

ORIGINAL RESEARCH PAPER

Exploring the pathways to career success: Analyzing the influence of empowering leadership, self-efficacy, and organizational commitment

I. N. Qamari¹, U. Udin^{1*}, I. B. A. G. Azmi², S. H. Wahyuningsih¹, W. P. Sari¹, M. Musoli³

¹ Department of Management, University of Muhammadiyah Yogyakarta, Special Region of Yogyakarta, Indonesia

² Department of Syariah and Management, Academy of Islamic Studies, University Malaya, Kuala Lumpur, Malaysia

³ Department of Management, University of Aisyiyah Yogyakarta, Special Region of Yogyakarta, Indonesia

ARTICLE INFO

Article History:

Received 19 February 2025

Revised 13 May 2025

Accepted 02 July 2025

Keywords:

Career success

Empowering leadership

Organizational commitment

Partial Least Squares Structural

Equation Modeling

Performance competence

Self-efficacy

ABSTRACT

BACKGROUND AND OBJECTIVES: Empowering leadership is essential for employee career success as it encourages skill development and facilitates career advancement. The absence of empowering leadership may significantly hinder employee career success within organizations. Thus, this study investigates the potential mediator roles of organizational commitment, self-efficacy, and competence for performance in the relationship between empowering leadership and career success.

METHODS: By employing a quantitative approach, this study examines the proposed model and hypotheses in the coal mining companies in Indonesia. The data are collected from 123 employees working in the coal mining operations in Central Kalimantan, Indonesia, and it is analyzed using SmartPLS 3.3.3 of partial least squares structural equation modeling.

FINDINGS: The results showed that empowering leadership positively and significantly predicts organizational commitment ($\beta = 0.706$, t -statistic = 20.182), self-efficacy ($\beta = 0.478$, t -statistic = 5.308), performance competence ($\beta = 0.593$, t -statistic = 10.561), and career success ($\beta = 0.387$, t -statistic = 3.301). However, self-efficacy ($\beta = 0.124$, t -statistic = 1.068) and performance competence ($\beta = -0.009$, t -statistic = 0.097) have no impact on career success. Organizational commitment ($\beta = 0.253$, t -statistic = 4.218) is also discovered to mediate the relationship between empowering leadership and career success.

CONCLUSION: Empowering leadership plays a crucial role in guiding employees toward career success by fostering a strong sense of organizational commitment. This study explores the mediating roles of organizational commitment, self-efficacy, and performance competence, offering insights into how empowering leadership influences career outcomes. The findings advance existing theory by clarifying that while self-efficacy and performance competence are shaped by empowering leadership, they do not directly predict career success. Instead, organizational commitment emerges as the key mediator in this relationship. From a practical perspective, the results highlight the need for organizations to promote empowering leadership by training supervisors to build autonomy and trust. This leadership approach enhances employees' emotional attachment to the organization, thereby supporting their career development. Aligning career advancement initiatives with empowering practices can enhance employee motivation and long-term success.

DOI: [10.22034/IJHCUM.2026.01.04](https://doi.org/10.22034/IJHCUM.2026.01.04)



NUMBER OF REFERENCES

81



NUMBER OF FIGURES

1



NUMBER OF TABLES

5

*Corresponding Author:

Email: udin@umy.ac.id

Phone: +6285343709228

ORCID: [0000-0002-5491-9085](https://orcid.org/0000-0002-5491-9085)

Note: Discussion period for this manuscript open until April 1, 2026 on IJHCUM website at the "Show Article."

INTRODUCTION

Achieving Career Success (CS) in organizations is very important for encompassing personal growth and fulfillment of one's aspirations. In today's fast-paced and competitive world, individuals face various challenges on their path to fulfilling careers (Yen et al., 2019). Also, the journey to CS is fraught with challenges and obstacles that require careful navigation. Therefore, embracing continuous learning, nurturing professional relationships, prioritizing mental and physical well-being, and having a clear career plan are essential steps toward achieving lasting success in today's competitive world. Leadership styles (Gohar et al., 2023; Udin and Dananjoyo, 2023), ranging from autocratic and transactional to transformational and Empowering Leadership (EL), may significantly influence an employee's professional journey, including their opportunities, growth, and overall success. Empowering leaders encourages employees' creativity, innovation, and a strong sense of purpose (Syahrul, 2020) to excel in their roles. Employees working under empowering leaders often experience higher commitment and a greater sense of fulfillment, which can significantly contribute to long-term CS. Kim and Beehr (2018), Zhang and Jin (2019), Yulia and Safaatillah (2023), and Dwidienawati et al. (2025) found evidence that empowering leaders helps employees increase their subjective CS in an organization. However, Biemann et al. (2015) showed that EL is not related to an individual's belief in their ability to successfully achieve goals in their career at the group level. The impact of EL on CS may take time to manifest fully. While EL behaviors may foster employee job satisfaction in the short term, their effects on CS may become more apparent over the long term as employees accumulate skills, experiences, and opportunities within the organization. Also, EL might have a more indirect impact on certain aspects of CS rather than directly affecting tangible outcomes like Organizational Commitment (OC) (Kim and Beehr, 2023), Self-Efficacy (SE) (Eenink, 2022), and Performance Competence (PC) (Lei et al., 2021). As highlighted by Liu et al., (2024), Udin et al., (2025), EL, when viewed through the lens of Self-Determination Theory (SDT), fosters a work environment that fulfills employees' psychological needs for autonomy, competence, and relatedness. This, in turn, enhances SE, PC, and OC, which collectively contribute to career success. Accordingly, this study seeks to fill a gap in the literature by examining the mediating

roles of OC, SE, and PC in the relationship between EL and CS. Ultimately, the study's findings could provide valuable insights for organizations aiming to enhance employee CS by understanding the underlying mechanisms through which OC, SE, and PC operate. This study was conducted from July to October 2024.

