



**TRAINING AND SELF-EFFICACY IN LECTURERS' ACADEMIC CAREER
DEVELOPMENT****Putri Rahayu¹****Universitas Telkom, Bandung, Indonesia**putri rahayu@student.telkomuniversity.ac.idORCID: <https://orcid.org/0009-0006-3461-4635>**Ratna Komala Putri²****Universitas Telkom, Bandung, Indonesia**ratnakomalaputri@telkomuniversity.ac.idORCID: <https://orcid.org/0000-0003-2910-8472>

Abstract

The academic career progression of permanent lecturers is fundamental to ensuring the quality of higher education. However, a considerable disparity persists between promotion-eligible lecturers and those who submit proposals. This study investigates the impact of training, job motivation, and self-efficacy on the academic career development of permanent lecturers at a private university in Indonesia that experienced institutional relocation. A quantitative descriptive-causal design, incorporating a cross-sectional survey, was employed in the study. A total of 112 permanent lecturers were selected for participation via simple random sampling from a population of 145. The data analysis employed Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The findings indicated that training ($\beta = 0.345$; $t = 3.851$; $p < 0.001$) and self-efficacy ($\beta = 0.338$; $t = 4.346$; $p < 0.001$) had a positive and significant impact on career development, while work motivation was non-significant ($\beta = 0.097$; $t = 1.121$; $p > 0.05$). Collectively, these three variables accounted for 37.1% of the observed variance in career development ($R^2 = 0.371$). These findings suggest that targeted training and enhanced self-efficacy are key factors in accelerating academic careers. Institutions should therefore explicitly link training to career pathways and strengthen psychological and collegial support mechanisms.

Keywords: Training, Self-Efficacy, Career Development, Permanent Lecturers



INTRODUCTION

Lecturer career development is a strategic concern for higher education institutions because it links individual academic growth with institutional quality, regulatory compliance, and long-term academic competitiveness. In Indonesia, lecturers are legally positioned not merely as teaching personnel but as professional educators and scholars whose mandate is to transform, develop, and disseminate knowledge through education, research, and community service. This mandate is embedded in Law No. 14 of 2005 concerning Teachers and Lecturers, while the governance of functional academic positions has become increasingly performance-oriented through regulations on functional positions and credit-point assessment, including the academic rank system that structures progression from Assistant Expert to Lecturer, Associate Professor, and Professor. Within this policy architecture, academic promotion is not a ceremonial administrative process; it is an institutional indicator of whether academic work translates into recognized scholarly advancement.

Academic career development is especially crucial for private universities operating in competitive and resource-limited settings. Unlike state universities, private institutions often rely more on internal management, institutional support, and lecturer agency to maintain academic standards. Academic promotion thus serves as a dual performance indicator. Individually, it demonstrates progress in scholarly skills, publication output, teaching maturity, and service. For the institution, it reflects the effectiveness of HR development, governance, and faculty support systems. Research increasingly suggests that career growth should be measured not only by promotion speed or salary increases but also by progress toward career goals, professional skill development, and organizational support (Weng et al., 2010; Weng & Zhu, 2020). This perspective is particularly relevant in higher education, as lecturer promotion requires continuous evidence of competence in teaching, research, community engagement, and academic administration.

Human Capital Theory provides a central explanation for why training matters in academic career development. (Becker, 1962) theory conceptualizes education and training as investments that increase productive capability. Contemporary evidence strengthens this argument. (Kim et al., 2025), A meta-analysis of organizational-level training and performance shows that training is positively associated with organizational performance, although its effect depends on training quality, the type of human capital developed, outcome proximity, and contextual conditions. Similarly, (Ng et al., 2024) demonstrate that employer-sponsored career development practices can improve performance and



reduce turnover by strengthening perceived organizational support and employee attachment. In higher education, lecturer development is not confined to formal workshops; it also includes informal workplace learning, feedback-seeking, reflection, and self-directed problem-solving. (Decius & Hein, 2024) show that lecturers' achievement goals are associated with informal workplace learning, while Decius et al. (2024) demonstrate that informal learning in higher education has behavioral, cognitive, and intentional dimensions. These findings suggest that training supports academic career development most effectively when it is not generic or ceremonial, but directly connected to promotion requirements, scholarly productivity, and procedural knowledge of academic rank systems.

