision for 2045 prioritizes the equitable deployment of high-quality human resources. This vision is titled "Superior Human Resources, Advanced Indonesia" and places a premium on mastery of skills and knowledge, particularly in science and technology (Indonesia Ministry of Education and Culture, 2017). One of the government's goals for

advancing the Indonesian people is the promotion of competency and skill. In addition, enhancing abilities or competencies assists Indonesians in joining the worldwide competition and bolsters their recuperation from Covid-19 (OECD, 2021).

Following the goal of the Indonesian government for 2045, this study investigated the psychological elements that influence a person's ability to keep competence. This study employs psychological variables of social support, motivation, organizational behavior, and self-awareness. Based on these variables, the following research questions are posed: What roles do social support, motivation, organizational behavior, and self-awareness play in the recharging of competence? According to the objectives of the Indonesian government, this study includes numerous contributions. This study contributes to the existing knowledge regarding the recharge of competencies in the workplace throughout this epidemic. Our research focuses not on the sort of competency but on the psychological aspects that influence people's desire to recharge their skills.

Organizational Culture (OC)
Organizational culture refers to the culture accepted as a habit collectively understood and utilized as a guide for members' actions and interactions. Langton, Robbins, and Judge (2013) define organizational culture as a meaningful system shared by individuals that distinguish the organization from others. Corporate culture trains its members on how to behave within the organization (Immanuel & Mas'ud, 2017). A company with a positive culture will inspire its people to achieve at their highest level.

Some elements of organizational culture include (1) innovation and risk-taking; it is a business incentive to encourage employees to take risks and innovate at work; (2) attention to detail. Every profession requires accuracy, analysis, and attention to detail; (3) focusing on results. Management focuses on the consequences of work rather than the procedures and strategies utilized; (4) human resource orientation illustrates how management policies impact organization members; (5) team orientation, or the extent to which work activities are accomplished as a group as opposed to independently. (6) aggressiveness, or the degree to which members of the organization are competitive and aggressive in their approach to work results; (7) stability, or the capacity of organizational activities to sustain growth; and (8) flexibility, or the ability of organizational activities to adapt to changing circumstances (Langton, Robbins, & Judge, 2013).

The rationale of the company's founder guides the formation of its culture, which influences its recruitment standards as the organization grows. Various senior management policies also influence an organization's corporate culture. New employees can be introduced to culture through narratives, traditions, symbols, and language.

Motivation (M)
When discussing employee performance, "motivation" is commonly mentioned. This motivation is one of the most significant predictors of a person's professional success. Maslow, McGregor, McClelland, and Herzberg are experts who have contributed to the development of the theory of motivation. The Two-Factor Theory by Herzberg is a well-known motivational theory (Robbins, 2007). According to this view, workers are driven by what makes them happy (satisfaction) and miserable (dissatisfaction).

There are two sorts of work motivation: intrinsic and extrinsic. Work motivation includes all forms of intrinsic encouragement that are unaffected by the social environment or external conditions. Personal learning objectives are examples of this intrinsic motivation (Aprielieva et al., 2021). On the other hand, extrinsic motivation is strongly dependent on employees' external situations. Social conditions, superior response, salary, and acceptance by subordinates are examples of extrinsic motivation in employees. Extrinsically motivated employees will be very reliant on their surroundings. Three types of wants can inspire individuals to act, according to Deci, Connell, and Ryan (1989): (1) the need for independence/autonomy, (2) the need for competence, and (3) the need for interrelationships.

Self-awareness (SA)
Self-aware employees comprehend their competency potential and can independently evaluate the efficacy of their work. Moreover, self-awareness supports employees in understanding the correct method of self-development and can keep their future items. Self-awareness permits employees to perform more efficiently when complemented by favorable social connections. It is easier for employees to engage in and pursue competency development. Employees develop internal motivation, satisfy the objectives of their superiors, and function socially (Kreibich et al., 2020).