Literature review

Career success

CS is defined as the achievement of goals within one's professional life (Briscoe et al., 2006), leading to personal fulfillment, financial stability, and recognition within the chosen field. CS often involves a combination of factors such as skill development, hard work, dedication, networking, and seizing opportunities (Haratsis et al., 2015). CS can vary greatly from person to person, as it is subjective (Eva et al., 2020) and influenced by individual values, circumstances, and aspirations (Santilli et al., 2016). Employees can achieve CS by defining specific career objectives and creating a plan to achieve them (Chui et al., 2020). Also, employees need to invest in developing new skills and knowledge relevant to their field (Penn and Lent, 2018) through courses, training, or self-directed learning. By consistently delivering high-quality work and showcasing their expertise, employees may gain recognition within the organization. Additionally, employees can make strong networks with colleagues, industry professionals, and mentors to create opportunities for career advancement. Employee's CS within the organization can be influenced by a variety of factors (Binh and Nguyen, 2020), including self-confidence (i.e., staying confident in the face of challenges and bouncing back from setbacks), leadership potential (i.e., demonstrating initiative, decision-making ability, and strategic thinking leading to the greater responsibility), hard work (i.e., consistently striving for excellence and go the extra mile), communication (i.e., strong communication skills both verbal and written for conveying ideas), and strong commitment (i.e., making contributions that are recognized within the organization).

Organizational commitment

OC refers to an employee's emotional attachment (Allen and Meyer, 1993) and dedication to their organization. OC reflects the extent to which employees identify with the organization's values and goals, and their willingness to exert effort

on behalf of the organization (Udin *et al.*, 2023). According to Allen and Meyer (1993), there are three main components of OC, including (a) *affective commitment* (i.e., an employee's emotional attachment to the organization). Employees with high affective commitment feel a strong sense of belonging and often derive satisfaction from their work and feel deeply connected to the organization's mission; (b) *normative commitment* (i.e., an employee's sense of obligation or duty to remain with the organization). Employees with high normative commitment feel a moral responsibility to stay (Betanzos-Díaz *et al.*, 2017), and often due to feelings of reciprocity, gratitude, and indebtedness towards the organization; (c) *continuance commitment* (i.e., an employee's perceived costs associated with leaving the organization). Continuance commitment reflects the extent to which employees believe that the benefits of staying outweigh the potential costs of leaving, such as loss of benefits, financial stability, or seniority. OC is important because it influences employee behavior, attitudes, and performance (Djastuti *et al.*, 2019; Martono *et al.*, 2020). Employees with higher levels of commitment are more likely to demonstrate greater effort, leading to higher CS and better organizational outcomes (Hassona *et al.*, 2021; Udin *et al.*, 2022). Therefore, fostering OC among employees is crucial for building a positive work environment and achieving long-term success.

Self-efficacy

SE refers to an individual's belief in their ability to perform specific tasks or accomplish goals. SE is a key concept in social cognitive theory, proposed by Bandura (1986). SE beliefs influence how people feel, think, motivate themselves, and behave. SE is rooted in the confidence that one has the necessary knowledge, skills, and resources to perform effectively in a given situation. Employees with high SE are more likely to confidently approach challenging tasks (Gunarto *et al.*, 2025), persistence, and resilience. They tend to set ambitious goals, exert effort, and persevere in the face of setbacks (Choi *et al.*, 2021; Domingo *et al.*, 2024). In addition, SE beliefs have significant implications for various areas of life, including performance achievement, CS, and psychological well-being. Employees with high SE are more likely to set challenging goals, persevere in the face of obstacles, and achieve success. Therefore, cultivating SE within an organization is important

for personal growth and achievement (Ashfaq *et al.*, 2021).

Performance competence

PC refers to having the necessary skills, knowledge, and abilities to effectively carry out tasks (Spencer and Spencer, 2008) and achieve desired outcomes in a specific role (Wong, 2020). PC encompasses both technical expertise and behavioral competencies required to perform tasks successfully (Kim *et al.*, 2020). The key components of PC include (a) *technical competence* (i.e., related to the specific skills, knowledge, and expertise required to perform tasks within a particular field). It includes proficiency in using tools, technologies, methodologies, and best practices relevant to the job; (b) *functional competence* (i.e., job-specific skills and knowledge necessary for performing tasks related to a specific function or role within an organization). This can include areas such as human resources, marketing, finance, or operations; (c) *interpersonal skills* (i.e., fostering positive working relationships such as communication, teamwork, collaboration, and conflict resolution) to interact effectively with colleagues, clients, and stakeholders to achieve common goals; (d) *adaptability and flexibility* (i.e., ability to adapt to changing circumstances, priorities, and requirements within their role). Employees demonstrate flexibility, resilience, and a willingness to learn and grow in response to new challenges; (e) *time management* (i.e., the ability to manage time effectively, prioritize tasks, and organize work efficiently to meet deadlines and achieve objectives) (Garcia-Perez *et al.*, 2019). PC is essential for achieving individual and organizational goals (Spencer and Spencer, 2008). Employees with the necessary competencies are better equipped to meet job requirements, contribute effectively to team efforts, and deliver high-quality results (Almusaddar *et al.*, 2018). Therefore, developing and maintaining competence is essential for achieving high performance and contributing effectively to organizational success.