Self-efficacy offers a second theoretical foundation for understanding why some lecturers act on career opportunities while others remain passive despite formal eligibility. (Bandura et al., 1999) argues that individuals' beliefs about their capability to organize and execute actions influence effort, persistence, resilience, and performance. Within Social Cognitive Career Theory, self-efficacy, outcome expectations, goals, contextual supports, and learning experiences jointly shape career-related choice, performance, and persistence (Lent et al., 2008; Lent & Brown, 2019). This perspective is especially useful for lecturer promotion because the process requires confidence in completing complex academic tasks, preparing documentation, meeting publication standards, responding to administrative requirements, and persisting through institutional procedures. Recent evidence from higher education supports this argument. (Mantai & Marrone, 2023) show that academic career progression is shaped by changing expectations across career stages, while (Stratford et al., 2024) highlight the importance of mentoring, care infrastructures, and professional development for academic flourishing. (Matos et al., 2022) further show that lecturer self-efficacy is associated with quality of life and burnout, suggesting that confidence in professional capability functions as both a psychological resource and a career-enabling mechanism.

Work motivation is a third key explanatory factor, though its connection to academic career development is more intricate. Classic motivation theories, such as McClelland's achievement motivation and Herzberg's two-factor theory, identify achievement, affiliation, power, recognition, responsibility, and contextual hygiene factors as drivers of work behavior. Recent research indicates that motivation affects effort, learning engagement, and performance, but it doesn't always directly lead to specific career advancements. (Van Iddekinge et al., 2023) describe work effort as a behavioral expression of motivation, involving



what employees focus on, how intensely they work, and how long they persevere. (Good et al., 2022) find that intrinsic and extrinsic motivation relate differently to performance, while (Wang et al., 2024) suggest that causal links between motivation and job performance are often complex. This distinction is especially important in lecturers' career development, where a lecturer might be motivated to teach, serve students, or uphold their professional identity yet lack the procedural clarity, institutional support, or self-efficacy needed to pursue academic promotion.

Despite these theoretical advances, three gaps remain. First, previous research often examines training, motivation, or self-efficacy in isolation, while lecturer career development is more likely influenced by a combination of human capital investment, motivational energy, and self-confidence. Second, much of the academic career literature primarily focuses on early-career academics, research-focused universities, gendered career experiences, or advanced higher education systems (Horta & Tang, 2023; Mantai & Marrone, 2023; Stratford et al., 2024). There has been less focus on permanent lecturers at private universities in developing countries, especially those experiencing organizational change. Third, a practical behavioral gap remains largely unexplored: the “eligible-but-not-applying” phenomenon. While existing literature discusses career growth, employability, and professional learning, it offers limited empirical understanding of why lecturers eligible for promotion choose not to apply.

The present study is grounded in this behavioral puzzle within a private university in Indonesia that has experienced institutional relocation and subsequent organizational adjustment. Internal institutional data reveal a sharp discrepancy between administrative eligibility and actual career action. Of 145 permanent lecturers, nearly half remain in the non-functional teaching category, while only a small proportion have progressed to senior academic ranks: 48 percent are still classified as teaching staff without a functional academic rank, 26 percent hold Assistant Expert status, 21 percent hold Lecturer status, 4 percent hold Associate Professor status, and only 1 percent have reached Professor status. More critically, 58 percent of permanent lecturers are administratively eligible to apply for promotion based on workload-report criteria, yet only 35 percent have actually submitted promotion proposals. A preliminary survey of 20 permanent lecturers further clarifies this gap: only 30 percent reported that training helped them understand the promotion process, only 35 percent felt that institutional support strengthened their motivation to work, and only 45 percent felt confident in preparing and submitting promotion documents.



Against this background, this study examines how training, work motivation, and self-efficacy contribute to academic career development among permanent lecturers in a private higher education setting (Luthra et al., 2024; Watt & Richardson, 2020). These three determinants represent complementary mechanisms of career action: training reflects relevant human capital development, work motivation reflects willingness to invest effort in career-related goals, and self-efficacy reflects perceived capability to complete demanding academic advancement tasks. Theoretically, the study enriches Social Cognitive Career Theory and human resource development research by positioning lecturer promotion as a career action shaped by competence, motivation, and personal agency (Bandura, 2001; Yoon, 2019). Practically, the study provides evidence-based insights for private university management by showing that low academic promotion cannot be addressed merely through reminders or compliance monitoring but requires targeted, promotion-oriented training, clearer career pathways, mentoring, collegial support, and psychological empowerment.

