

Training, Work Culture, and Career Development: The Mediating Role of Organizational Commitment

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Abstract

This study examines the effects of training and work culture on career development, both directly and through organizational commitment, among Bank BJB employees in Indramayu Regency. The study was motivated by changes in workforce composition, uneven perceptions of training relevance, and limited clarity regarding career opportunities in a regional banking context undergoing digital transformation. An explanatory quantitative design was applied using a cross-sectional census survey of 120 active personnel from Bank BJB units in Indramayu Regency. Data were analyzed with Partial Least Squares Structural Equation Modeling (PLS-SEM) and 5,000-subsample bootstrapping. The measurement model satisfied convergent validity, discriminant validity, and reliability criteria. Training significantly affected organizational commitment ($\beta = 0.544$; $p < 0.001$) and career development ($\beta = 0.241$; $p = 0.015$), while organizational commitment significantly affected career development ($\beta = 0.385$; $p < 0.001$). Work culture did not significantly affect organizational commitment or career development. Organizational commitment partially mediated the effect of training (indirect $\beta = 0.209$; $p = 0.001$), but did not mediate the effect of work culture. The findings imply that job-based training, interactive learning, career transparency, and periodic career conversations should be integrated to strengthen employees' internal career development.

Keywords

Career Development; Organizational Commitment; PLS-SEM; Training; Work Culture



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INTRODUCTION

Digital transformation is changing how the banking industry delivers services, manages risks, and interacts with customers. Banks are required to provide services that are fast, secure, integrated, and accessible, while prudential principles and the quality of controls must continue to be maintained. Digital service policies and the direction of the national payment system reinforce these demands, while Bank BJB

places the acceleration of digital innovation and ecosystem collaboration on its strategic corporate agenda (Otoritas Jasa Keuangan, 2023; Bank Indonesia, 2024; Bank BJB, 2025). Technological change ultimately increases the need for employees who simultaneously possess technical competencies, digital literacy, analytical abilities, and interpersonal skills.

At the branch-office level, human resource challenges are not only related to the number of employees, but also to competency readiness and development prospects. Internal data from Bank BJB Patrol Branch Office show that the number of employees decreased from 81 in February 2025 to 62 in November 2025, a decline of 23.5% over nine months. The decline consisted of nine transfers and ten resignations. This phenomenon does not directly prove low organizational commitment, but it indicates membership dynamics that are relevant when the organization must simultaneously meet business targets, maintain service quality, comply with procedures, and adopt system updates.

Training is one of the main instruments for bridging changes in work with employee capabilities. Relevant training helps close competency gaps, facilitate learning transfer, and prepare employees for rotation, certification, and higher responsibilities (Noe, 2026; Dachner et al., 2021; Mehner et al., 2025). The value of training is not merely instrumental. When employees perceive that the organization invests in their development, the experience can be interpreted as a form of support that strengthens attachment to the organization (Grund & Titz, 2022; To & Leung, 2024; Wu et al., 2025).

In addition to training, work culture directs how employees complete tasks through the values of integrity, professionalism, discipline, cooperation, and service orientation. A strong culture can support behavioral consistency and coordination, but its influence on individual outcomes is not always automatic. The fit between organizational values and individual needs determines whether culture is experienced as a source of support or merely as a collective standard that must be fulfilled. The person–organization fit perspective explains that cultural consequences depend on the fit among values, needs, and available resources (Kristof-Brown et al., 2023; Park & Hai, 2024; Watanabe et al., 2024). Zhang and Gao (2025) also found that culture, trust, and supervisor support may be associated with commitment, but the strength of these relationships is highly contextual.

Organizational commitment is important because it reflects employees' emotional attachment, considerations of continuity, and sense of obligation toward the organization. The employee–organization relationship is formed through

assessments of support, fairness, and the quality of employee-management practices (Shore et al., 2025). In the career context, organizational support provides the information, resources, opportunities, and development experiences employees need to manage their career progress (Martins et al., 2024). Employees who are committed to an organizational career tend to maintain investment in internal career growth, while development clarity can strengthen retention and engagement (Jena & Nayak, 2024; Kulkarni et al., 2025; Okon et al., 2025).