Empowering leadership

Empowering leadership (EL) is a style of leadership that focuses on decentralizing authority (Amundsen and Martinsen, 2015), fostering autonomy, and enabling employees to take initiative and make decisions within their areas of responsibility (Cheong *et al.*, 2016). EL aims to build employee confidence,

motivation, and a sense of ownership, ultimately leading to improved performance, creativity, innovation, and job satisfaction (Amundsen and Martinsen, 2015; Guo *et al.*, 2023). According to Arnold *et al.*, (2000), the EL model emphasizes the key principles, including leading by example, coaching, informing/explaining, participative decision-making, and showing concern for followers' welfare. Empowering leaders demonstrate ethical behavior in their actions and decisions. They uphold integrity and honesty, and serve as role models for ethical conduct within the organization (Shahab *et al.*, 2018). Empowering leaders are committed to their followers' professional development and growth (Kim and Beehr, 2023). They provide opportunities for learning, skill development, and career advancement, and offer constructive coaching to support individual progress. Additionally, empowering leaders delegate authority and responsibility to their followers, allowing them to make decisions and take ownership of their work (Ahmed *et al.*, 2022). They provide clear guidelines and expectations while allowing flexibility for individuals to use their judgment and creativity.

Hypotheses development

Impact of empowering leadership on organizational commitment, self-efficacy, performance competence, and career success

EL fosters OC (Kim and Beehr, 2018) by instilling a sense of purpose among employees. Empowering leaders inspires confidence and trust by promoting collaboration and encouraging creativity to create an environment where individuals feel motivated to contribute their best efforts. Consequently, employees develop a strong emotional connection to the organization, leading to higher levels of performance. In summary, EL cultivates a positive organizational environment where employees feel emotionally motivated to achieve common goals, and it has a positive effect on affective OC (Eliyana *et al.*, 2025; Kim and Beehr, 2018; Raziq *et al.*, 2025), SE (Ahmed *et al.*, 2022; Peng *et al.*, 2024), PC, and CS (Dwidienawati *et al.*, 2025; Lei *et al.*, 2021; Yulia and Safaatillah, 2023). Thus,

H1: Empowering leadership has a positive and significant impact on career success.

H2: Empowering leadership has a positive and significant impact on organizational commitment.

H3: Empowering leadership has a positive and significant impact on self-efficacy.

H4: Empowering leadership has a positive and significant impact on performance competence.

Impact of organizational commitment on career success

OC significantly influences CS (Semlali and Elrayah, 2022) by fostering a supportive environment for professional growth. Employees who strongly commit to their organization are more likely to invest in their work and strive for excellence. Furthermore, committed employees are more willing to engage in continuous learning and skill development, positioning themselves as valuable assets within the organization. Previous studies show that OC positively impacts career commitment, career satisfaction (Kundi *et al.*, 2021), career growth (Weer and Greenhaus, 2020), and CS (Semlali and Elrayah, 2022). Therefore,

H5: Organizational commitment has a positive and significant impact on career success.

Impact of self-efficacy on career success

SE, the belief in one's ability to accomplish tasks and achieve goals, is critical to CS. Individuals with high SE are more likely to take on challenging tasks (Aymans *et al.*, 2020) and pursue ambitious goals, as they trust their capabilities to succeed. This confidence drives them to persevere in the face of obstacles, enabling them to overcome challenges and reach their objectives. Also, employees with strong SE are more likely to stay focused and engaged, even during difficult times. They actively seek growth opportunities and are open to feedback, using it as a tool for improvement. SE positively influences career optimism (Aymans *et al.*, 2020) and CS (Bhawna *et al.*, 2024). Thus,

H6: Self-efficacy has a positive and significant impact on career success.

Impact of performance competence on career success

Competence is a fundamental driver of CS (Blokker *et al.*, 2019) as it encompasses the skills, knowledge, and abilities necessary to excel in a professional role. Employees who are competent in their field can consistently deliver high-quality work, which leads to recognition and credibility among colleagues (Zaenudin and Widigdo, 2022). Moreover, competence facilitates adaptability and lifelong learning. Employees who continuously develop their skills stay relevant in a rapidly changing job market

and can capitalize on emerging opportunities. This adaptability is crucial for sustained career growth. Results of previous studies imply that competence is positively associated with career development (Arifin *et al.*, 2020), career satisfaction (De Vos *et al.*, 2011), and subjective CS (Blokker *et al.*, 2019; Lei *et al.*, 2021). Therefore,

H7: Performance competence has a positive and significant impact on career success.