There are multiple sorts of self-awareness: (1) objective self-awareness is the comprehension of the factors that distinguish the individual from the social environment. Those with objective self-awareness are able to recognize their potential, whereas others are unable to. This type aids individuals in seizing chances and competing to achieve their objectives; (2) subjective self-awareness leads to internal conditions. (3) symbolic self-awareness refers to the ability to form abstract concepts and communicate or convey something through language; (1) process self-awareness refers to the ability to comprehend the process of daily life that is lived, to remember what is required, and to know one's function as a human being; (2) functional self-awareness refers to an individual's understanding of the process of People utilize self-awareness when forming deep relationships with others. Individuals will create a speech pattern or communication style that others accept (Kreibich et al., 2020).

Social Support (SS)
Individuals view social support as significant when it is characterized as a form of care and protection supplied by others (Langford et al., 1997; Bakker & Demerouti, 2017). Social assistance might assist employees in coping with job responsibilities (Bakker & Demerouti, 2017). Individuals' social networks can receive social support from superiors, co-workers, or subordinates at work and family members, including spouses, children, and siblings (Quick & Quick, 1984). Coworkers and family members provide physical and psychological comfort through social support at work (Baron & Byrne, 2000). Seniors also play a role in offering social assistance to their members to help employees deal with job issues (Jia & Shoham, 2012). Employees who perceive insufficient social support report greater job satisfaction and engagement (Orgambdez-Ramos & de Almeida, 2017).

Multiple theories support social support. (1) The social comparison hypothesis. According to social comparison theory, humans are essentially driven to compare their talents with those of others (Cohen & Syme, 1985). Social comparison becomes crucial in developing self-concept, coping skills, emotional adjustment, self-esteem, and psychological health (Langford et al., 1997). Social comparison can help individuals view themselves more favorably and strengthen their competitiveness to enhance their abilities. (2) The social exchange theory This idea explains human behavior as an outcome of the exchange process. Profitable relationships will be maintained if they are worthwhile. In general, relationships that can cause harm are avoided. (3) Social consciousness. Reitz (2012) defines social competence as an individual's knowledge and abilities that influence the caliber of socially intelligent behavior.

Competence Recharging (CR)
We prefer the term 'recharging' over 'maintaining' due to the value and various connotations. Recharging refers to the condition in which the first time is complete, but as time progresses, it may diminish to half or less. When a person acquires a new skill, they desire to restore it to its initial state. In contrast, sustaining refers to a stable, neither higher nor lower condition. The employee must recharge their competence to compete with other skilled workers and be more productive, particularly during the epidemic of career shock eras (Akkermans et al., 2020).

Behavioral implications of psychological factors include acquiring new skills, processing information, and analyzing knowledge (Aprielieva et al., 2021). Psychological factors are always present throughout a person's life cycle, depending on their family background, socialization, or experiences. Social support or the responses of others, culture, educational environment, and economic standing are external or situational elements that influence the behavior and mindset of individuals (Chiru et al., 2012; Fan & Fan, 2021). In contrast, intrinsic components consist of self-efficacy, motivation, self-awareness, perception, and emotional state (Duminica, 2020).

The combination of extrinsic and intrinsic forces prompted individuals to decide and take action to improve their lives. Consistently achieving more excellent positions or wages is a goal of employees who maintain their productivity at work. People aspire to acquire new skills or abilities if they believe it would assist them in achieving their goals (Mulder, 2017). To develop skills, personnel should participate in relevant training or certification activities (Le Deist & Winterton, 2005). Although prior research has examined the motivations for individuals to pursue competency or skills training (Holahan, 2014; Lum, 2013; Mulder, 2017; Schaffar, 2021), no study has combined the intrinsic and extrinsic factors.
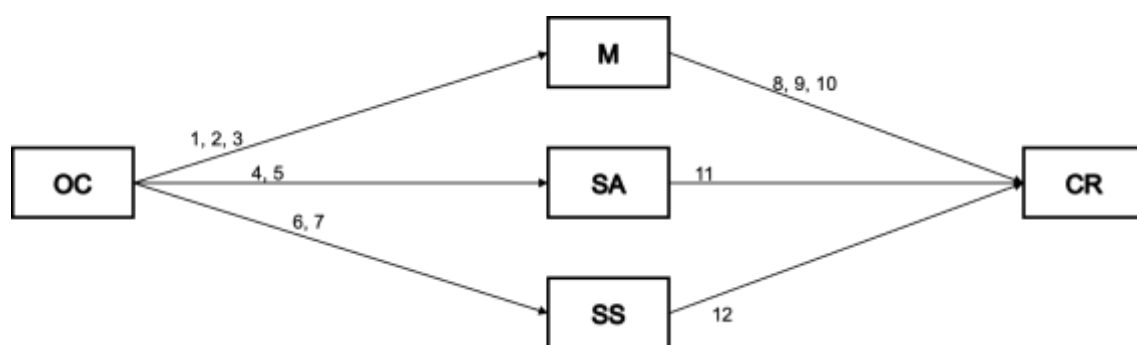
Theoretical Model

