







# “Career development as a strategic mechanism linking human capital to police performance: The paradoxical role of organizational support”

<b>AUTHORS</b>	Ricky Purnama Kertapati  Said Musnadi  Mahdani Ibrahim   Teuku Meldi Kesuma 
<b>ARTICLE INFO</b>	Ricky Purnama Kertapati, Said Musnadi, Mahdani Ibrahim and Teuku Meldi Kesuma (2026). Career development as a strategic mechanism linking human capital to police performance: The paradoxical role of organizational support. <i>Problems and Perspectives in Management</i> , 24(2), 632–645. doi: <a href="https://doi.org/10.21511/ppm.24(2).2026.43">10.21511/ppm.24(2).2026.43</a>
<b>DOI</b>	<a href="http://dx.doi.org/10.21511/ppm.24(2).2026.43">http://dx.doi.org/10.21511/ppm.24(2).2026.43</a>
<b>RELEASED ON</b>	Monday, 29 June 2026
<b>RECEIVED ON</b>	Saturday, 21 February 2026
<b>ACCEPTED ON</b>	Thursday, 18 June 2026
<b>LICENSE</b>	 This work is licensed under a <a href="https://creativecommons.org/licenses/by/4.0/">Creative Commons Attribution 4.0 International License</a>
<b>JOURNAL</b>	"Problems and Perspectives in Management"
<b>ISSN PRINT</b>	1727-7051
<b>ISSN ONLINE</b>	1810-5467
<b>PUBLISHER</b>	LLC “Consulting Publishing Company “Business Perspectives”
<b>FOUNDER</b>	LLC “Consulting Publishing Company “Business Perspectives”



NUMBER OF REFERENCES

41



NUMBER OF FIGURES

2



NUMBER OF TABLES

8

© The author(s) 2026. This publication is an open access article.



## BUSINESS PERSPECTIVES



LLC "CPC "Business Perspectives"  
Hryhorii Skovoroda lane, 10,  
Sumy, 40022, Ukraine  
[www.businessperspectives.org](http://www.businessperspectives.org)

**Type of the article:** Research Article

**Received on:** 21<sup>st</sup> of February, 2026

**Accepted on:** 18<sup>th</sup> of June, 2026

**Published on:** 29<sup>th</sup> of June, 2026

© Ricky Purnama Kertapati, Said Musnadi, Mahdani Ibrahim, Teuku Meldi Kesuma, 2026

Ricky Purnama Kertapati, Master Student, Department of Management, Faculty of Economics and Business, Syiah Kuala University, Indonesia.

Said Musnadi, Dr., Lecturer, Department of Management, Faculty of Economics and Business, Syiah Kuala University, Indonesia.

Mahdani Ibrahim, Dr., Lecturer, Department of Management, Faculty of Economics and Business, Syiah Kuala University, Indonesia. (Corresponding author)

Teuku Meldi Kesuma, Dr., Lecturer, Department of Management, Faculty of Economics and Business, Syiah Kuala University, Indonesia.



This is an Open Access article, distributed under the terms of the [Creative Commons Attribution 4.0 International license](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted re-use, distribution, and reproduction in any medium, provided the original work is properly cited.

**Conflict of interest statement:**

Author(s) reported no conflict of interest

Ricky Purnama Kertapati (Indonesia), Said Musnadi (Indonesia), Mahdani Ibrahim (Indonesia), Teuku Meldi Kesuma (Indonesia)

# CAREER DEVELOPMENT AS A STRATEGIC MECHANISM LINKING HUMAN CAPITAL TO POLICE PERFORMANCE: THE PARADOXICAL ROLE OF ORGANIZATIONAL SUPPORT

## Abstract

Performance management in public policing institutions remains a critical issue, particularly in developing countries characterized by hierarchical bureaucracies and formalized career systems. While previous studies have examined human capital and organizational factors separately, limited research has integrated these dimensions within a mediated-moderated framework. This study investigates the effects of training and development, self-efficacy, and career adaptability on police performance, with career development as a mediator and perceived organizational support as a moderator.

A census survey was conducted among 325 police officers in Aceh, Indonesia, and the data were analyzed using partial least squares structural equation modeling (SmartPLS 4). The results show that training and development and self-efficacy significantly enhance both career development and police performance. Career development has a significant positive effect on performance and mediates the relationships between training and development, self-efficacy, and performance. In contrast, career adaptability does not significantly influence career development or performance, nor does it exert a significant indirect effect through career development. Furthermore, perceived organizational support negatively moderates the relationship between career development and performance, indicating that higher levels of support weaken the positive influence of career development on performance.

The findings suggest that police performance is strengthened through investments in human capital and psychological resources supported by structured career systems. However, career adaptability appears to play a limited role in highly formalized policing environments. The study contributes to public management literature by highlighting the context-dependent role of career adaptability and the conditional influence of organizational support on police performance.

## Keywords

training and development, self-efficacy, career adaptability, career development, organizational support, police performance, public sector management

## JEL Classification

J82, J88, M12, M53

## INTRODUCTION

Police organizations are expected not only to maintain public security but also to deliver accountable, transparent, and high-quality public services. Consequently, improving police performance has become a strategic concern in public sector management because it influences organizational legitimacy, public trust, and governance effectiveness (Travova, 2023; Curry, 2024).

In Indonesia, the National Police (Polri) operates under a highly centralized, hierarchical bureaucratic system characterized by formal

command structures and structured career mechanisms. Although institutional reforms have strengthened professionalism and accountability, challenges related to bureaucratic rigidity, unequal career opportunities, and personnel performance remain evident (Nurrohmat, 2021). In such settings, employee performance is shaped not only by individual competencies but also by organizational mechanisms governing career progression and institutional support.

Human capital literature has consistently identified training and development, self-efficacy, and career adaptability as important drivers of employee performance. Training and development enhance employees' competencies and professional capabilities, self-efficacy strengthens confidence in accomplishing work-related tasks, and career adaptability enables employees to respond effectively to changing organizational demands (Rudolph et al., 2017; Oktaviza et al., 2025). Collectively, these factors represent strategic human capital resources that are expected to improve organizational performance.