The remainder of this article is organized as follows. Section 2 reviews the relevant literature and develops the hypotheses concerning training, work motivation, self-efficacy, and academic career development. Section 3 explains the research design, research setting, population, sample, measurement, and data collection procedures. Section 4 presents the empirical findings. Section 5 discusses the results in relation to theory, prior studies, and the institutional context of lecturer career development. Section 6 concludes the article by outlining the main implications, limitations, and directions for future research.

LITERATURE REVIEW

Strategic human resource management is a key part of our approach to developing lecturers' careers. We see this as an important institutional function, rather than just an administrative task. Modern HRM focuses on aligning talent growth, motivation, and retention with organizational objectives (Armstrong & Taylor, 2023). In higher education, this alignment is particularly important, as lecturers fulfill multiple roles as educators, researchers, supervisors, and knowledge creators. Research conducted in recent years has highlighted the importance of faculty skills and career advancement to institutional quality, academic credibility, and long-term success (Smagina & Stich, 2025). Therefore, the professional development of lecturers should be regarded as a strategic HRM



goal, demonstrating how well institutions convert academic talent into recognized professional growth.

The traditional linear model of rank progression has been superseded by a more dynamic and agentic approach to career development. Contemporary career perspectives emphasize that individuals actively manage their careers across changing organizational expectations, professional demands, and institutional boundaries (Briscoe et al., 2006). Weng et al. (2010) propose a comprehensive framework for understanding career progression, encompassing career goal progress, professional ability development, promotion speed, and remuneration growth. In contrast, (Weng & Zhu, 2020) present a nuanced perspective on career growth, emphasizing the need for a holistic approach that considers both intra- and inter-organizational dynamics. In the academic context, this study adapts career development into three interrelated dimensions: career clarity, self-development, and performance quality improvement. A clear career path indicates a comprehensive understanding of academic rank pathways and promotion requirements. Self-development encompasses professional learning, certification, research capability, and scholarly improvement. Performance quality improvement is reflected in progress in teaching, research, service, and academic contribution. These findings align with organizational behaviour perspectives that view career outcomes as products of individual agency, institutional support, and sustained performance behavior (Robbins & Judge, 2024).

Research suggests that three individual-level factors may influence the discrepancy between eligibility and career advancement among formally eligible lecturers. These factors include training, work motivation, and self-efficacy. Training can thus be defined as a planned learning intervention designed to improve knowledge, skills, attitudes, and work-related capability (Neo Dimas Nugraha et al., 2024). Human Capital Theory underlines the significance of education and training by treating them as investments that enhance productive capability (Becker, 1962). Recent meta-analytic evidence indicates a positive correlation between organizational-level training and performance, with this relationship being contingent on factors such as training quality, human capital type, contextual fit, and outcome proximity (Kim et al., 2025). Employer-sponsored career development practices have been shown to improve performance and reduce turnover by strengthening perceived organizational support and attachment (Ng et al., 2024). Furthermore, the transfer of training is contingent on various factors, including learner characteristics, the quality of the training design, supervisor support, and the conditions present in the work



environment (Blume et al., 2023; Shukla et al., 2024). For lecturers, it is vital to ensure that training is directly linked to research methodology, scientific writing, pedagogical innovation, publication strategy, and promotion procedures. Informal workplace learning is also a relevant consideration in business, as lecturers' achievement goals shape learning behavior, the seeking of feedback, and self-directed development (Decius et al., 2024; Decius & Hein, 2024).

The second key factor is work motivation. McClelland's theory emphasises achievement, affiliation, and power motives, while Herzberg's two-factor theory distinguishes intrinsic motivators from contextual hygiene conditions (Davis & McClelland, 1962; Herzberg F. Mausner B. & Snyderman B.B., 1959; McClelland, 1967). In the academic sphere, achievement motivation can drive the pursuit of publication and promotion opportunities, while affiliation can facilitate collaboration. Furthermore, power motivation can be a factor in supporting academic leadership aspirations. However, motivation does not automatically translate into career action. The effort expended by employees reflects the projects they undertake, the intensity of their work, and the duration of their commitment (Van Iddekinge et al., 2023). Evidence indicates that both intrinsic and extrinsic motivation exhibit distinct relationships with performance and that the causal relationships between motivation and job performance are not invariably simple (Good et al., 2022; Wang et al., 2024). Therefore, while lecturer motivation can support career development, its effect can be diminished by unclear procedures, limited recognition, administrative burden, or weak institutional support.