Legend: Supporting article number inside the brackets [1] Dulaimi & Hartmann (2006); [2] Mustajbašić & Husaković (2016); [3] Rijanti et al. (2021); [4] Schein (1984); [5] Pallathadka (2020); [6] Kim et al. (2008); [7] Sigursteinsdottir & Karlsdottir (2022); [8] Lee & Raschke (2016); [9] Pitoy et al. (2021); [10] Vijayalakshmi & Yamuna (2017) ; [11] Bratton et al. (2011); [12] Chiaburu et al. (2010)

METHOD

Sample
This study selected respondents using a purposive sample. From 2019 through 2021, we collected data from workers who have maintained competency certification for two years. The respondent has a professional background and is an active worker. In 2021, 105 employees responded to an online survey addressed to all 235 employees registered with the certification competence institution.

Measurement instruments

Competence recharging scale

The competency recharging scale is based on Spencer & Spencer's (1993) theory, which identifies five aspects of competence: knowledge, skills, self-concept & values, personal qualities, and motivations. The five dimensions are bundled into a competency-maintenance-focused item. The results of the convergent validity test revealed that, out of 19 items, 12 were valid, and seven were eliminated, yielding an AVE score of 0.606.

Social support scale

The social support scale is based on social support theory with four dimensions: emotional, appraisal, instrumental, and informative (Langford et al., 1997). The convergent validity test results of 21 items obtained six valid items, and 15 items failed, with an AVE score of 0.624.

Motivation scale

The motivation scale is based on Deci et al. (1989) theory, categorizing three primary needs that motivate individuals to act: independence or autonomy, competence, and relatedness. The validity test results of 24 items obtained ten valid and 14 dropped items, with an AVE score of 0.628.

Organizational culture scale

The organizational culture scale is based on Langton, Robbins, and Judge (2013). It includes seven dimensions of corporate culture: innovation and risk-taking, attention to detail, result orientation, human resource orientation, team orientation, aggressiveness, and stability. The validity test results of 29 items obtained 20 valid items and nine dropped items, with an AVE score of 0.624-1.00.

Self-awareness scale

The self-awareness scale has three dimensions: (1) emotional awareness, where a person can recognize one's own emotions and their effects, such as recognizing and understanding one's state, expressing emotions, and harmonizing emotions and actions; (2) accurate self-assessment refers to people being able to know their strengths and limitations, such as reflective, self-development and trying to learn; (3) self-confidence which means a deep understanding of one's abilities, believes in one's qualities, such as being able to voice opinions and make decisions (Boyatzis & Goleman, 1999). The validity test results of 18 items obtained nine valid items and nine fall items, with an AVE score of 0.578.