Previous studies have not produced a completely consistent pattern. Earlier findings indicate that factors embedded in the organizational environment can play a role in shaping employee commitment. Rudiyanto and Hanifah (2021) found that the work environment had a positive and significant effect on organizational commitment, indicating that supportive working conditions can strengthen individuals' attachment to the organization. Hosen et al. (2024) linked training, career development, and commitment with performance, while Andari et al. (2025) positioned commitment as a mediator in the relationship between development practices and performance. Rawashdeh (2022) and Yassine and Jacobs (2025) demonstrated the role of commitment in the relationship between human resource development and turnover intention. Meanwhile, Ranjan et al. (2025), Hakim and Efendi (2025), Haliansyah et al. (2024), Garnita et al. (2025), and Nurhayati et al. (2024) showed that the positions of culture, career development, commitment, and work outcomes can vary according to the model and context. These variations indicate that commitment cannot be assumed to be a universal mediator for all organizational practices.

The research gap lies in two aspects. Theoretically, most studies position commitment as an outcome or mediator toward performance, engagement, and turnover intention; studies examining commitment as a mediator toward career development remain more limited. Contextually, regional development banks face demands for digital transformation, business targets, compliance, and regional public service simultaneously. Therefore, this study aims to analyze the effects of training and work culture on career development, both directly and through organizational commitment, among Bank BJB employees in Indramayu Regency.

THEORETICAL REVIEW

Organizational Support Theory and Person–Organization Fit

Organizational Support Theory (OST) explains that employees form a general assessment of the extent to which the organization values their contributions and cares about their development. Organizational actions perceived as valuable and

discretionary can trigger a norm of reciprocity, leading employees to reciprocate support through attachment, effort, and a desire to maintain the employment relationship. In the development of employee–organization relationship research, support is not limited to well-being or retention, but can also take the form of development resources and career opportunities (Shore et al., 2025; Martins et al., 2024).

OST is complemented by Person–Organization Fit (P–O Fit) to explain why the same practice can generate different responses. P–O Fit emphasizes the fit between individual characteristics and organizational values, norms, and resources. High fit can strengthen positive affect, engagement, and commitment, whereas misfit can limit the impact of organizational practices even when culture is generally perceived as good (Kristof-Brown et al., 2023; Chen et al., 2024; Park & Hai, 2024). Integrating the two perspectives allows training to be understood as a concrete signal of support, while work culture is understood as a collective context that produces individual consequences only when values and needs are aligned.

Training, Work Culture, Organizational Commitment, and Career Development

Training is a systematic learning process designed to improve employees' knowledge, skills, and readiness to face job demands. Training effectiveness in this study is represented by instructor quality, material relevance, method appropriateness, participant readiness, and clarity of objectives (Noe, 2026). Job-connected training supported by a transfer environment can increase learning value and the likelihood that learning will be used at work (Mehner et al., 2025). At the same time, organization-sponsored development resources can strengthen perceived value and support, thereby affecting commitment and career outcomes (Ng et al., 2024; Joo et al., 2025).

Work culture is the set of values and norms that guide employee behavior. In this study, work culture is operationalized through integrity, professionalism, discipline, cooperation, and service orientation (Robbins & Judge, 2023). Culture helps shape identity, coordination, and behavioral standards, but its influence on careers requires formal mechanisms involving assessment, information, opportunities, and recognition. Miao et al. (2023) emphasized that organizational climate can strengthen development processes, while Watanabe et al. (2024) showed that cultural consequences depend on person–organization fit.