The third and most proximal psychological mechanism is self-efficacy. According to Albert Bandura (1997), self-efficacy is the belief in an individual's capability to organize and execute the actions required to achieve a desired outcome. Social Cognitive Career Theory extends this logic by arguing that self-efficacy, outcome expectations, career goals, previous learning experiences, and contextual supports shape career choice, career performance, and career persistence (Lent et al., 1994; Lent & Brown, 2019). In academic promotion, self-efficacy is a key factor, as lecturers must have confidence in their ability to prepare documentation, publish scholarly work, meet Tri Dharma requirements, and persevere through review processes. Recent studies indicate a link between lecturer self-efficacy and well-being and burnout (Matos et al., 2022). Research self-efficacy has also been shown to contribute to translating mentorship and the work environment into research productivity (Li & Zhang, 2022). Academic career self-efficacy has also been emphasized as a meaningful construct in academic career trajectories (Mahajan, 2024).



Research to date indicates that training, motivation, and organizational context influence career development, though the evidence remains somewhat fragmented. Established that training positively affects work performance and career advancement, with motivation playing a pivotal intervening role (Dalimunthe et al., 2023; Niati et al., 2021). In contrast, (Wahyuningsih & Shamsudin, 2025) emphasized disparities in career progression between private and state higher education lecturers in Indonesia. However, previous studies have typically examined these factors separately, focused on general employees or stable institutional contexts, and rarely explained the "eligible-but-not-applying" phenomenon among permanent lecturers in private universities undergoing organizational transition. The study draws on human capital theory and Social Cognitive Career Theory to demonstrate that training develops the technical capabilities needed for career advancement (Wood & Bandura, 1989). Furthermore, it shows how work motivation can encourage sustained effort toward academic goals and how self-efficacy can strengthen the confidence required to convert eligibility into action. The study's findings indicate that training positively impacts academic career development. Work motivation also positively influences academic career development, although its relationship may be context-sensitive. Finally, the study demonstrates that self-efficacy positively influences academic career development among permanent lecturers. In light of the theoretical arguments outlined above, the following hypotheses are hereby proposed:

- H1.** Training positively affects the academic career development of permanent lecturers.
- H2.** Work motivation positively affects the academic career development of permanent lecturers.
- H3.** Self-efficacy positively affects the academic career development of permanent lecturers.

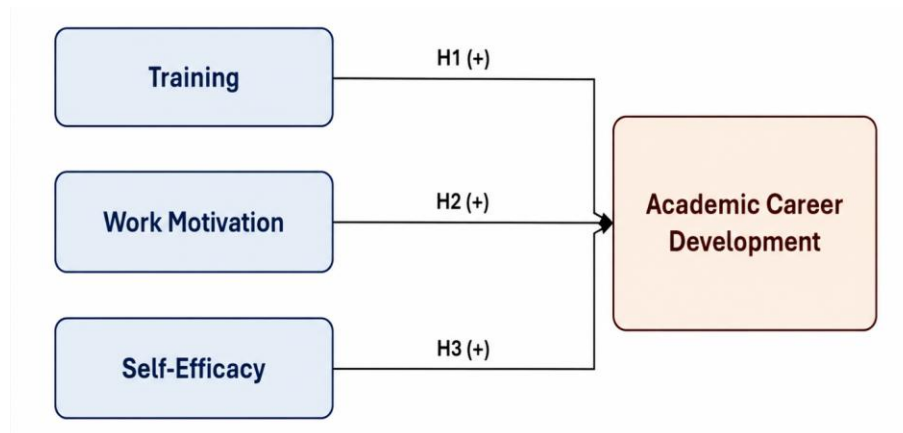




Figure 1.
Conceptual Framework

The proposed model illustrates the direct effects of training, work motivation, and self-efficacy on the academic career development of permanent lecturers.