Statistical analysis

This study offered 24 hypotheses based on the literature review. The research model is as follows.
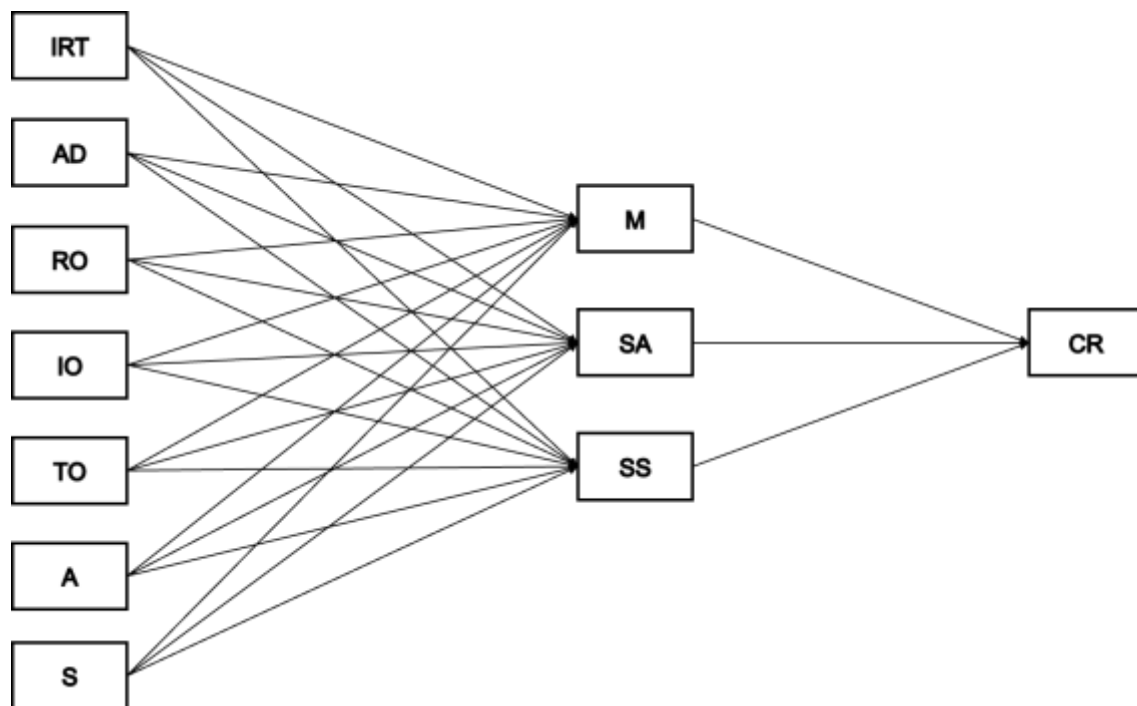
Notes: IRT, Innovation and Risk Taker; AD, Attention to Detail; RO, Result Oriented; IO, Individual Orientation; TO, Team Oriented; A, Aggressive; S, Stabilization; M, Motivation; SA, Self-awareness; SS, Social Support; CR, Competence Recharging

Figure 1. Research Model

RESULTS

We employed Smart PLS 4.4 to estimate the research model. This research is better suited to this model for the following reasons: First, the research model contains not one but two first-order reflective constructs. Test the mediating effects of intrinsic characteristics on the recharging of competence. Second, the sample size (N=105) is relatively small.

Before doing statistical analyses, collinearity and normality tests were conducted. To guarantee that collinearity is not a problem, the variance inflation factor (VIF) values of all construct elements must be less than 10. In this study, there are no dropped items on scales based on the VIF scores of each item. In the final study, 57 items across all components were included. Statistics of skewness and kurtosis utilize the normalcy assessment. The most excellent absolute values of skewness and kurtosis indicators in the remaining dataset were 2.102 and 5.602, which were much less than the threshold values of >2 and <7.

The adequacy of the measurement model was evaluated based on the criteria of reliability and validity. All constructs in this study have composite reliability values ranging from 0.878 to 1.00, above the threshold value of 0.7, indicating high internal consistency.