The role of mediators

EL indirectly influences CS by fostering an environment that supports employee growth, innovation, and engagement. Leaders who empower their employees by granting autonomy, encouraging decision-making, and offering support enhance employees' SE (Cheong *et al.*, 2016; Widiyanto, 2021) and OC. When employees feel trusted and valued, they are more likely to take initiative and seek opportunities for skill development (Amundsen and Martinsen, 2015). EL nurtures affective commitment by instilling a sense of belonging and alignment with organizational goals, which drives persistence and participation in career-enhancing activities. Through the lens of SDT, empowering leadership also increases employee engagement (Cai *et al.*, 2018; Liu *et al.*, 2024), strengthening dedication and the likelihood of receiving mentorship, coaching, and guidance, key contributors to CS. By entrusting employees with meaningful responsibilities and developmental support, EL enhances SE, encouraging individuals to pursue challenging goals and persist through difficulties, ultimately advancing their careers. Additionally, empowering leaders cultivates inclusive workplaces that support networking and knowledge sharing (Lee *et al.*, 2014), enabling employees to learn from peers, access new perspectives, and explore career opportunities. Through encouragement of decision-making, problem-solving, and innovation, EL promotes skill acquisition and performance development, positioning employees as strong candidates for advancement. Prior research confirms that EL indirectly affects CS through mediators such as job crafting (Kim and Beehr, 2018), OC, SE (Biemann *et al.*, 2015), and PC (Lei *et al.*, 2021). Thus,

H8: Empowering leadership is positively related to career success, mediated by organizational commitment.

H9: Empowering leadership is positively related to career success, mediated by self-efficacy.

H10: Empowering leadership is positively related to career success, mediated by performance competence.

MATERIALS AND METHODS

Participants and procedure

This study was conducted from July to October 2024. The target population of this study was 1,502 employees working in the coal mining operations in Central Kalimantan, Indonesia. Memon *et al.*, (2017) discuss the selection of a sampling strategy based on the objective of the study. When the study aims to test hypothesized relationships and necessitates the selection of a sampling strategy that aligns with the research scope, non-probability sampling may be more appropriate than probability sampling. This way is often chosen when the research involves exploring complex areas where the researchers do not fully understand the population. On the other hand, Rowley (2014) notes that probability sampling requires a complete understanding of the population to create an effective sampling frame. Therefore, the sampling technique in this study uses non-probability sampling with purposive sampling. Sarstedt *et al.*, (2018) noted that non-probability purposive sampling aids researchers in including only suitable participants for the study. This approach allows researchers to select individuals who align with specific criteria relevant to the research objectives, thereby improving the quality of the study's results.

Using a purposive sampling technique, employees aged 20 years or older with a minimum of two years of work experience were selected. Originally, using Google Forms for data collection, 240 employees were sent a Google Forms link to the accessible questionnaires with a request to complete the survey form. One hundred twenty-three valid responses (with a response rate of 51.25%) were received back and are usable for the final data analysis. Table 1 presents the demographic profile of the respondents. The majority were female (71 respondents; 57.72%), while males comprised 42.28% of the sample. This indicates a slightly higher representation of women in the workforce, which may reflect gender trends within the industry. Most participants were between 21 and 30 years old (94 respondents; 76.42%). This suggests that the workforce is relatively young, which may imply a more dynamic and innovative workforce. Younger employees often bring fresh perspectives, adaptability to change, and tech-savviness. In terms

Table 1: Information of respondents

Characteristics	Description	Frequency	Percentage
Gender	Male	52	42.28
	Female	71	57.72
Age	20 years and less	10	8.13
	21 – 30 years	94	76.42
	31 – 40 years	17	13.82
	41 and above years	2	1.63
Work experience	2 years and less	60	48.78
	3 – 5 years	36	29.27
	6 – 10 years	19	15.45
Level in education	11 and above years	8	6.5
	Senior high school	56	45.53
	Bachelor	65	52.84
	Master	2	1.63

of tenure, 60 respondents (48.78%) had less than two years of work experience in their current company, followed by 29.27% with 3–5 years, 15.45% with 6–10 years, and 6.5% with more than 11 years. Regarding educational background, 65 respondents (52.84%) held a bachelor's degree, 45.53% had completed senior high school, and 1.63% held a master's degree. This could indicate that the job roles are accessible to individuals with various educational backgrounds. The small percentage of respondents (1.63%) with a master's degree may suggest that while the workforce is generally educated, higher qualifications are less common in this particular setting.

Construct measurements

EL is measured using a 6-item scale adapted from [Ahmad et al. \(2022\)](#). A sample item for EL includes "My supervisor encouraged me to search for solutions to my problems on the job without getting his/her stamp of approval."

Three types of commitment (i.e., affective, continuous, and normative) are used to measure OC. A 5-item scale adapted from [Rawashdeh et al. \(2022\)](#) is used to measure organizational commitment. A sample item for OC includes "I feel 'emotionally attached' to this company."

SE is measured using a 4-item scale adapted from [Morandi et al. \(2022\)](#). A sample item for SE includes "I will be able to successfully overcome many challenges."

PC is measured using a 5-item scale adapted from [Almusaddar et al. \(2018\)](#). A sample item of PC includes "I have been able to learn interesting new skills on my job."

CS is measured using a 5-item scale adapted from [Ahmad and Nasir \(2023\)](#). A sample item for CS includes "I get excited when I think about my career."

To measure all the items in the proposed research model, a 5-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5) is utilized.

Data analysis

The data of this study was statistically analyzed using SmartPLS 3.3.3 of partial least squares structural equation modeling (PLS-SEM). SmartPLS is a popular software tool researchers use for conducting PLS-SEM analysis in various fields, including business and management studies ([Peralta et al., 2019](#)), due to its ability to handle complex models and small sample sizes. Further, SmartPLS is used to analyze relationships between variables, test hypotheses, and assess the reliability and validity of measurement models ([Hair et al., 2016](#)).

RESULTS AND DISCUSSION

The present study examines the indicator loadings, Cronbach Alpha (α), and Composite Reliability (CR) of each construct to establish the internal consistency reliability. Also, each latent construct's Average Variance Extracted (AVE) is measured to affirm the

convergent validity.