Organizational commitment is employees' psychological attachment reflected in affective, continuance, and normative commitment. Commitment differs from

satisfaction with a single aspect of work because its object is the organization as a whole. Empirically, organizational commitment is also influenced by conditions perceived by individuals within the organizational environment. Rudiyanto and Hanifah (2021) showed that the work environment has a positive and significant effect on organizational commitment. This finding indicates that supportive conditions and a conducive organization can strengthen employees' attachment to the organization. The quality of work relationships, development practices, fairness, and experiences of support can strengthen such attachment (Colquitt et al., 2021; Robbins & Judge, 2023; Armstrong & Taylor, 2023). In this study, commitment is positioned as an intervening variable connecting organizational experiences with employees' decisions to continue investing in an internal career.

Career development is understood as a process of increasing competencies, experiences, and opportunities so that employees can move toward higher roles or responsibilities. This construct includes promotion opportunities, career-path clarity, competency development, objectivity in advancement, and organizational support (Armstrong & Taylor, 2023; Martins et al., 2024). Career development is not identical to automatic promotion; growth can also be obtained through rotation, project assignments, certification, mentoring, and expanded responsibilities. These practices become increasingly important when structural positions are limited.

Relationships Among Variables and Hypotheses

Training is expected to strengthen commitment because employees may interpret investment in learning as a form of organizational support. Training is also expected to have a direct effect on career development through improved competence and readiness to perform higher responsibilities. This relationship is supported by evidence that participation in development, learning support, and training programs are associated with employee commitment and outcomes (Grund & Titz, 2022; Hosen et al., 2024; Wu et al., 2025). Commitment is then expected to encourage career development because employees who are attached to the organization are more consistent in pursuing internal opportunities and sustaining learning efforts (Kulkarni et al., 2025).

Work culture is expected to affect commitment and career development because consistent values can strengthen a sense of fit, trust, and interaction quality. Rudiyanto and Hanifah (2021) found that the work environment had a positive and significant effect on organizational commitment. This finding indicates that perceived organizational characteristics and conditions play a role in shaping attachment to the organization. More specifically, work culture can be viewed as an

organizational mechanism reflecting the values, norms, behavioral patterns, and ways of working that develop within an organization. Therefore, a strong work culture aligned with employee needs is theoretically expected to increase organizational commitment. However, P–O Fit indicates that this effect is conditional, particularly when collective values have not been connected to individual needs or formal career mechanisms (Ranjan et al., 2025; Zhang & Gao, 2025). Based on this framework, H1 states that training affects organizational commitment; H2, work culture affects organizational commitment; H3, training affects career development; H4, work culture affects career development; H5, organizational commitment affects career development; H6, organizational commitment mediates the effect of training on career development; and H7, organizational commitment mediates the effect of work culture on career development.

METHODS

The study used a quantitative approach with an explanatory design and a cross-sectional survey. The research location was Bank BJB in Indramayu Regency, West Java, with the Patrol Branch Office serving as the main empirical point for describing the phenomenon. Primary data collection was conducted in July–August 2026 after instrument refinement, expert validation, and a pilot study. A quantitative design was used because the study tested structural relationships among constructs through respondents' perception data (Creswell & Creswell, 2023).

The study population comprised all active personnel at two research locations, namely 70 personnel at the Patrol Branch and 50 personnel at the Indramayu Branch. A saturated sampling or census technique was used, so all 120 population members were designated as respondents. Respondents included permanent employees, contract employees, and active internal ABDI personnel at the time of the survey. This diversity of employment status was retained to capture perceptions of training experiences, work culture, organizational relationships, and development support; therefore, the findings are interpreted as a combined estimate and are not considered identical across employment statuses.

Data were collected using a structured questionnaire with a 1–5 Likert scale. Before the main survey, the instrument was tested with 23 employees. All items met the item-validity criterion with r calculated greater than r table of 0.413. Initial reliability was also achieved, with Cronbach's alpha of 0.868 for training, 0.957 for work culture, 0.901 for organizational commitment, and 0.913 for career development. The operational definitions of the variables are presented in Table 1.