Table 1. Measurement Mode

Construct	No. of items	Mean	SD	VIF	AVE	Composite reliability	Cronbach's Alpha
CR	10	33.85	4.050	DV	0.606	0.939	0.927
M	8	26.77	3.323	4.502	0.628	0.931	0.915
SA	9	30.00	3.492	5.672	0.578	0.925	0.909
SS	6	19.06	2.831	2.350	0.624	0.909	0.879
IRT	4	13.46	1.715	3.002	0.646	0.879	0.818
AD	3	9.92	1.504	2.740	0.831	0.936	0.899
RO	5	16.79	2.290	6.184	0.769	0.943	0.925
IO	4	13.38	1.689	4.745	0.666	0.888	0.831
TO	4	13.30	1.744	4.004	0.705	0.904	0.858
A	2	6.62	0.892	4.005	0.783	0.878	0.723
S	1	3.30	0.499	2.005	1.000	1.000	1.000

Scale validation proceeds with the analyses of convergent validity and discriminant validity. The convergent validity of the scales was verified by using two criteria such as cross-loadings, and the average variance extracted (AVE) by each construct should exceed 0.5. As shown in Table 1, all cross-loadings of each construct item have higher scores than another, and all AVE values range from 0.578 to 1.00, achieving convergent validity.

Table 2. Discriminant Validity

	A	AD	CR	IO	IRT	M	RO	S	SA	SS	TO
A1	**0.894**	0.664	0.606	0.718	0.558	0.598	0.640	0.486	0.705	0.527	0.788
A2	**0.876**	0.488	0.588	0.728	0.609	0.579	0.610	0.502	0.587	0.545	0.639
AD1	0.554	**0.921**	0.469	0.561	0.560	0.507	0.649	0.246	0.568	0.502	0.550
AD2	0.623	**0.922**	0.545	0.567	0.638	0.572	0.652	0.269	0.643	0.513	0.622
AD3	0.606	**0.891**	0.555	0.557	0.682	0.611	0.717	0.340	0.650	0.687	0.614
CR10	0.582	0.425	**0.821**	0.582	0.500	0.663	0.570	0.543	0.655	0.536	0.567
CR11	0.540	0.467	**0.795**	0.571	0.520	0.657	0.690	0.410	0.679	0.419	0.610
CR12	0.549	0.440	**0.836**	0.584	0.517	0.663	0.666	0.324	0.643	0.444	0.556
CR13	0.531	0.457	**0.795**	0.664	0.512	0.631	0.611	0.370	0.632	0.437	0.519
CR14	0.629	0.590	**0.733**	0.701	0.519	0.618	0.641	0.403	0.662	0.484	0.652
CR15	0.514	0.424	**0.715**	0.511	0.562	0.605	0.599	0.284	0.597	0.464	0.560
CR5	0.412	0.406	**0.739**	0.462	0.448	0.504	0.535	0.238	0.533	0.456	0.459
CR6	0.467	0.416	**0.800**	0.475	0.373	0.546	0.545	0.293	0.557	0.461	0.555
CR7	0.491	0.465	**0.775**	0.558	0.398	0.584	0.606	0.267	0.539	0.530	0.535
CR9	0.507	0.394	**0.765**	0.542	0.439	0.614	0.608	0.325	0.595	0.548	0.526
IO1	0.722	0.571	0.690	**0.842**	0.644	0.660	0.742	0.444	0.657	0.520	0.611
IO2	0.647	0.459	0.572	**0.754**	0.500	0.580	0.591	0.333	0.565	0.540	0.557
IO3	0.658	0.458	0.604	**0.879**	0.621	0.633	0.662	0.592	0.669	0.563	0.684
IO4	0.638	0.525	0.511	**0.785**	0.500	0.584	0.612	0.469	0.617	0.550	0.642
IRT1	0.635	0.574	0.458	0.517	**0.829**	0.475	0.553	0.362	0.606	0.390	0.548
IRT2	0.527	0.524	0.459	0.470	**0.841**	0.502	0.555	0.386	0.618	0.358	0.547
IRT3	0.404	0.552	0.383	0.496	**0.732**	0.510	0.639	0.283	0.515	0.516	0.458
IRT4	0.545	0.570	0.636	0.703	**0.809**	0.758	0.704	0.451	0.703	0.576	0.658
M11	0.526	0.550	0.528	0.540	0.600	**0.704**	0.695	0.362	0.640	0.649	0.603
M2	0.481	0.427	0.576	0.544	0.526	**0.728**	0.562	0.215	0.592	0.398	0.454
M3	0.567	0.412	0.649	0.606	0.584	**0.772**	0.619	0.377	0.633	0.536	0.537
M5	0.436	0.399	0.559	0.562	0.512	**0.777**	0.561	0.348	0.651	0.484	0.514