Despite these theoretical expectations, empirical findings remain inconsistent, particularly within the public sector and law enforcement organizations. While several studies report significant positive effects of training and development, self-efficacy, and career adaptability on employee performance, others identify weak, indirect, or insignificant relationships. These inconsistencies suggest that the influence of human capital on performance may depend on organizational mechanisms operating within highly bureaucratic institutional environments.

One mechanism that warrants greater attention is career development. In police organizations, career development determines promotion opportunities, professional growth, role allocation, and long-term career progression. Employees who perceive transparent and achievable career pathways are more likely to utilize their competencies and align their behaviors with organizational objectives. However, previous studies have rarely examined career development as the mediating mechanism through which human capital contributes to police performance, leaving an important theoretical and empirical gap (Heilemann & Parker, 2024).

Another important yet insufficiently understood factor is organizational support. Prior literature generally argues that organizational support enhances employee commitment, motivation, and performance by fostering perceptions of organizational care and recognition (Eisenberger et al., 1986). However, within highly hierarchical organizations such as police institutions, organizational support may not always generate positive outcomes. Excessive or poorly managed support may inadvertently reduce accountability, weaken performance pressure, or encourage employee dependency, suggesting that organizational support can play a paradoxical role in shaping performance.

Addressing these gaps, this study investigates whether career development serves as the strategic mechanism linking training and development, self-efficacy, and career adaptability to police performance. It further examines whether organizational support strengthens or weakens these relationships within Indonesia's hierarchical policing context. By integrating mediation and moderation perspectives, this study extends the human capital and public sector performance literature while providing new empirical evidence on performance dynamics in police organizations operating within developing-country bureaucratic environments.

---

## 1. LITERATURE REVIEW AND HYPOTHESES

Career development in contemporary organizations is increasingly understood as a dynamic and multidimensional process shaped by the interaction between organizational structures and indi-

vidual psychological resources. Traditional career systems, which emphasized linear progression and long-term organizational attachment, have gradually shifted toward more flexible and adaptive career patterns. Within this perspective, employees are expected not only to possess technical competencies but also to continuously manage and adapt

their career trajectories in response to organizational and environmental changes (Akkermans et al., 2021). This issue becomes particularly relevant in public sector organizations, including police institutions, where career advancement is strongly influenced by bureaucratic structures, formal promotion systems, and institutional regulations.

Training and development represent one of the most important organizational mechanisms for strengthening employee competencies and supporting long-term career growth. Previous studies consistently indicate that developmental human resource practices contribute positively to employability, promotability, and internal career mobility (Spurk et al., 2019; Deng et al., 2024). However, the literature also suggests that the relationship between training and career outcomes is not always direct or uniformly positive. In many organizations, training programs tend to focus primarily on technical skill enhancement while neglecting broader developmental aspects such as career planning, proactive behavior, and long-term adaptability (Jackson & Tomlinson, 2020). Evidence further suggests that integrating training with structured career development initiatives produces stronger improvements in employee performance than training alone (Hosen et al., 2023). As a result, employees may improve their operational competencies without necessarily experiencing meaningful career progression. This indicates that the effectiveness of training depends not only on the availability of developmental programs but also on how such programs encourage individuals to actively manage and utilize career opportunities. This argument is also consistent with earlier human capital research emphasizing that both general and organization-specific training generate long-term productivity and career benefits (Loewenstein & Spletzer, 1999).

In police organizations, training and development extend beyond improving technical competencies to preparing officers for promotion, leadership responsibilities, and increasingly complex public service demands. Because police careers are governed by formal competency standards and rank-based promotion systems, the effectiveness of training is closely associated with subsequent career development opportunities rather than immediate performance improvement alone.

Beyond organizational interventions, individual psychological resources also play a crucial role in determining career outcomes. Self-efficacy, derived from Social Cognitive Career Theory, reflects individuals' beliefs regarding their capability to successfully perform tasks and overcome work-related challenges. Prior studies demonstrate that employees with high self-efficacy tend to exhibit stronger persistence, confidence, and career initiative, which positively influence career planning and achievement (Pradhan et al., 2020; Chan, 2020). Nevertheless, empirical evidence also reveals that self-efficacy alone may not always guarantee career advancement, particularly within highly structured organizations where promotion opportunities are regulated through formal bureaucratic systems. In such contexts, employees may possess strong confidence and competencies but still face institutional constraints that limit career mobility. Employees' career expectations are also shaped by organizational opportunities and institutional career systems rather than self-efficacy alone (Liu et al., 2019). This suggests that the influence of self-efficacy on career outcomes may depend on the broader organizational environment in which employees operate. For police officers, self-efficacy is particularly important because operational duties frequently require rapid decision-making, confidence under pressure, and effective responses to unpredictable situations. Nevertheless, confidence alone may not translate into career advancement when promotion decisions remain strongly influenced by institutional regulations and hierarchical evaluation systems.

Career adaptability further complements the role of psychological resources by enabling individuals to cope with uncertainty and changing work demands. Defined through dimensions such as concern, control, curiosity, and confidence, career adaptability reflects individuals' readiness to anticipate and manage career-related transitions (Rudolph et al., 2017; Hirschi et al., 2018). Existing studies generally confirm that adaptable employees are more capable of responding to organizational change and sustaining long-term career success. Career adaptability also facilitates successful school-to-work and career transitions by improving both objective and subjective career success (Hofmann et al., 2021). However, the relevance of career adaptability may vary across