Table 2 illustrates that reliability is acceptable since indicator loadings' values are above 0.60, and α and CR exceed 0.70 (Hair et al., 2016). Indicator loadings above 0.60 generally indicate that the indicator is a good measure of the latent constructs. Further, all constructs' AVE values are above 0.50, exhibiting adequate convergent validity. Hair et al. (2016) highlight a valid and reliable measure when a construct's AVE is above 0.50.

Empirical analysis in Table 3 shows the value of the proposed model's discriminant validity. All values of the Fornell-Larcker criterion indicate that the square root of the AVE for each construct is greater than the correlations between the constructs, providing evidence of discriminant validity (Fornell and Larcker,

1981). Although Henseler et al. (2015) proposed using the heterotrait-monotrait ratio of correlations (HTMT) as a more reliable method for assessing discriminant validity in PLS-SEM models, the Fornell-Larcker criterion, however, is still used in practice.

The collinearity diagnostics in Table 4 revealed that all Variance Inflation Factor (VIF) values were below the commonly accepted threshold of 5.0 (Hair et al., 2017), indicating no substantial multicollinearity issues. Furthermore, most indicators demonstrated VIF values below the stricter threshold of 3.3, suggesting that common method bias is unlikely to pose a serious threat to the study's validity (Kock, 2015). However, EL4 (VIF = 3.623) slightly exceeds the recommended threshold of 3.3 and should be considered for refinement in future studies.

Table 2: Composite reliability and convergent validity

Constructs	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Empowering Leadership	EL1	0.835	0.910	0.930	0.691
	EL2	0.831			
	EL3	0.830			
	EL4	0.873			
	EL5	0.819			
	EL6	0.796			
Organizational Commitment	OC1	0.816	0.788	0.855	0.544
	OC2	0.709			
	OC3	0.850			
	OC4	0.621			
	OC5	0.666			
Self-Efficacy	SE1	0.758	0.815	0.878	0.643
	SE2	0.802			
	SE3	0.839			
	SE4	0.806			
Performance Competence	PC1	0.809	0.828	0.879	0.593
	PC2	0.761			
	PC3	0.807			
	PC4	0.724			
	PC5	0.747			
Career Success	CS1	0.790	0.827	0.878	0.591
	CS2	0.787			
	CS3	0.784			
	CS4	0.752			
	CS5	0.730			

Fig. 1 and Table 5 show the results of the research model's hypotheses testing. Hypotheses H1, H2, H3, and H4 proposed positive relationships between EL on CS, OC, SE, and PC. The results showed that

EL was positively and significantly associated with CS ($\beta = 0.387$, T-Statistic = 3.301, $\rho < 0.05$), OC ($\beta = 0.706$, T-Statistic = 20.182, $\rho < 0.05$), SE ($\beta = 0.478$, T-Statistic = 5.308, $\rho < 0.05$), and was also significantly

Table 3: Discriminant validity (Fornell-Larcker criterion)

Main Constructs	Career Success	Performance Competence	Empowering Leadership	Organizational Commitment	Self-Efficacy
Career Success	0.769				
Performance Competence	0.459	0.770			
Empowering Leadership	0.694	0.593	0.831		
Organizational Commitment	0.681	0.449	0.706	0.738	
Self-Efficacy	0.459	0.621	0.478	0.433	0.802

Table 4: Collinearity statistics

Main constructs	Items	VIF
Empowering Leadership	EL1	3.107
	EL2	3.214
	EL3	2.697
	EL4	3.623
	EL5	2.686
	EL6	2.032
Organizational Commitment	OC1	1.882
	OC2	1.774
	OC3	2.419
	OC4	1.309
	OC5	1.341
Self-Efficacy	SE1	1.477
	SE2	1.771
	SE3	1.870
	SE4	1.994
Performance Competence	PC1	1.852
	PC2	1.718
	PC3	1.967
	PC4	1.657
	PC5	1.773
Career Success	CS1	1.887
	CS2	1.826
	CS3	2.092
	CS4	1.631
	CS5	1.976

associated with PC ($\beta = 0.593$, T-Statistic = 10.561, $\rho < 0.05$). Thus, hypotheses H1, H2, H3 and H4 were supported. Further, OC was positively and significantly associated with CS ($\beta = 0.358$, T-Statistic = 4.462, $\rho < 0.05$), confirming H5. However, no significant associations in this study were found between either SE and CS ($\beta = 0.124$, T-Statistic = 1.068, $\rho > 0.05$) or PC and CS ($\beta = -0.009$, T-Statistic = 0.097, $\rho > 0.05$). Therefore, hypotheses H6 and H7 were rejected. To examine the mediation effects of OC, SE, and PC in the relationship between EL and CS, this study performed a mediation test by the methodology outlined by (Zhao *et al.*, 2010). The results revealed that the indirect effect of EL on CS through OC was significant ($\beta = 0.253$, T-Statistic = 4.218, $\rho < 0.05$), confirming hypothesis H8. The study's findings indicated that the relationship between EL and CS is significantly mediated by OC. This means that OC plays a crucial role in explaining how EL influences CS. However, the results showed that the indirect effects of EL on CS through SE ($\beta = 0.059$, T-Statistic = 1.054, $\rho > 0.05$) and PC ($\beta = -0.005$, T-Statistic = 0.093, $\rho > 0.05$) were not significant. Thus, the study's findings did not confirm the mediation effects of SE and PC. Therefore, hypotheses H9 and H10 were rejected. Empirical findings of this study show that EL significantly promotes employees' OC, SE, PC,