FINDINGS AND DISCUSSION

Respondent Characteristics and Variable Description

All 120 questionnaires were usable, resulting in a 100% response rate from the saturated-sample target. Respondents were predominantly male (70.8%) and permanent employees (77.5%). The largest age group was 35–39 years (35.8%), while the most common length-of-service groups were 6–10 years and 11–15 years, each accounting for 30.8%. This composition indicates that most respondents had sufficient organizational experience to assess training, culture, commitment, and career development practices.

Descriptively, training had a mean of 3.948 and was categorized as good. The most dominant indicator was training material that helped improve work ability (X1.4; mean 4.075), while the lowest was the method that increased participant engagement (X1.6; mean 3.708). Work culture obtained the highest mean, 4.381, or very good; professionalism in completing work was the most dominant indicator (X2.3; mean 4.558), while cooperation among personnel was the lowest (X2.6; mean 4.158). Organizational commitment was categorized as good with a mean of 3.728; the obligation to maintain loyalty (Z6; mean 3.900) was the highest indicator and pride in being part of the organization (Z1; mean 3.633) was the lowest. Career development was also categorized as good with a mean of 3.582, but promotion opportunities had the lowest mean (Y1; 3.417) compared with organizational support for careers (Y5; 3.725).

Measurement Model and Structural Model Evaluation

All indicators had outer loadings between 0.718–0.880, thereby meeting convergent criteria. Cronbach's alpha ranged from 0.878–0.917, rho_A from 0.899–0.946, composite reliability from 0.911–0.932, and AVE from 0.632–0.685. HTMT values for all pairs of constructs ranged from 0.312–0.644 and were below 0.90. Thus, the measurement model met the criteria for reliability, convergent validity, and discriminant validity in PLS-SEM (Hair et al., 2022).

Collinearity was not a problem because structural-model VIF values ranged from 1.252–1.727. The model explained 37.6% of the variance in organizational commitment ($R^2 = 0.376$; adjusted $R^2 = 0.365$) and 34.9% of the variance in career development ($R^2 = 0.349$; adjusted $R^2 = 0.332$), which was interpreted as moderate explanatory power. The largest effect size occurred on the training-to-organizational-commitment path ($f^2 = 0.379$; large), whereas work culture toward career development had $f^2 = 0.004$, or very small. Organizational commitment toward career development had $f^2 = 0.142$, approaching the moderate category.

Hypothesis Testing

Bootstrapping results showed that three direct effects and one indirect effect were significant. Training had the strongest effect on organizational commitment, whereas work culture did not show a significant direct effect on either commitment or career development. A summary of the hypothesis tests is presented in Table 4.

Training, Organizational Commitment, and Career Development

Training had a significant effect on organizational commitment with $\beta = 0.544$ and was the most dominant direct coefficient in the model. This finding indicates that employees evaluate training not only in terms of increased knowledge, but also as a signal that the organization is willing to invest resources in their development. This interpretation is consistent with OST and evidence that support and participation in development can increase affective commitment (Grund & Titz, 2022; To & Leung, 2024). Wu et al. (2025) also showed that training experiences can shape identification and commitment. In the Bank BJB context, training materials were considered relevant, but participant-engagement methods were relatively lower; therefore, the quality of learning methods is an important area for improvement.

Training also had a significant effect on career development ($\beta = 0.241$). This relationship supports the view that competencies gained through learning are one basis for employee readiness for promotion, rotation, certification, or expanded responsibilities. Hosen et al. (2024), Ng et al. (2024), and Joo et al. (2025) showed that organization-sponsored development practices can produce work and career outcomes when resources are relevant to individual needs. However, the relatively lower means for promotion opportunities and career-path clarity indicate that the benefits of training have not yet been fully connected with information about the next career step.