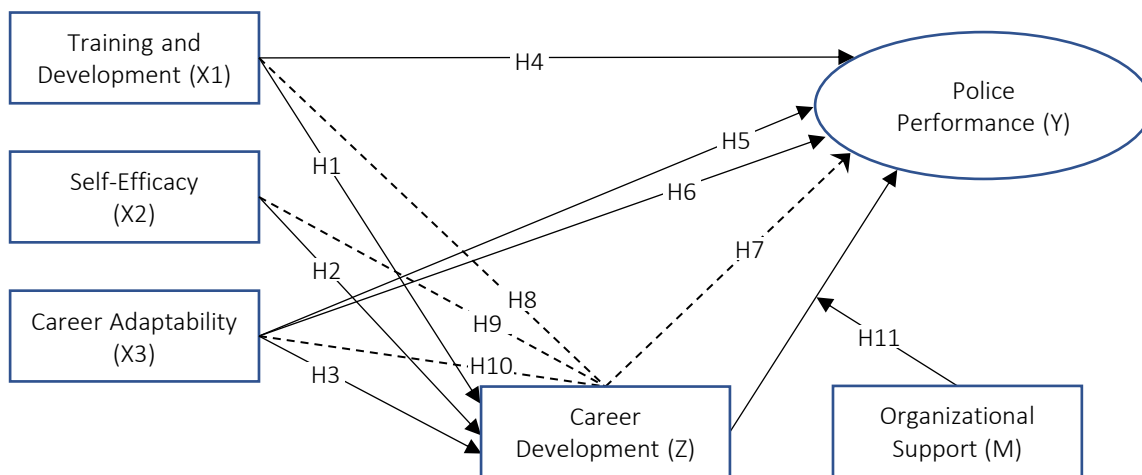
organizational contexts. In highly bureaucratic institutions such as police organizations, formal procedures and rigid hierarchical systems may reduce employees' discretion in shaping their own careers. This condition is especially relevant in police organizations, where officers must continuously adapt to evolving security threats, technological advances, and changing public expectations while operating within rigid organizational procedures. Consequently, career adaptability remains essential, although its influence on career progression is constrained by formal institutional career systems.

One such mechanism is career development. Employees who perceive opportunities for career growth are generally more motivated to improve their performance because career advancement is often associated with professional recognition, rewards, and long-term organizational stability (Weng & McElroy, 2017; Cheung et al., 2024). Career commitment has likewise been shown to increase when employees experience meaningful work, engagement, and opportunities for job crafting (Kim & Park, 2024). In police organizations, where promotion systems and rank structures are highly institutionalized, career development becomes particularly important in shaping employee attitudes and behavior.

Furthermore, the effectiveness of career development may depend on contextual organizational conditions, particularly organizational support. According to Organizational Support Theory, employees who perceive strong institutional support tend to demonstrate more positive attitudes and behaviors because they feel valued and recognized by the organization (Rhoades & Eisenberger, 2002). Recent developments in the Organizational Support Theory further argue that organizational support should be viewed as a multidimensional construct whose effects vary across organizational contexts and managerial practices (Caesens & Stinglhamber, 2020). Despite this generally positive assumption, recent discussions suggest that organizational support may not always generate uniformly beneficial outcomes in highly bureaucratic environments. In rigid institutional settings, excessive or improperly implemented support mechanisms may weaken accountability, reduce performance pressure, or

create dependency among employees. Research involving police officers also demonstrates that organizational and social support substantially influence occupational well-being and work-related outcomes (McCanlies et al., 2018). In policing environments, organizational support also affects officers' willingness to engage in professional development, accept challenging assignments, and pursue long-term career advancement. Therefore, understanding how organizational support interacts with career development is particularly important in explaining police performance. Consequently, organizational support may either strengthen or weaken the relationship between career development and performance depending on how support is interpreted and implemented within the organizational context.

Overall, the literature demonstrates that training and development, self-efficacy, and career adaptability are important determinants of career development and employee performance. However, previous studies remain fragmented and largely focus on isolated relationships between variables. Limited attention has been given to the integrated mechanisms through which organizational and psychological resources jointly influence performance outcomes, particularly in police institutions characterized by hierarchical structures and formalized career systems. Recent evidence from Indonesian public organizations and police institutions likewise emphasizes that leadership, ethics, and digital transformation influence performance through organizational mechanisms rather than isolated individual factors (Chaidir et al., 2025; Marzuki et al., 2025; Oktaviza et al., 2025). In addition, the mediating role of career development and the contextual influence of organizational support remain insufficiently examined within public sector and law enforcement settings. Despite the growing importance of police professionalism and organizational effectiveness, limited empirical evidence explains how these human capital factors are translated into police performance through career development across different levels of organizational support. These gaps indicate the need for a more comprehensive framework capable of explaining how human capital factors are translated into performance outcomes within institutionalized organizational environments.



**Figure 1.** Conceptual framework

Building upon the preceding literature review, this study aims to examine how human capital factors, namely training and development, self-efficacy, and career adaptability, contribute to police performance through the mediating role of career development. In addition, this study investigates whether organizational support strengthens or weakens the relationship between career development and police performance. By integrating direct, mediating, and moderating relationships within a single framework, this study seeks to provide a more comprehensive explanation of performance improvement in hierarchical police organizations.

Accordingly, the following hypotheses are formulated to empirically examine the proposed relationships:

- H1: Training and development are expected to contribute significantly to the enhancement of career development.
- H2: Higher levels of self-efficacy are associated with greater career development.
- H3: Career adaptability is likely to strengthen individuals' career development.
- H4: Training and development are predicted to improve police performance.
- H5: Police officers with stronger self-efficacy tend to demonstrate superior performance.

- H6: Greater career adaptability leads to improved police performance outcomes.
- H7: Career development is proposed to serve as a positive predictor of police performance.
- H8: Career development functions as an intervening mechanism through which training and development enhance police performance.
- H9: The relationship between self-efficacy and police performance operates indirectly through career development.
- H10: Career development mediates the relationship between career adaptability and police performance.
- H11: Organizational support moderates the relationship between career development and police performance such that the relationship is stronger when organizational support is high.

Drawing upon the theoretical foundations and empirical findings, this study develops an integrated conceptual framework to explain police performance. The framework combines organizational resource factors and individual psychological capacities to provide a comprehensive explanation of performance outcomes in policing institutions. Training and development are positioned as strategic organizational investments, while self-efficacy and career adaptability represent critical personal resources that shape professional growth and effectiveness.

Career development is conceptualized as both an outcome of organizational and individual resources and as a mediating mechanism that translates these resources into improved police performance. In addition, organizational support is incorporated as a contextual moderator that may strengthen the impact of career development on performance outcomes. By integrating direct, indirect, and moderating relationships within a single model, the proposed framework offers a holistic perspective on how institutional support systems and individual career resources jointly contribute to sustainable police performance.

The conceptual model derived from this framework is presented in Figure 1.