RESEARCH METHOD

The research design and participant composition are also discussed in this section. The present study employed a quantitative cross-sectional survey design to examine the hypothesized relationships among training, work motivation, self-efficacy, and academic career development. The research was conducted at a private university in Indonesia that had recently relocated. The target population comprised 145 permanent lecturers. Utilizing Slovin's formula with a 5% margin of error, the minimum required sample was 107 respondents. Ultimately, 112 valid questionnaires were collected. Respondents were selected through simple random sampling to enhance representativeness and reduce selection bias (Sekaran & Bougie, 2020).

The following instruments and measures are required: Data were collected using a self-administered, closed-ended questionnaire with 38 items across four latent constructs. All items were rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The training program was evaluated using 11 metrics covering the training objectives, materials, and methods. The work motivation scale consists of nine items reflecting achievement, affiliation, and power needs. Self-efficacy was measured with nine items representing level, strength, and generality. The academic career development survey consists of nine items focusing on three key aspects of career progression: career clarity, self-development, and performance quality improvement. Please refer to the table below for a summary of how each construct is operationalized.

Table 1.
Operationalization of Research Variables

Variable	Dimensions	Number of Items	Scale
Training	Training objectives; training materials; training methods	11	Five-point Likert
Work Motivation	Need for achievement; need for affiliation; need for power	9	Five-point Likert
Self-Efficacy	Level; strength; generality	9	Five-point Likert
Academic Career Development	Career clarity; self-development; performance quality improvement	9	Five-point Likert



The project comprised two phases of data analysis. Initially, descriptive statistics and Respondent Achievement Level were used to summarize the construct tendencies on a five-point scale. The next stage of the process involved implementing PLS-SEM with SmartPLS 4, in line with current guidance for prediction-focused models involving small samples and non-normal data (Hair et al., 2017, 2018; Henseler et al., 2015; Sarstedt et al., 2017). The measurement model's validity was assessed using outer loadings (>0.70), AVE (>0.50), HTMT (<0.90), cross-loadings, composite reliability (>0.70), and Cronbach's alpha (>0.60). The structural model was assessed using R^2 , f^2 , Q^2 , path coefficients, and significance tests. The hypotheses were examined through bootstrapping with 1,000 resamples at a 5% significance level (two-tailed; $t > 1.96$; $p < 0.05$).

RESULTS AND DISCUSSION

The finalized dataset included 112 valid responses from 145 permanent lecturers at the private university under scrutiny. The sample included 56.2% male respondents and 43.8% female respondents. In terms of age, the group was most prevalent between 31 and 40 (46.4%), followed by those over 50 (28.6%), indicating a sample that represents both mid-career and senior academic staff. With regard to tenure, the largest proportions had served as permanent lecturers for 2–4 years (33.9%) and more than 7 years (32.1%). Participation in training programs was relatively uneven: 30.4% of respondents had attended training within the previous 2–6 months, while 28.6% had not attended any training for more than 1 year. The findings of this study indicate an inconsistency in how lecturers were exposed to professional development activities.

A descriptive analysis showed that all constructs fell within the "High" category based on the Respondent Achievement Level continuum. The highest achievement level was recorded in the career development category, followed by self-efficacy, training, and work motivation. The descriptive statistics are presented in Table 2.

Table 2.
Descriptive Statistics and Respondent Achievement Levels

Variable	Mean Score	TCR (%)	Category
Training	396.55	70.81	High
Work Motivation	393.89	70.34	High
Self-Efficacy	397.33	70.95	High
Academic Career Development	401.67	71.73	High

A closer inspection of item-level tendencies revealed several diagnostic patterns. For training, the highest-rated item concerned participatory and



reflective training methods (72.50%), whereas the lowest-rated item concerned the clarity of the link between training objectives and academic performance targets (68.93%). This suggests that training delivery was experienced as engaging, but its strategic connection to career milestones remained less explicit. Regarding work motivation, the need for affiliation was the weakest dimension, particularly enjoyment in teamwork (68.75%), whereas the need for achievement was the strongest, especially feedback-seeking for performance improvement (71.43%). For self-efficacy, generality was the strongest dimension, particularly the ability to maintain a positive attitude amid job challenges (71.96%), whereas the lowest score was in the level dimension related to positive responses to difficult tasks (68.21%). For career development, self-development opportunities, particularly competency courses for certification (72.68%), were rated more favorably than structural career clarity, especially opportunities to assume leadership positions (70.71%).