M6	0.523	0.454	0.616	0.544	0.487	**0.797**	0.607	0.465	0.677	0.452	0.662
M7	0.549	0.615	0.717	0.628	0.670	**0.884**	0.757	0.391	0.758	0.601	0.654
M8	0.551	0.549	0.664	0.705	0.573	**0.849**	0.727	0.477	0.721	0.651	0.618
M9	0.570	0.508	0.652	0.631	0.589	**0.815**	0.665	0.444	0.678	0.561	0.619
RO1	0.559	0.663	0.582	0.582	0.715	0.612	**0.813**	0.293	0.645	0.561	0.598
RO2	0.645	0.698	0.733	0.742	0.687	0.762	**0.895**	0.387	0.768	0.684	0.711
RO3	0.607	0.612	0.707	0.730	0.686	0.757	**0.901**	0.338	0.717	0.624	0.630
RO4	0.593	0.604	0.731	0.714	0.613	0.747	**0.879**	0.288	0.722	0.647	0.580
RO5	0.689	0.679	0.666	0.727	0.698	0.724	**0.893**	0.412	0.770	0.630	0.754
S1	0.557	0.317	0.450	0.566	0.469	0.491	0.393	**1.000**	0.575	0.451	0.610
SA1	0.494	0.498	0.513	0.510	0.561	0.582	0.462	0.513	**0.754**	0.403	0.584
SA2	0.492	0.434	0.515	0.557	0.547	0.625	0.500	0.503	**0.764**	0.445	0.553
SA3	0.556	0.463	0.538	0.619	0.566	0.620	0.601	0.417	**0.776**	0.467	0.585
SA4	0.532	0.478	0.609	0.513	0.493	0.678	0.607	0.448	**0.713**	0.498	0.674
SA5	0.548	0.555	0.621	0.648	0.601	0.664	0.746	0.412	**0.799**	0.489	0.625
SA6	0.646	0.645	0.679	0.647	0.655	0.747	0.762	0.442	**0.807**	0.616	0.699
SA7	0.501	0.473	0.648	0.589	0.643	0.677	0.667	0.296	**0.735**	0.483	0.560
SA8	0.561	0.540	0.643	0.535	0.565	0.571	0.614	0.363	**0.740**	0.391	0.597
SA9	0.654	0.565	0.590	0.625	0.618	0.611	0.654	0.543	**0.748**	0.671	0.615
SS1	0.478	0.584	0.472	0.513	0.500	0.513	0.570	0.308	0.544	**0.824**	0.448
SS2	0.552	0.521	0.602	0.655	0.550	0.668	0.650	0.439	0.638	**0.766**	0.555
SS3	0.442	0.491	0.466	0.473	0.439	0.526	0.592	0.306	0.469	**0.845**	0.451
SS4	0.388	0.423	0.440	0.388	0.450	0.510	0.517	0.359	0.509	**0.747**	0.517
SS5	0.408	0.452	0.449	0.449	0.392	0.493	0.514	0.315	0.434	**0.795**	0.472
SS7	0.560	0.496	0.450	0.619	0.414	0.518	0.538	0.387	0.491	**0.758**	0.572
TO1	0.418	0.544	0.493	0.492	0.474	0.499	0.535	0.331	0.531	0.456	**0.709**
TO2	0.776	0.580	0.709	0.752	0.665	0.720	0.734	0.636	0.774	0.637	**0.885**
TO3	0.705	0.453	0.618	0.689	0.632	0.627	0.609	0.590	0.695	0.481	**0.905**
TO4	0.766	0.631	0.553	0.604	0.555	0.611	0.612	0.448	0.675	0.557	**0.845**