## 2. METHOD

This study employed a quantitative cross-sectional survey design to examine the direct, mediating, and moderating relationships proposed in the conceptual framework. A quantitative approach was considered appropriate because it allows for the simultaneous testing of multiple hypotheses and structural relationships among latent vari-

ables, which is consistent with research practices in organizational behavior and public management studies.

The population consisted of 500 active police officers serving in Aceh Province, Indonesia, during June–August 2025. A census approach was applied to ensure comprehensive coverage of the target population, resulting in 325 valid responses. Stratification based on rank, unit assignment, and years of service was implemented to enhance representativeness and reduce sampling bias. In addition to the primary constructs, demographic information including gender, age, marital status, educational background, and length of service was collected to provide contextual insight and to ensure that the sample adequately reflected the characteristics of the police force. The demographic distribution of respondents is presented in Table 1.

Data were collected using a structured questionnaire consisting of six sections corresponding to the study variables: training and development (X1), self-efficacy (X2), career adaptability (X3), career development (Z), police performance (Y), and perceived organizational support (M). All

**Table 1.** Respondent demographics

Category	Characteristic	Frequency	Percentage (%)
Gender	Male	311	96%
	Female	14	4%
	Total	325	100%
Age	20–30 years	61	18.8
	31–40 years	90	27.7
	41–50 years	103	31.7
	51 years and above	71	21.8
	Total	325	100.0
Marital Status	Single	51	15.7
	Married	268	82.5
	Widower	6	1.8
	Widow	0	0.0
	Total	325	100.0
Highest Educational Level	Senior High School/Vocational	207	63.7
	Diploma (D1/D2/D3)	2	0.6
	Bachelor's Degree (S1)	95	29.2
	Postgraduate (S2/S3)	21	6.5
	Total	325	100.0
Years of Service as Police Officer	Less than 10 years	56	17.2
	11–20 years	98	30.2
	21–30 years	108	33.2
	More than 31 years	63	19.4
	Total	325	100.0

Note: n = 325.

measurement instruments were adapted from established theoretical and empirical sources as well as relevant institutional regulations. The number of items retained for each construct was adjusted to suit the specific context of this research while preserving the conceptual foundations of the original scales. All constructs were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Training and development were operationalized using eight items adapted from Loewenstein and Spletzer (1999), capturing both general (transferable) and organization-specific training dimensions, including skill enhancement, productivity improvement, and adaptability to job demands.

Self-efficacy was measured using seven items derived from the Occupational Self-Efficacy framework developed by Rigotti et al. (2008), reflecting individuals' confidence in managing work challenges and performing effectively under pressure.

Career adaptability was assessed using seven indicators based on the conceptualization proposed by Savickas and Porfeli (2012), emphasizing concern for future career preparation, control over career decisions, exploration of opportunities, and confidence in handling career-related challenges.

Career development was evaluated using seven items adapted from Shashi and Singh (2024), focusing on structured career planning, institutional support, competency development, and long-term professional growth.

Police performance was measured using nine indicators derived from Indonesian National Police regulations (Perkap No. 6/2020; Perkap No. 14/2011) (Perkap, 2020, 2011), including work achievement, service orientation, integrity, discipline, commitment, cooperation, leadership, compliance with professional standards, and accountability, representing professionalism, service quality, and contribution to organizational objectives.

Perceived organizational support was captured using seven items adapted from Eisenberger et al. (1986), assessing employees' perceptions of organizational appreciation, recognition, and concern for their well-being.

A pilot test involving 30 respondents was conducted to ensure clarity, relevance, and preliminary reliability of the instrument, followed by minor wording revisions. Data were collected electronically between June and August 2025. Participation was voluntary, and informed consent was obtained from all respondents. Each construct was modeled as a latent variable with multiple reflective indicators. Internal consistency reliability was assessed using Cronbach's alpha with a threshold of 0.70. Convergent validity and discriminant validity were evaluated using composite reliability (CR), average variance extracted (AVE), and the Fornell-Larcker criterion within a structural equation modeling (SEM) framework.

Data analysis proceeded in three stages. First, descriptive statistics were generated to examine respondent characteristics and variable distributions. Second, the measurement model was evaluated to confirm reliability and validity. Third, the structural model was tested to examine hypotheses H1–H11. Mediating effects were analyzed using bootstrapping procedures as recommended by Preacher and Hayes (2008), while moderating effects were examined through an interaction term between career development and perceived organizational support. All statistical analyses were conducted using SPSS and SmartPLS 4.

The study received ethical approval from the Research Ethics Committee, Faculty of Economics and Business, Syiah Kuala University (Approval No. 2144/UN11/KPT/2024). Participation was voluntary, confidentiality and anonymity were ensured, and findings were reported in aggregate form. As a cross-sectional survey relying on self-reported data, the study is subject to limitations related to causal inference and potential common method bias. Therefore, the generalizability of the findings is confined to the institutional context examined in this study.

### 3. RESULTS

Figure 2 illustrates the structural equation model estimated using SmartPLS. The diagram presents the relationships among the latent constructs, including training and development (X1), self-efficacy (X2), career adaptability (X3), career develop-

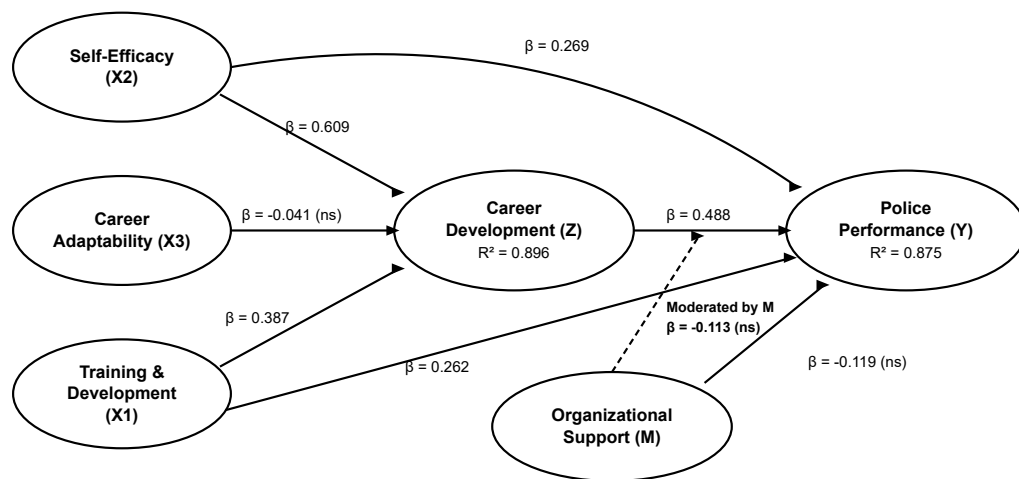


Figure 2. Structural model

ment (Z), organizational support (M), and police performance (Y). The path coefficients ( $\beta$ ) are displayed on the arrows, while  $R^2$  values are reported inside the endogenous constructs. Indicator loadings are attached to each construct, showing that all measurement items meet the minimum threshold of 0.70, thereby confirming convergent validity.