and CS. These results are consistent with previous studies demonstrating that EL positively influences OC (Eliyana *et al.*, 2025; Kim and Beehr, 2018; Raziq *et al.*, 2025), SE (Ahmed *et al.*, 2022; Peng *et al.*, 2024), PC (Fikri *et al.*, 2023; Khatoun *et al.*, 2024), and CS (Dwidienawati *et al.*, 2025; Lei *et al.*, 2021; Yulia and Safaatillah, 2023). EL grants employees more autonomy and control over their work, allowing them to take initiative and decision-making. This autonomy fosters a sense of ownership and investment in their work, enhancing their commitment to the organization. By granting employees opportunities to make decisions and solve problems, empowering leaders facilitates the continuous development of competence and expertise, leading to a greater sense of accomplishment (Lin *et al.*, 2020). Also, when leaders empower employees to take charge of their tasks, it builds their confidence in their abilities to perform well. This boost in SE encourages employees to take on challenging tasks (Joo *et al.*, 2023) and achieve higher performance levels. Further, empowering leaders show trust in their employees' abilities, which can lead to a positive and supportive work environment. Employees who feel trusted and recognized for their contributions are more likely to contribute meaningfully to their work (Mutonyi *et al.*, 2020). This can lead to career

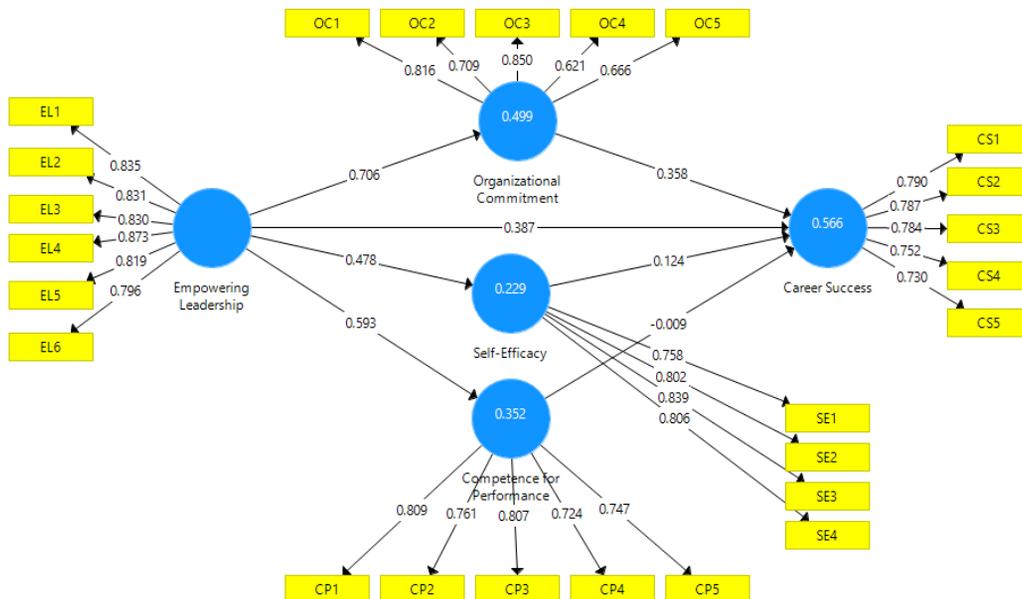


Fig. 1: Conceptual framework

Table 5: Path coefficients

Relationship	β	Standard Deviation	T-Statistics	P-Values	Remarks
<i>Direct Effect</i>					
Empowering Leadership → Career Success	0.387	0.117	3.301	0.001	Supported
Empowering Leadership → Organizational Commitment	0.706	0.035	20.182	0.000	Supported
Empowering Leadership → Self-Efficacy	0.478	0.090	5.308	0.000	Supported
Empowering Leadership → Performance Competence	0.593	0.056	10.561	0.000	Supported
Organizational Commitment → Career Success	0.358	0.080	4.462	0.000	Supported
Self-Efficacy → Career Success	0.124	0.116	1.068	0.286	Rejected
Performance Competence → Career Success	-0.009	0.094	0.097	0.922	Rejected
<i>Indirect Effect</i>					
Empowering Leadership → Organizational Commitment → Career Success	0.253	0.060	4.218	0.000	Supported
Empowering Leadership → Self-Efficacy → Career Success	0.059	0.056	1.054	0.292	Rejected
Empowering Leadership → Performance Competence → Career Success	-0.005	0.058	0.093	0.926	Rejected

advancement and success as employees gain visibility and recognition for their efforts. This study, in contrast to the expectation, found that SE and PC do not significantly promote CS. These results are consistent with previous studies demonstrating that SE (Windayati and Malik, 2023) and PC (Novelya and Karuehni, 2023) have no significant impact on CS. While SE and PC are typically associated with positive outcomes such as increased motivation, creativity, and productivity, their direct impact on CS may be more complex than one might expect. There are several reasons why these variables may not significantly promote CS on their own. CS heavily depends on relationships and networking (Porter et al., 2023). SE and PC may not necessarily translate into successful networking, which is crucial for career advancement. Building networks and maintaining strong social relationships can have a greater impact on CS than individual skills alone. Additionally, highly self-efficacious and competent employees may still struggle with CS if their efforts and achievements are not visible to key decision-makers. Without proper exposure or recognition, their career advancement may be limited. This study revealed that EL positively influences OC, which in turn plays a crucial role in mediating the relationship between EL and CS. When employees feel a strong sense of commitment to their organization, they are more likely to be engaged and dedicated to achieving their career goals within

the organization (Semlali and Elrayah, 2022). EL fosters an environment where employees feel trusted and valued. This can enhance their commitment to the organization as they perceive a supportive work culture. When employees are committed to the organization, they are more likely to go beyond their roles, contributing to their CS (Weer and Greenhaus, 2020). Also, empowering leaders often work closely with employees to align organizational goals with personal career aspirations. When employees feel that their personal goals are in harmony with the organization's objectives, their commitment to the organization significantly deepens, providing a solid foundation for CS.