The measurement model was refined through item purification. Thirteen of the initial 38 indicators were eliminated because their outer loadings were below 0.70, leaving 25 valid indicators in the final model. The retained indicators showed outer loadings above 0.70, and all constructs reported AVE values above 0.50, supporting convergent validity in accordance with Fornell and Larcker (1981) and Hair et al. (2022). Composite reliability values exceeded 0.70, and Cronbach's alpha values exceeded 0.60, indicating adequate internal consistency. The measurement model results are summarized in Table 3.

Table 3.

Measurement Model: Convergent Validity and Construct Reliability

Construct	Valid Indicators	Outer Loading Range	AVE	Composite Reliability	Cronbach's Alpha
Training	6	0.764–0.862	0.674	0.925	0.903
Work Motivation	6	0.723–0.891	0.649	0.917	0.892
Self-Efficacy	6	0.790–0.839	0.671	0.924	0.902
Academic Career Development	7	0.700–0.792	0.619	0.907	0.877

Source: Author 2026

Discriminant validity was also supported, as all HTMT values were below 0.90 and cross-loadings confirmed that each indicator loaded more strongly on its intended construct than on competing constructs. Overall, the measurement

model demonstrated adequate psychometric properties and was suitable for evaluating the structural model.

The structural model showed that training, work motivation, and self-efficacy jointly explained 37.1% of the variance in academic career development ($R^2 = 0.371$), indicating moderate explanatory power according to Chin's (1998) criterion. The Q^2 value of 0.319 further indicated predictive relevance. Effect size analysis showed that training had a medium effect on career development ($f^2 = 0.157$), followed closely by self-efficacy ($f^2 = 0.144$), whereas work motivation had only a small effect ($f^2 = 0.012$).

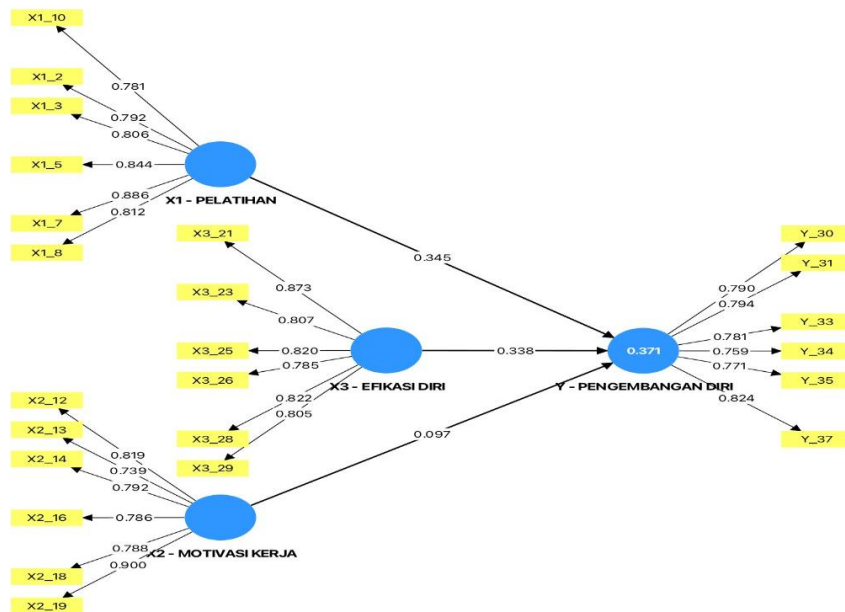


Figure 1. PLS-SEM Outer Model with Indicator Loadings.

The figure should display the final measurement model with four latent constructs—Training, Work Motivation, Self-Efficacy, and Academic Career Development—and the 25 retained valid indicators, along with their standardized outer loadings.