Table 2 shows that all indicators achieved satisfactory outer loadings, meeting the recommended 0.70 threshold. Minor deviations within the organizational support construct remain within acceptable limits (Hair et al., 2022). These findings confirm strong indicator reliability and establish convergent validity across all constructs.

The Fornell–Larcker criterion was applied to assess discriminant validity. As shown in Table 3, the square root of AVE (diagonal values) for each construct is greater than the inter-construct correlations (off-diagonal values). This indicates that each construct is empirically distinct from the others, thus satisfying the discriminant validity requirement (Fornell & Larcker, 1981).

The results presented in Table 4 show that Cronbach’s Alpha and Composite Reliability (CR) values for all constructs exceed the recommended threshold of 0.70, while the Average Variance Extracted (AVE) values are greater than 0.50. These findings confirm both internal consistency

Table 2. Outer loadings results

Construct	Indicator	Outer Loading	Remark
Training & Development (X1)	X1.1-X1.8	0.786 – 0.949	All > 0.70 (Valid)
Self-Efficacy (X2)	X2.1-X2.7	0.876 – 0.924	All > 0.70 (Valid)
Career Adaptability (X3)	X3.1-X3.7	0.777 – 0.907	All > 0.70 (Valid)
Career Development (Z)	Z1-Z7	0.786 – 0.924	All > 0.70 (Valid)
Organizational Support (M)	M1-M7	0.678 – 0.918	Acceptable
Police Performance (Y)	Y1-Y10	0.756 – 0.927	All > 0.70 (Valid)

Table 3. Fornell–Larcker criterion

Construct	X1	X2	X3	Z	M	Y
Training & Development (X1)	0.88					
Self-Efficacy (X2)	0.61	0.90				
Career Adaptability (X3)	0.57	0.63	0.85			
Career Development (Z)	0.66	0.68	0.71	0.89		
Organizational Support (M)	0.49	0.52	0.54	0.58	0.86	
Police Performance (Y)	0.72	0.75	0.69	0.77	0.61	0.89

**Table 4.** Composite reliability and AVE

Construct	Cronbach's Alpha	CR	AVE
Training & Development (X1)	0.94	0.95	0.78
Self-Efficacy (X2)	0.95	0.96	0.82
Career Adaptability (X3)	0.93	0.94	0.72
Career Development (Z)	0.94	0.95	0.79
Organizational Support (M)	0.92	0.93	0.74
Police Performance (Y)	0.95	0.96	0.80

reliability and convergent validity of the measurement model (Nunnally & Bernstein, 1994; Hair et al., 2022).

The coefficient of determination ( $R^2$ ) was used to evaluate the explanatory power of the model. As shown in Table 5, career development (Z) had an  $R^2$  of 0.896, and police performance (Y) had an  $R^2$  of 0.875. Following Chin (1998), these values indicate very strong explanatory power, suggesting that the exogenous variables explain a substantial proportion of variance in the endogenous constructs. In particular, Chin (1998) suggests that  $R^2$  values of 0.67, 0.33, and 0.19 can be considered substantial, moderate, and weak, respectively, in the context of PLS-SEM.

**Table 5.** Inner model ( $R^2$  values)

Endogenous Construct	$R^2$	Interpretation
Career Development (Z)	0.896	Strong explanatory power
Police Performance (Y)	0.875	Strong explanatory power

Table 6 presents the results of the direct effects analysis. Training and development (X1) significantly influences both career development ( $\beta = 0.387, p < 0.001$ ) and police performance ( $\beta = 0.262, p < 0.001$ ), indicating that structured training initiatives enhance officers' career progression and job performance. This finding reinforces the strategic role of human capital investment in public sector organizations, where formalized training systems function as institutional mechanisms for capability enhancement and performance standardization.

Self-efficacy (X2) also demonstrates a strong positive effect on career development ( $\beta = 0.609, p < 0.001$ ) and performance ( $\beta = 0.269, p < 0.001$ ). This suggests that individual psychological resources remain critical drivers of career advancement and effectiveness, even within hierarchical public in-

stitutions. Officers with higher confidence in their abilities are more proactive and resilient, which translates into improved performance outcomes.

Career development (Z) exerts a substantial positive impact on police performance ( $\beta = 0.488, p < 0.001$ ), confirming its central mediating role in the model. Perceived fairness in promotion systems and structured career pathways appear to strengthen motivation and engagement, thereby enhancing performance.

In contrast, career adaptability (X3) does not significantly affect either career development ( $\beta = -0.041, p > 0.05$ ) or performance ( $\beta = -0.091, p > 0.05$ ). This finding suggests that in highly formalized and rule-based institutions such as the police, individual adaptability may have limited influence on career progression and performance, which are largely determined by institutionalized structures.

Similarly, organizational support (M) shows no significant direct effect on performance ( $\beta = -0.119, p > 0.05$ ). This may indicate that in public bureaucracies, organizational support is perceived as a normative obligation rather than a discretionary resource, thereby reducing its motivational salience.