Organizational commitment had a significant effect on career development ($\beta = 0.385$). Employees with stronger attachment tend to maintain investment in learning, accept new assignments, build internal networks, and wait for available opportunities. This finding is consistent with Kulkarni et al. (2025) and Jena and Nayak (2024), which position commitment and engagement as important components of career growth and retention. However, commitment should not be understood as a substitute for objective opportunities. Organizations still need to provide career information, understandable assessments, and alternative development options when structural promotion is limited.

Commitment partially mediated the effect of training on career development with

an indirect effect of $\beta = 0.209$ ($p = 0.001$). The 95% confidence interval of 0.103–0.341 did not cross zero. Because the direct effect of training on career remained significant, training worked through two mechanisms: an instrumental mechanism involving competency improvement and a relational mechanism involving stronger commitment. The total effect of training on career was 0.450, with a variance accounted for of 46.4%. This pattern extends the findings of Rawashdeh (2022), Andari et al. (2025), Garnita et al. (2025), and Yassine and Jacobs (2025) by showing that commitment can transmit development effects not only toward performance or retention, but also toward career development.

Work Culture as Context, Not a Differential Predictor

Work culture did not significantly affect organizational commitment ($\beta = 0.129$; $p = 0.106$), although its descriptive score was the highest among all constructs. The contrast between a very good culture mean and a nonsignificant coefficient indicates that strong collective values do not necessarily become a source of variation in commitment when most employees provide relatively homogeneous assessments. From an OST perspective, integrity, discipline, and professionalism may be perceived as general organizational obligations rather than discretionary support specifically directed toward individuals. Meanwhile, P–O Fit explains that culture forms attachment only when prevailing values correspond with employees' needs and aspirations (Kristof-Brown et al., 2023; Park & Hai, 2024).

Work culture also did not significantly affect career development ($\beta = 0.055$; $p = 0.520$). This result differs from several studies associating culture, cooperation, and organizational practices with positive outcomes (Ranjan et al., 2025; Zhang & Gao, 2025). The difference can be explained by the nature of the outcome. Culture is closer to collective behavior and operational effectiveness, whereas career development depends heavily on formal mechanisms such as position availability, assessment, promotion criteria, certification, and career-path information. In this study, the professionalism indicator was very high, but promotion opportunities and career-path clarity were relatively lower. This pattern is consistent with the view that cultural values need to be translated into tangible development consequences.

Organizational commitment did not mediate the effect of work culture on career development because the indirect effect was only $\beta = 0.050$ with $p = 0.141$, and the confidence interval of -0.008–0.125 crossed zero. The nonsignificant initial path from culture to commitment prevented the mediation mechanism from being formed. This finding reinforces that commitment is not a universal mediator. Culture may be more appropriately understood as a condition that supports consistency in training

implementation and career policies. Future research can test culture as a moderator or multilevel variable and include supervisor support, career fairness, or psychological contract to explain boundary conditions not covered by the current model.

Theoretical and Managerial Implications

Theoretically, this study extends OST by positioning career development as an outcome of reciprocal organizational–employee processes. Training becomes a more concrete signal of support than collective culture, enabling it to shape commitment and career both directly and indirectly. The integration of P–O Fit provides an additional explanation that a strong culture does not automatically produce commitment or career advancement when the fit among values, needs, and opportunities has not been established. This finding also distinguishes individual support signals from the general cultural context and demonstrates that mediation effects must be empirically established rather than mechanistically assumed.

Managerially, Bank BJB needs to connect training with a more transparent career architecture. Training needs analysis should be conducted at the organizational, job, and individual levels, and each program should explain the target competencies, relevant positions, certification requirements, and forms of recognition after participants apply the learning. Methods can be strengthened through service simulations, risk case studies, microlearning, coaching, and transfer evaluations 30–90 days after training. Periodic career conversations between supervisors and employees can be used to discuss aspirations, competency gaps, rotation options, and non-promotion development steps. On the other hand, cultural values need to be operationalized into measurable behavioral indicators and used consistently in talent reviews so that employees can understand the relationship between ways of working and development prospects.