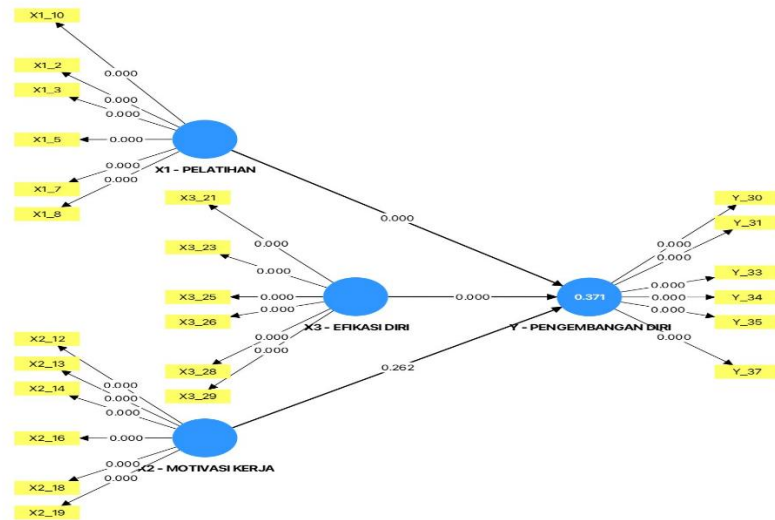


Figure 2. PLS-SEM Inner Model with Path Coefficients and R².

The figure should display the structural paths from Training, Work Motivation, and Self-Efficacy to Academic Career Development, including path coefficients and the R² value of 0.371 inside the Academic Career Development construct. Bootstrapping with 1,000 resamples was used to test the hypotheses. The results are presented in Table 4.

Table 4.

Structural Model: Hypothesis Testing Results

Hypothesis	Path	β	t-value	p-value	Decision
H1	Training → Academic Career Development	0.345	3.851	<0.001	Supported
H2	Work Motivation → Academic Career Development	0.097	1.121	0.262	Rejected
H3	Self-Efficacy → Academic Career Development	0.338	4.346	<0.001	Supported

Source: Author, 2026

The results supported H1, showing that training had a positive and significant effect on academic career development ($\beta = 0.345$, $t = 3.851$, $p < 0.001$). H2 was rejected because work motivation showed a positive but non-significant effect on academic career development ($\beta = 0.097$, $t = 1.121$, $p = 0.262$). H3 was supported, indicating that self-efficacy had a positive and significant effect on academic career development ($\beta = 0.338$, $t = 4.346$, $p < 0.001$). These results indicate that training and self-efficacy were comparable direct predictors of career



development, whereas work motivation did not exert a statistically meaningful direct effect.

The significant effect of training supports Human Capital Theory, which conceptualizes training as an investment that enhances individual capability and career value (Becker, 1993). It also aligns with Noe's (2021) view that systematic training design strengthens learning transfer when objectives, materials, and methods are aligned with job requirements. In this study, the descriptive pattern helps explain the result: lecturers perceived training methods as participatory, which may have supported engagement and knowledge acquisition, yet the relatively lower score on career-linked training objectives suggests that training could be optimized by explicitly connecting content to promotion milestones, publication requirements, certification pathways, and academic rank procedures. This finding is consistent with evidence that training operations and design quality influence job performance (Al-Khasawneh et al., 2022), and with meta-analytic evidence showing that organizational-level training improves performance when training is contextually relevant and outcome-proximal (Kim et al., 2026). It also resonates with training-transfer research showing that supervisor support and transfer conditions determine whether training becomes usable capability (Blume et al., 2023; Shukla et al., 2024).

The non-significant effect of work motivation is theoretically important. Rather than indicating that motivation is irrelevant, the result suggests that motivation alone may not be sufficient to produce concrete career advancement behavior. Robbins and Judge (2022) emphasize that motivation often influences outcomes indirectly through effort, satisfaction, commitment, and organizational conditions. This interpretation is supported by the descriptive results: lecturers showed a stronger need for achievement, but a weaker need for affiliation. In practical terms, individual ambition and feedback seeking may not translate into promotion action when collegial support, mentoring, and collaborative academic culture are weak. Career development, particularly promotion submission, requires procedural confidence, documentation readiness, institutional guidance, and peer support. Recent career research similarly indicates that motivational career resources often operate through intervening mechanisms, such as job crafting, before affecting subjective career success (Kundi et al., 2024). Thus, the rejected H2 strengthens the argument that motivation may require enabling institutional conditions before it becomes career action.