The mediation analysis using bootstrapping (Table 7) confirms that career development (Z) significantly mediates the relationship between training and development (X1) and performance (Y) ( $\beta = 0.189, p < 0.001$ ), as well as between self-efficacy (X2) and performance (Y) ( $\beta = 0.297, p < 0.001$ ). These findings indicate that career development functions as a critical transmission mechanism through which both organizational investment (training) and individual psychological resources (self-efficacy) translate into improved performance. Thus, performance enhancement in policing institutions is not driven solely by skill ac-

**Table 6.** Direct effect results

Path	$\beta$	t-value	p-value	Decision
X1 → Y (Training → Performance)	0.262	4.10	< 0.001	Supported
X2 → Y (Self-Efficacy → Performance)	0.269	4.22	< 0.001	Supported
X3 → Y (Adaptability → Performance)	-0.091	1.02	0.307	Rejected
X1 → Z (Training → Career Development)	0.387	6.02	< 0.001	Supported
X2 → Z (Self-Efficacy → Career Development)	0.609	9.12	< 0.001	Supported
X3 → Z (Adaptability → Career Development)	-0.041	0.87	0.385	Rejected
Z → Y (Career Development → Performance)	0.488	7.15	< 0.001	Supported

quisition or confidence, but by the extent to which these factors are institutionalized within structured career systems.

In contrast, career development does not mediate the relationship between career adaptability (X3) and performance (Y) ( $\beta = -0.020$ ,  $p > 0.05$ ). This result suggests that within highly formalized and hierarchical public organizations, individual adaptability has limited leverage in shaping career progression and, consequently, performance outcomes. Institutionalized promotion mechanisms may constrain the extent to which personal adaptability can influence structured career trajectories.

Table 8 reports that organizational support (M) significantly moderates the relationship between career development (Z) and police performance (Y) ( $\beta = -0.095$ ,  $t = 2.346$ ,  $p < 0.05$ ). The negative coefficient indicates a weakening interaction effect, meaning that the positive influence of career development on performance diminishes as perceived organizational support increases.

This result suggests that within highly institutionalized public organizations such as the police, organizational support may operate as a baseline structural condition rather than as an additional motivational enhancer. When support systems are perceived as strong and standardized, the marginal contribution of career development to performance becomes less pronounced. Conversely, under lower levels of perceived support, career development assumes a more critical motivational role.

**Table 7.** Mediation analysis

Mediation Path	$\beta$ Indirect	t-value	p-value	Decision
X1 → Z → Y	0.189	4.88	<0.001	Mediation Supported
X2 → Z → Y	0.297	6.21	<0.001	Mediation Supported
X3 → Z → Y	-0.020	0.72	0.472	Mediation Rejected

From a theoretical standpoint, this finding aligns with the substitutes for leadership perspective, which posits that certain organizational conditions can substitute for or neutralize the effects of other performance-enhancing mechanisms. In this context, institutionalized organizational support appears to partially substitute for the motivational function of career development. Moreover, from a resource-based perspective, when organizational support is widely accessible and standardized, its strategic value as a differentiating resource diminishes, thereby weakening its interactive impact on performance.

**Table 8.** Moderation analysis

Moderation Path	$\beta$	t-value	p-value	Decision
Z × M → Y	-0.095	2.346	0.019	Supported

## 4. DISCUSSION

The findings of this study provide important insights into how individual and organizational factors jointly shape police performance within a bureaucratic institutional context. The results indicate that training and development significantly improve police performance. This suggests that structured learning systems remain a critical mechanism for enhancing operational effectiveness, particularly in environments where procedural accuracy and standardization are essential. In the policing context, training does not merely enhance technical competence but also reinforces consistency and compliance with institutional standards. This finding is consistent with previous

studies (Salas et al., 2012; Blumberg et al., 2019), but the present study further highlights its role as a stabilizing mechanism within hierarchical organizations.

Self-efficacy was also found to have a strong positive effect on performance. This indicates that officers' confidence in their capabilities plays a crucial role in determining how effectively they perform under pressure. In high-risk situations, such as law enforcement operations, confidence appears to directly influence decision-making quality and persistence. While prior research has established the general importance of self-efficacy (Stajkovic et al., 2018), the current findings suggest that its role is particularly pronounced in policing, where uncertainty and risk are inherent in daily tasks.

Similarly, career adaptability was not found to have a significant direct effect on either police performance ( $\beta = -0.091, p = 0.307$ ) or career development ( $\beta = -0.041, p = 0.385$ ). These findings suggest that adaptability may not function as a critical determinant of performance within the institutional context of policing. Unlike occupations characterized by high levels of autonomy and rapidly changing career trajectories, police organizations operate within highly formalized structures where roles, procedures, and promotion systems are largely governed by institutional regulations. As a result, individual adaptability may have limited opportunities to translate into measurable performance outcomes.

This finding contrasts with studies that identify career adaptability as an important predictor of work performance (Rudolph et al., 2017; Hirschi et al., 2018). However, it is consistent with the argument that the effectiveness of adaptability depends on contextual conditions. In highly bureaucratic organizations, performance may be influenced more strongly by formal training, professional competence, and institutional career systems than by individuals' capacity to adjust to changing circumstances. Therefore, adaptability alone may not be

sufficient to enhance performance when organizational structures provide limited discretion for individual initiative.

The mediation analysis further supports this interpretation. While career development significantly mediated the relationships between training and performance and between self-efficacy and performance, the indirect effect of career adaptability on performance through career development was not statistically significant ( $\beta = -0.020, p = 0.472$ ). This result indicates that career development does not serve as a mechanism through which adaptability influences police performance. One possible explanation is that career advancement within police institutions is primarily determined by formal requirements, professional qualifications, and organizational policies rather than by adaptive career behaviors. Consequently, officers with higher adaptability do not necessarily experience greater career development opportunities or improved performance outcomes.

These findings provide an important contextual contribution to the career development literature by suggesting that the role of career adaptability may vary across institutional settings. While adaptability is often considered a valuable personal resource in dynamic and boundaryless career environments, its influence may be less pronounced in hierarchical public organizations characterized by standardized career structures and formalized advancement mechanisms.

Overall, this study demonstrates that police performance is not solely determined by individual competence or organizational investment, but by the interaction between these factors and institutional mechanisms such as career development and organizational support. The findings contribute to the literature by offering a more context-sensitive explanation of performance dynamics in hierarchical public organizations and by highlighting the potential paradoxical role of organizational support.

---

## CONCLUSION

This study examined the effects of training and development, self-efficacy, and career adaptability on police performance, with career development serving as a mediating variable and organizational support acting as a moderating factor.