Structured Model

We analyze the standardized path coefficients to examine the structure model and test the hypotheses. All organizational culture constructs are correlated with motivation, self-awareness, and social support in order to establish which construct has a greater impact on each variable.
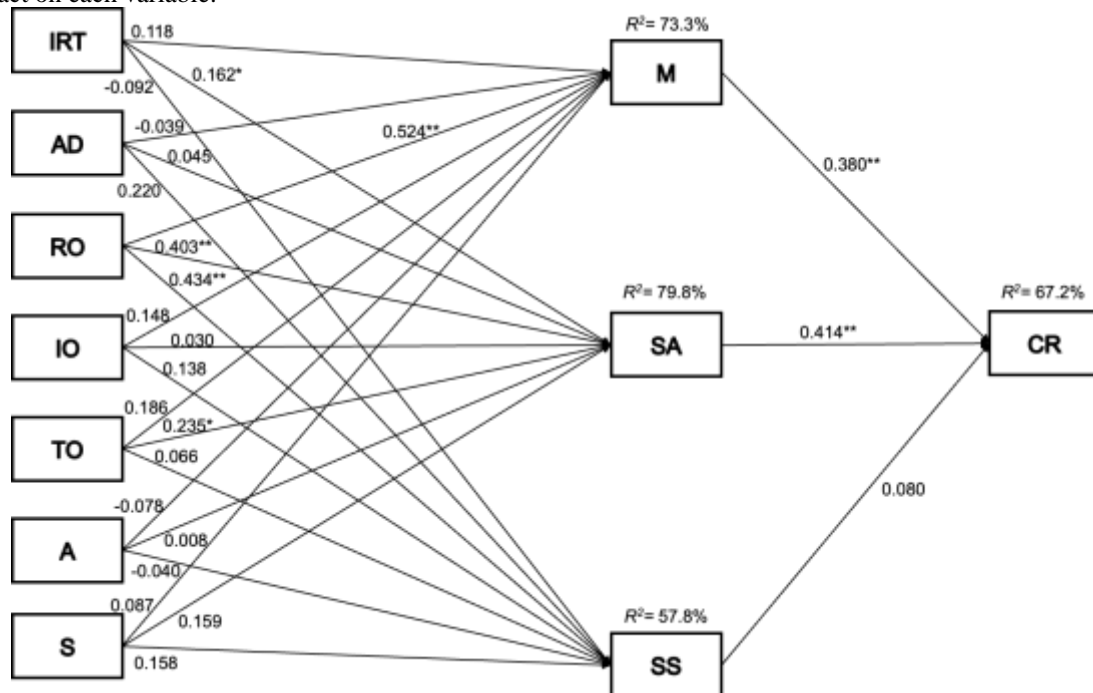
Notes: *IRT, Innovation and Risk Taker; AD, Attention to Detail; RO, Result Oriented; IO, Individual Orientation; TO, Team Oriented; A, Aggressive; S, Stabilization; M, Motivation; SA, Self-awareness; SS, Social Support; CR, Competence Recharging*
*p<0.05; **p<0.01; ***p<0.001
Figure 2. Structural model

The effects of organizational culture constructs on motivation, self-awareness, and social culture were investigated. Only one construct, namely result-oriented, was found to be strongly connected to the three variables. Particularly significant to self-awareness are innovation and risk-taking (ß=0.162; p<0.05), result oriented (ß=0.403; p<0.01), and team oriented (ß=0.235; p<0.05). Then, only a result-oriented orientation is significant for motivation (ß=0.524; p<0.05) and social support (ß=0.434; p<0.01).

The structural model results showed that 67.2% of competence recharging could be explained by motivation, social support, and self-awareness. All the path coefficients in the model are reported and interpreted. The results in Figure 2 indicate that extrinsic factors have a significant effect on intrinsic factors. Social support has no significance on competence recharging (ß=0.080; p>0.05). Moreover, motivation has significant positive effects on competence recharging (ß=0.380; p<0.05). Self-awareness of competence recharging is also significant (ß=0.414; p<0.05).