The significant effect of self-efficacy confirms the central premise of Self-Efficacy Theory and Social Cognitive Career Theory: individuals are more likely to pursue career goals when they believe they can execute the required actions



and persist through barriers (Bandura, 1997; Lent et al., 1994). In the academic promotion context, self-efficacy is especially relevant because lecturers must manage complex tasks, including preparing promotion files, publishing scholarly work, documenting Tridharma performance, and responding to administrative review. The high score on the generality dimension suggests that lecturers who can transfer confidence across different academic tasks are better positioned to handle the multidimensional nature of promotion. This result is consistent with Matos et al. (2022), who found that lecturer self-efficacy is linked to quality of life and burnout, and with recent evidence showing that academic career self-efficacy is meaningful across academic career trajectories (Mahajan, 2024). It is also supported by higher education research showing that teacher self-efficacy is associated with competence satisfaction, emotions, and adaptive functioning in university teaching contexts (Keller et al., 2024).

Taken together, the findings suggest that academic career development among permanent lecturers is driven more strongly by actionable capability and perceived personal agency than by motivation alone. The moderate R^2 value indicates that training, motivation, and self-efficacy explain a meaningful but incomplete portion of career development, leaving room for institutional factors such as workload, leadership support, academic culture, access to mentoring, and promotion transparency. This is consistent with strategic HRM thinking, which views career development as the outcome of both individual resources and organizational systems (Armstrong & Taylor, 2024). For private higher education institutions undergoing organizational transition, the practical implication is clear: career development policy should not rely only on eligibility reminders. Institutions should explicitly link training objectives to academic promotion milestones, strengthen collegial and affiliative climates to translate individual achievement motivation into collective career action, and build mentoring systems that enhance self-efficacy through mastery experiences, peer modeling, feedback, and guided preparation for promotion. Future research should extend this model by including institutional support, academic workload, mentoring quality, and promotion climate as mediators or moderators, preferably using longitudinal data to capture how eligibility becomes actual promotion behavior over time.

CONCLUSION

The study indicates that, for permanent lecturers at a private university in Indonesia, academic career development is driven primarily by career-relevant



capabilities and personal agency rather than general work motivation. The findings show that training and self-efficacy have a favorable and significant impact on academic career development, whereas work motivation has a positive yet non-significant direct effect. These findings help explain why formal promotion eligibility does not necessarily lead to the submission of promotion applications. Lecturers need targeted training, procedural clarity, and confidence to manage demanding academic advancement tasks. The study's findings contribute to the existing body of knowledge by strengthening established theoretical frameworks such as human capital theory, social cognitive career theory, and Self-Efficacy Theory. By conceptualizing academic promotion as a behavioral career action, the study offers practical insights that can inform career development strategies. In practice, private universities should link training to promotion milestones, strengthen collegial support, and develop mentoring systems that build lecturer self-efficacy. Future studies should adopt longitudinal and multicenter designs to provide a more comprehensive understanding of institutional support, workload, and promotion climate as additional explanatory mechanisms.

Implications

The findings of this study have important implications for managing higher education institutions, especially private universities where academic career progression often depends on how well institutional support aligns with lecturers' readiness. The research shows that training and self-efficacy influence career development more significantly than work motivation alone. Consequently, universities should create career-focused training programs that systematically guide lecturers through requirements for academic promotion, publication processes, research skills, certification options, and documentation. Additionally, it is advisable to strengthen mentoring programs, peer support networks, and academic communities among faculty to build their confidence in advancing their careers. Since work motivation did not show a direct significant effect, it should not be viewed as a standalone solution. Instead, motivation needs to be complemented by transparent promotion procedures, constructive feedback, a collaborative culture, and accessible career guidance.

Limitations and Future Research

This study has several limitations. Firstly, it is important to note that the research was conducted at a single private university in Indonesia. Therefore, the findings may not generalize to other institutional contexts, such as public universities, research-intensive universities, or institutions with different career governance systems. Secondly, the cross-sectional design limits the capacity to



capture changes in lecturer career development over time. Thirdly, the model accounts for 37.1% of the variance in academic career development, indicating that other factors, including institutional support, academic workload, leadership, mentoring quality, organizational culture, and promotion transparency, may also be significant. Future research should adopt longitudinal or comparative multi-institutional designs. These designs will allow for the exploration of mechanisms that explain how motivation, institutional climate, and self-efficacy translate into actual academic promotion behavior.

CrediT Author Statement

Putri Rahayu: Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing – Original Draft. Ratna Komala Putri: Supervision, Validation, Methodology, Writing – Review & Editing, Project Administration.

Declaration of Competing Interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

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Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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