The findings indicate that training and development and self-efficacy significantly enhance police performance both directly and indirectly through career development. In contrast, career adaptability did not have a significant effect on either career development or police performance, and its indirect effect through career development was also statistically non-significant. These findings suggest that adaptability may have limited relevance in highly formalized policing environments where career advancement and performance are primarily governed by institutional procedures and structured organizational systems.

The results further demonstrate that career development serves as an important mediating mechanism linking training and development and self-efficacy to police performance. This highlights the role of structured career systems in translating organizational investments and individual psychological resources into improved performance outcomes. In addition, organizational support was found to weaken the relationship between career development and performance, indicating a negative moderating effect.

Overall, the study concludes that police performance is shaped by the interaction between organizational investments, individual capabilities, and institutional career mechanisms. The findings contribute to the literature by demonstrating that the effectiveness of career-related factors may vary across organizational contexts and by highlighting the potentially paradoxical role of organizational support in hierarchical public-sector institutions.

## AUTHOR CONTRIBUTIONS

Conceptualization: Ricky Purnama Kertapati.

Data curation: Ricky Purnama Kertapati.

Formal analysis: Mahdani Ibrahim, Said Musnadi.

Funding acquisition: Mahdani Ibrahim.

Investigation: Ricky Purnama Kertapati, Teuku Meldi Kesuma.

Methodology: Said Musnadi.

Project administration: Said Musnadi.

Resources: Said Musnadi.

Software: Teuku Meldi Kesuma.

Supervision: Mahdani Ibrahim.

Validation: Mahdani Ibrahim.

Visualization: Teuku Meldi Kesuma.

Writing – original draft: Ricky Purnama Kertapati.

Writing – review & editing: Said Musnadi, Mahdani Ibrahim, Teuku Meldi Kesuma.

## REFERENCES

1. Akkermans, J., Rodrigues, R., Mol, S. T., Seibert, S. E., & Khapova, S. N. (2021). The role of career shocks in contemporary career development: Key challenges and ways forward. *Career Development International*, 26(4), 453-466. <https://doi.org/10.1108/CDI-07-2021-0172>
2. Blumberg, D. M., Schlosser, M. D., Papazoglou, K., Creighton, S., & Kaye, C. C. (2019). New directions in police academy training: A call to action. *International Journal of Environmental Research and Public Health*, 16(24), Article 4941. <https://doi.org/10.3390/ijerph16244941>
3. Caesens, G., & Stinglhamber, F. (2020). Toward a more nuanced view on organizational support theory. *Frontiers in Psychology*, 11, 476. <https://doi.org/10.3389/fpsyg.2020.00476>
4. Chaidir, C., Majid, M. S. A., Ibrahim, M., Djalil, M. A., & Agustina, M. (2025). The role of digital leadership in technology-driven learning in Indonesian senior high schools. *International Journal of Distance Education Technologies*, 23(1), 1-27. <https://doi.org/10.4018/IJDET.391898>
5. Chan, S. C. H. (2020). Transformational leadership, self-efficacy and performance of volunteers in non-formal voluntary service education. *Journal of Management Development*, 39(7-8), 929-943.

- <https://doi.org/10.1108/JMD-03-2020-0078>
6. Cheung, R., Jin, Q., Yeung, K. K., Lau, H. L., & Chui, W. H. (2024). Vocational identity statuses among Hong Kong sub-degree students: Pattern identification and relationship to career development and academic performance. *Journal of Career Development, 51*(6), 639-659. <https://doi.org/10.1177/08948453241279937>
  7. Chin, W. W. (1998). The partial least squares approach for structural equation modeling. In G. A. Marcoulides (Ed.), *Modern methods for business research* (pp. 295-336). Lawrence Erlbaum Associates Publishers. Retrieved from <https://www.taylorfrancis.com/chapters/edit/10.4324/9781410604385-10/partial-least-squares-approach-structural-equation-modeling-wynne-chin>
  8. Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management, 31*(6), 874-900. <https://doi.org/10.1177/0149206305279602>
  9. Curry, D. (2024). Limitations of trust and legitimacy in blockchain: Exploring the effectiveness of decentralisation, immutability and consensus mechanisms in blockchain governance. *International Journal of Public Sector Management, 38*(1), 98-117. <https://doi.org/10.1108/IJPSM-12-2023-0368>
  10. Deng, T., Tang, C., & Lai, Y. (2024). Exploring the role of organizational developmental HR practices in enhancing employees' commitment to organizational career: A multilevel investigation. *Journal of Organizational Change Management, 37*(2), 340-355. <https://doi.org/10.1108/JOCM-03-2023-0099>
  11. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500-507. <https://doi.org/10.1037/0021-9010.71.3.500>
  12. Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics. *Journal of Marketing Research, 18*(3), 382-388. <https://doi.org/10.2307/3150980>
  13. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3<sup>rd</sup> ed.). SAGE.
  14. Heilemann, B., & Parker, P. (2024). Building career capital in policing in Australia through women's leadership programmes. *Policing: An International Journal, 47*(1), 95-111. <https://doi.org/10.1108/PIJPSM-06-2023-0084>
  15. Hirschi, A., Nagy, N., Baumeler, F., Johnston, C. S., & Spurk, D. (2018). Assessing key predictors of career success: Development and validation of the career resources questionnaire. *Journal of Career Assessment, 26*(2), 338-358. <https://doi.org/10.1177/1069072717695584>
  16. Hofmann, C., Häfeli, K., Müller, X., & Krauss, A. (2021). Transition from low-threshold vocational education and training to work in Switzerland: Factors influencing objective and subjective career success. *International Journal for Research in Vocational Education and Training, 8*(2), 136-159. <https://doi.org/10.13152/IJR-VET.8.2.1>
  17. Hosen, S., Hamzah, S. R., Ismail, I., Noormi Alias, S., Aziz, M., & Rahman, M. (2023). Training & development, career development, and organizational commitment as the predictor of work performance. *Heliyon, 10*(1), Article e23903. <https://doi.org/10.1016/j.heliyon.2023.e23903>
  18. Jackson, D., & Tomlinson, M. (2020). Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions. *Higher Education, 80*, 435-455. <https://doi.org/10.1007/s10734-019-00490-5>
  19. Kim, E., & Park, S. (2024). Linking work meaningfulness, engagement and job crafting to career commitment. *Baltic Journal of Management, 19*(5), 601-621. <https://doi.org/10.1108/BJM-02-2024-0077>
  20. Liu, T., Shen, H., Chau, K. Y., & Wang, X. (2019). Measurement scale development and validation of female employees' career expectations in Mainland China. *Sustainability, 11*(10), Article 2932. <https://doi.org/10.3390/su11102932>
  21. Loewenstein, M. A., & Spletzer, J. R. (1999). General and specific training: Evidence and implications. *Journal of Human Resources, 34*(4), 710-733. <https://doi.org/10.2307/146414>
  22. Marzuki, Yunus, M., Adam, M., & Ibrahim, M. (2025). Investigating the influence of Islamic police work engagement and ethics on the performance of Sharia police: Moderating role of Islamic leadership. *Problems and Perspectives in Management, 23*(4), 452-466. [https://doi.org/10.21511/ppm.23\(4\).2025.33](https://doi.org/10.21511/ppm.23(4).2025.33)
  23. McCanlies, E. C., Gu, J. K., Andrew, M. E., & Violanti, J. M. (2018). The effect of social support, gratitude, resilience and satisfaction with life on depressive symptoms among police officers following Hurricane Katrina. *International Journal of Social Psychiatry, 64*(1), 63-72. <https://doi.org/10.1177/0020764017746197>
  24. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3<sup>rd</sup> ed.). New York, NY: McGraw-Hill.
  25. Nurrohmat, N. (2021). The effects of professionalism and behavior by organizational citizenship (OCB) as mediating variables on the effect of personality on performance (A study on Makassar Police). *International Journal of Quality & Reliability Management, 39*(4), 1040-1058. <https://doi.org/10.1108/IJQRM-08-2018-0219>
  26. Oktaviza, Y., Yunus, M., Ibrahim, M., & Chan, S. (2025). Integrating advanced technology and lean six sigma for enhanced hospital management and operations. In A. Hamdan (Ed.), *Achieving sustainable business through AI, technology education and computer science* (vol. 158, pp. 157-167). Cham: Springer. [https://doi.org/10.1007/978-3-031-70855-8\\_14](https://doi.org/10.1007/978-3-031-70855-8_14)