As shown in figure 2, two simple significant mediating effects exist in the research model: from motivation to competence recharging and from self-awareness to competence recharging. Both intrinsic factors are mediation for competence recharging.

DISCUSSION

Only three of the seven organizational culture constructs are related to the variables of motivation, self-awareness, and social support, namely innovation and risk-taking, result orientation, and teamwork. These three concepts are associated with personality and orientation toward accomplishing common objectives. In addition to being able to survive in a less stable current economy, it has been demonstrated that organizations with a culture that fosters innovation and emphasizes results-oriented teams are able to thrive. Moreover, only result-oriented is connected with the three dependent variables. This demonstrates that team-oriented professionals likely to receive both intrinsic and extrinsic reinforcement.

Self-awareness is associated with all major organizational culture components, including innovation and risk-taking, result orientation, and teamwork. The organization should stimulate employee innovation, emphasize teamwork, and support employee performance. These three combinations will increase employee self-awareness, which will have a beneficial effect on recharging competence. Self-awareness is an employee's intrinsic potential to activate themselves and contribute to the workplace without external coercion. Additionally, individual self-awareness is connected with desired effective results and greater managerial effectiveness (Bratton et al., 2011).

This study examined three key aspects in the recharging of employee competence: social support, motivation, and self-awareness. The combination of these three elements adds to 67.2% of recharging competence during the pandemic. Employees often replenish their competence via external and internal causes (Gurevitch, 2021). This study may consider extrinsic elements such as social support and workplace culture. In contrast, internal influences include self-awareness and motivation.

Companies that want their employees to recharge their competence should bring a positive corporate culture (Alsabahi et al., 2021), positive social support (Chiaburu et al., 2010), investigate the source of employee motivation (Rietveld et al., 2022), and facilitate employee self-awareness (Kreibich et al., 2020). Instead of being encouraged to interact with the business, employees will feel comfortable and have the freedom to develop their skills (Bakker & Schaufeli, 2008). The human resource manager could consider a program for employees that incorporates these four elements to provide a novel experience.

However, only self-awareness and drive have a substantial influence on the recharging of competencies. It might be argued that self-awareness and motivation are two of the most important internal elements, but occasionally people fail to recognize their importance (Atmojo et al., 2020). People require a pleasant environment to see their skills and potential. Self-awareness enables individuals to be more cognizant of their impulses, evaluate the hurdles, and choose the best path to achieve their objectives (Kreibich et al., 2020).

In contrast, social support has no important impact on recharging competence. This outcome contradicts studies that suggests social support is a crucial role in sustaining employees' willingness to acquire some competency (Fitriansyah et al., 2021; Pitoy et al., 2021; Vijayalakshmi & Yamuna, 2017). In addition, the ages of individuals might make social support a key influence. Younger people will require greater social support than elderly people (Chiaburu et al., 2010; Goodwin & Giles, 2003). Based on participant background, this study includes independent professional employees aged 24-55. It explains why social support does not have a substantial impact on recharging competence in this study.

Additionally, companies with a positive organizational culture are likely to meet their performance goals (Memari et al., 2013; Wabia et al., 2021). It is appropriate since the employee is invested in the organization and strives to meet the manager's requirements (Bakker & Schaufeli, 2008). Positive organizational culture will encourage employees to investigate their experiences, flaws, fruitfulness, and others' contributions prior to reaching self-awareness.

Limitations
This research has some limitations. First, the participant count must be replicated to obtain more thorough data. A month of data collection is insufficient to recruit the appropriate individuals. Second, the present study employs a non-random sample

with several restrictions. To obtain responders in future study, additional sampling methods, such as random sampling, should be considered.

Conclusion

This study examines the concept of recharging competence from the standpoint of how employees maintain the same skill level as when they were hired. Motivation, social support, and self-awareness are the three primary psychological variables necessary for recharging competence. Only social support does not affect recharging competence, whereas motivation and social support have a beneficial effect. Moreover, only three organizational culture components were associated with the three primary factors: innovation and risk-taking, result orientation, and team orientation. A company should examine these concepts to increase employee awareness, influencing the recharging of skills.

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