Limitations and future research agenda

The study focuses on coal mining companies in Indonesia, which may limit the transferability of the findings to other industries or cultural contexts. Also, the cross-sectional design of the study may limit the ability to establish causal relationships between EL, OC, SE, PC, and CS. Therefore, longitudinal studies are recommended to explore the long-term effects of EL on OC, SE, PC, and CS. Also, future studies need to compare the effects of EL on CS across different industries, organizational sizes, and cultural contexts to identify potential variations in outcomes. By addressing these limitations and pursuing suggestions for future research, scholars can further enhance

valuable insights into EL's role in promoting CS and organizational effectiveness.

CONCLUSION

The results of hypotheses testing in the research model conclude that EL was positively and significantly associated with CS, OC, SE, and PC. Further, OC was also positively and significantly associated with CS. However, no significant associations in this study were found between either SE and CS or PC and CS. In addition, the result of the mediation test indicated that the relationship between EL and CS is significantly mediated by OC. This study offers several theoretical implications that enhance the understanding of workplace dynamics and employee professional development. First, EL fosters trust and reciprocity between leaders and employees (Rai and Kim, 2021), cultivating a positive social atmosphere in which employees feel valued and supported. This environment strengthens OC, which, in turn, motivates employees to exert greater effort and strive for CS. Second, EL often facilitates opportunities for learning, skill development, and career advancement. As employees grow more competent and become valuable assets to the organization, their commitment is reinforced by their increased career investment. This elevated level of OC can ultimately lead to greater opportunities for CS within the organization. This study also provides several practical implications for organizations seeking to foster a supportive work environment and promote employee success. First, organizations should invest in training and development programs for leaders that focus on EL style. By teaching leaders to trust and empower their employees, organizations can foster greater employee autonomy, motivation, and commitment. Second, organizations should establish clear career development and advancement opportunities for employees. EL can support these pathways by encouraging leaders to guide employees toward CS while fostering a strong sense of OC. Third, empowering leaders can enhance performance management by giving employees autonomy and responsibility. This approach can lead to higher levels of employee engagement and commitment, resulting in better performance and overall CS.

AURHOUR CONTRIBUTIONS

I. N. Qamari led the research project, contributed to the development of the methodology, and

coordinated the contributions of all authors. U. Udin was responsible for the overall planning and supervision of the study, conducted the literature review, and analyzed and interpreted the data. I. B. A. G. Azmi contributed to the literature review and participated in the review and editing of the manuscript. S. H. Wahyuningsih assisted in data analysis and interpretation. W. P. Sari contributed to the manuscript review and assisted with editing and formatting. M. Musoli supported data compilation and was involved in manuscript editing.

ACKNOWLEDGEMENT

The authors would like to thank the Directorate of Research and Community Service of Universitas Muhammadiyah Yogyakarta for providing the funding that supported this study.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancy, have been completely observed by the authors.

OPEN ACCESS

©2026 The author(s). This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution, and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit: <http://creativecommons.org/licenses/by/4.0/>

PUBLISHER NOTE

Tehran Urban Research & Planning Centre (TURPC) takes a neutral position about claims on disputed territories, place names, international

boundaries, jurisdiction in published maps, and institutional affiliations. TURPC is committed to retracting a paper after its publication if it becomes apparent that there are serious problems in its content, in terms of research and publication ethics (<https://www.ijhcum.net/journal/process?ethics>).

ABBREVIATIONS

AVE	Average Variance Extracted
CS	Career Success
EL	Empowering Leadership
HTMT	Heterotrait-Monotrait Ratio of Correlations
OC	Organizational Commitment
PC	Performance Competence
PLS-SEM	Partial Least Squares Structural Equation Modeling
SDT	Self-Determination Theory
SE	Self-Efficacy
VIF	Variance Inflation Factor