27. Perkap. (2014). *Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 14 Tahun 2014 Tentang Unit Layanan Pengadaan Barang/Jasa Di Lingkungan Kepolisian Negara Republik Indonesia [Regulation of the Chief of the State Police of the Republic of Indonesia Number 14 of 2014 Concerning the Goods/Services Procurement Service Unit Within the State Police of the Republic of Indonesia]*. (In Indonesian). Retrieved from <https://paralegal.id/peraturan/peraturan-kepala-kepolisian-negara-nomor-14-tahun-2014/>
28. Perkap. (2020). *Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 6 Tahun 2020 Tentang Pengendalian Gratifikasi Di Lingkungan Kepolisian Negara Republik Indonesia [Regulation of the Chief of the State Police of the Republic of Indonesia Number 6 of 2020 Concerning Control of Gratification in the State Police of the Republic of Indonesia]*. (In Indonesian). Retrieved from <https://lerrytutufile.wordpress.com/wp-content/uploads/2021/07/perkap-nomor-6-tahun-2020-tentang-pengendalian-gratifikasi.pdf>
29. Pradhan, R. K., Jena, L. K., & Panigrahy, N. P. (2020). Do sustainability practices buffer the impact of self-efficacy on organisational citizenship behaviour? Conceptual and statistical considerations. *Journal of Indian Business Research*, 12(4), 509-528. <https://doi.org/10.1108/IJBR-05-2019-0170>
30. Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3), 879-891. <https://doi.org/10.3758/BRM.40.3.879>
31. Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714. <https://doi.org/10.1037/0021-9010.87.4.698>
32. Rigotti, T., Schyns, B., & Mohr, G. (2008). A short version of the occupational self-efficacy scale: Structural and construct validity across five countries. *Journal of Career Assessment*, 16(2), 238-255. <https://doi.org/10.1177/1069072707305763>
33. Rudolph, C. W., Lavigne, K. N., & Zacher, H. (2017). Career adaptability: A meta-analysis of relationships with career and work outcomes. *Journal of Vocational Behavior*, 98, 17-34. <https://doi.org/10.1016/j.jvb.2016.09.002>
34. Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101. <https://doi.org/10.1177/1529100612436661>
35. Savickas, M. L., & Porfeli, E. J. (2012). Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3), 661-673. <https://doi.org/10.1016/j.jvb.2012.01.011>
36. Shashi, K., & Singh, S. K. (2024). *Career development: An essential ingredient of effective and successful educational policies in India*. <https://doi.org/10.13140/RG.2.2.16864.90886>
37. Spurk, D., Hirschi, A., & Dries, N. (2019). Antecedents and outcomes of objective versus subjective career success: Competing perspectives and future directions. *Journal of Management*, 45(1), 35-69. <https://doi.org/10.1177/0149206318786563>
38. Stajkovic, A. D., Bandura, A., Locke, E. A., Lee, D., & Sergent, K. (2018). Test of three conceptual models of influence of the big five personality traits and self-efficacy on academic performance: A meta-analytic path-analysis. *Personality and Individual Differences*, 120, 238-245. <https://doi.org/10.1016/j.paid.2017.08.014>
39. Travova, E. (2023). Under pressure? Performance evaluation of police officers as an incentive to cheat. *Journal of Economic Behavior & Organization*, 212, 1143-1172. <https://doi.org/10.1016/j.jebo.2023.05.021>
40. Weng, Q., & McElroy, J. C. (2017). Corrigendum to 'Organizational career growth, affective occupational commitment and turnover intentions' [Journal of Vocational Behavior 80/2 (2012) 256-265]. *Journal of Vocational Behavior*, 98, 188. <https://doi.org/10.1016/j.jvb.2016.09.005>
41. Zacher, H. (2015). Daily manifestations of career adaptability: Relationships with job and career outcomes. *Journal of Vocational Behavior*, 91, 76-86. <https://doi.org/10.1016/j.jvb.2015.09.003>