CONCLUSION

The study shows that training is the main source of influence in the model. Training significantly affects organizational commitment and career development, while organizational commitment also significantly affects career development. Commitment partially mediates the effect of training on career development, meaning that training works through both competency improvement and the strengthening of employees' psychological relationship with the organization. Conversely, work culture does not significantly affect organizational commitment or career development and does not produce a mediation effect through commitment. Thus, a culture assessed as very good functions more as a basic context, while

training, commitment, information, and career opportunities are the mechanisms that more strongly determine variation in career development in the research sample.

Bank BJB is advised to prioritize job-needs-based training and integrate it with career architecture, competency assessment, certification, and talent review. Learning methods should be made more active to increase participant engagement. Career transparency can be strengthened through career maps, career-conversation forums, information on promotion criteria, and non-promotion growth alternatives such as projects, rotation, mentoring, expanded authority, or certification. Work culture should still be maintained, but its implementation should be connected with behavioral examples, feedback, and consistent development consequences.

Generalization of the results is limited to Bank BJB in Indramayu Regency and the cross-sectional design. All constructs were measured through respondents' perceptions at the same time, so common method bias may still occur. Respondent employment status was also heterogeneous, while the sizes of the contract and ABDI groups were insufficient for stable multigroup analysis. Future studies are recommended to use longitudinal designs, examine differences by employment status or job function, explicitly include perceived organizational support, and test supervisor support, organizational justice, career transparency, and work culture as mediators, moderators, or multilevel conditions.

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Table 1. Operationalization of Research Variables

Variable	Brief definition	Indicators	Source
Training (X1)	A systematic learning process to improve employee capabilities	Instructor; material; method; participant readiness; clarity of objectives	Noe (2026)
Work culture (X2)	Values and norms that guide employee behavior	Integrity; professionalism; discipline; cooperation; service orientation	Robbins & Judge (2023)
Organizational commitment (Z)	Employees' psychological attachment to the organization	Affective; continuance; normative	Colquitt et al. (2021)
Career development (Y)	Improvement of competencies, experiences, and career opportunities	Promotion; career-path clarity; competence; objectivity in advancement; organizational support	Armstrong & Taylor (2023); Martins et al. (2024)

Source: Adapted from the thesis research instrument (2026).

Table 2. Respondent Profile

Characteristic	Category	Frequency	Percentage
Gender	Male	85	70.8%
Gender	Female	35	29.2%
Status	ABDI	18	15.0%
Status	Contract employee	9	7.5%
Status	Permanent employee	93	77.5%
Age	<25 years	8	6.7%
Age	25–29 years	22	18.3%
Age	30–34 years	27	22.5%
Age	35–39 years	43	35.8%
Age	≥40 years	20	16.7%
Length of service	<6 years	35	29.2%
Length of service	6–10 years	37	30.8%
Length of service	11–15 years	37	30.8%
Length of service	≥16 years	11	9.2%

Source: Primary data processed by the researcher (2026).

Table 3. Construct Reliability and Convergent Validity

Construct	Cronbach α	rho_A	CR	AVE
Training	0.917	0.921	0.932	0.632
Work culture	0.916	0.946	0.931	0.660
Organizational commitment	0.908	0.914	0.929	0.685
Career development	0.878	0.899	0.911	0.673

Source: Primary data processed by the researcher (2026).

Figure 1. Research Model Results**Table 4. Direct and Indirect Hypothesis Testing Results**

H	Path	β	t	p	Decision
H1	Training → Commitment	0.544	7.194	<0.001	Supported
H2	Work culture → Commitment	0.129	1.617	0.106	Not supported
H3	Training → Career	0.241	2.438	0.015	Supported
H4	Work culture → Career	0.055	0.644	0.520	Not supported
H5	Commitment → Career	0.385	4.143	<0.001	Supported
H6	Training → Commitment → Career	0.209	3.392	0.001	Supported
H7	Culture → Commitment → Career	0.050	1.471	0.141	Not supported

Source: Primary data processed by the researcher (2026).

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