REFERENCES

- Ahmad, B.; Nasir, N., (2023). Positive career shocks and career optimism: testing the mediating role of career decision-making self-efficacy. *J. Asian Bus. Econ. Stud.*, 30(2): 105-125 **(21 pages)**.
- Ahmad, M.K.; Abdulhamid, A.B.; Wahab, S.A.; Pervaiz, A.N.; Imtiaz, M., (2022). Direct and indirect influence of project managers' contingent reward leadership and empowering leadership on project success. *Int. J. Eng. Bus. Manage.*, 14: 18479790211073443 **(15 pages)**.
- Ahmed, T.; Chaojun, Y.; Hongjuan, Y.; Mahmood, S., (2022). The Impact of Empowering Leadership on Job Performance of Higher Education Institutions Employees: Mediating Role of Goal Clarity and Self-Efficacy. *Psychol. Res. Behav. Manage.*, 15: 677-694 **(18 pages)**.
- Allen, N. J.; Meyer, J.P., (1993). Organizational commitment: Evidence of career stage effects? *J. Bus. Res.*, 26(1): 49-61 **(13 pages)**.
- Almusaddar, A.A.; Ramzan, S.R.; Raju, V., (2018). The influence of knowledge, satisfaction, and motivation on employee performance through competence. *Int. J. Bus. Gen. Manage.*, 7(5): 21-40 **(20 pages)**.
- Amundsen, S.; Martinsen, Ø.L., (2015). Linking Empowering Leadership to Job Satisfaction, Work Effort, and Creativity: The Role of Self-Leadership and Psychological Empowerment. *J. Leadersh. Organ. Stud.*, 22(3): 304-323 **(20 pages)**.
- Arifin, A.H.; Raza, H.; Saputra, J.; Puteh, A., (2020). The influence of recruitment and career development towards employee performance: A mediating role of competence. *J. Talent Dev. Excellence*, 12(1): 1040-1055 **(16 pages)**.
- Arnold, J.A.; Arad, S.; Rhoades, J.A.; Drasgow, F., (2000). The empowering leadership questionnaire: the construction and validation of a new scale for measuring leader behaviors. *J. Organ. Behav.*, 21(3): 249-269 **(21 pages)**.
- Ashfaq, F.; Abid, G.; Ilyas, S., (2021). Impact of Ethical Leadership on Employee Engagement: Role of Self-Efficacy and Organizational Commitment. *European J. Invest. Health, Psychol. Educ.*, 11(3): 962-974 **(13 pages)**.
- Aymans, S.C.; Kortsch, T.; Kauffeld, S., (2020). Gender and career optimism—The effects of gender-specific perceptions of lecturer support, career barriers and self-efficacy on career optimism. *Higher Educ. Q.*, 74(3): 273-289 **(17 pages)**.
- Bandura, A., (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*, Englewood Cliffs, Prentice Hall.
- Betanzos-Díaz, N.; Rodríguez-Loredo, C.S.; Paz-Rodríguez, F., (2017). Development and validation of a questionnaire on normative organizational commitment: A pilot study in Mexican workers. *An. Psicol.*, 33(2): 393-402 **(10 pages)**.
- Bhawna.; Sharma, S.K.; Akram, U., (2024). Assessing subjective career success: the role of career commitment, career resilience and self-efficacy: a evidence from hospitality industry. *Int. J. Qual. Serv. Sci.*, 16(1): 44-62 **(19 pages)**.
- Biemann, T.; Kearney, E.; Marggraf, K., (2015). Empowering leadership and managers' career perceptions: Examining effects at both the individual and the team level. *Leadersh. Q.*, 26(5): 775-789 **(15 pages)**.
- Binh, Q.; Nguyen, C., (2020). Factors affecting career success: The case of graduate students. *Manage. Sci. Lett.*, 10(13): 3151-3158 **(8 pages)**.
- Blokker, R.; Akkermans, J.; Tims, M.; Jansen, P.; Khapova, S., (2019). Building a sustainable start: The role of career competencies, career success, and career shocks in young professionals' employability. *J. Vocational Behav.*, 112: 172-184 **(13 pages)**.
- Briscoe, J.P.; Hall, D.T.; DeMuth, R.L.F., (2006). Protean and boundaryless careers: An empirical exploration. *J. Vocational Behav.*, 69(1): 30-47 **(18 pages)**.
- Cai, D.; Cai, Y.; Sun, Y.; Ma, J., (2018). Linking Empowering Leadership and Employee Work Engagement: The Effects of Person-Job Fit, Person-Group Fit, and Proactive Personality. *Front. Psychol.*, 9: 1304 **(12 pages)**.
- Cheong, M.; Spain, S.M.; Yammarino, F.J.; Yun, S., (2016). Two faces of empowering leadership: Enabling and burdening. *Leadersh. Q.*, 27(4): 602-616 **(15 pages)**.
- Choi, W.S.; Kang, S.W.; Choi, S.B., (2021). Innovative Behavior in the Workplace: An Empirical Study of Moderated Mediation Model of Self-Efficacy, Perceived Organizational Support, and Leader-Member Exchange. *Behav. Sci.*, 11(12): 182 **(17 pages)**.
- Chui, H.; Li, H.; Ngo, H.Y., (2020). Linking Protean Career Orientation with Career Optimism: Career Adaptability and Career Decision Self-Efficacy as Mediators. *J. Career Dev.*, 49(1): 161-173 **(13 pages)**.
- De Vos, A.; De Hauw, S.; Van der Heijden, B.I.J.M., (2011). Competency development and career success: The mediating role of employability. *J. Vocational Behav.*, 79(2): 438-447 **(10 pages)**.
- Djastuti, I.; Rahardjo, S.T.; Irviana, L.; Udin, U., (2019). Fun at work and employee performance: the roles of job satisfaction and organizational commitment in manufacturing companies. *WSEAS Trans. Bus. Econ.*, 16: 153-162 **(10 pages)**.
- Domingo, J.G.; Mina, J.C.; Campos, R., (2024). The relationship between self-efficacy, attitudes, and business students' quantitative skills performance: A case for including quantitative methods in the BSBA curriculum. *Int. J. Adv. Appl. Sci.*, 11(12): 108-115 **(8 pages)**.
- Dwidienawati, D.; Ratnasari, E.D.; Nugraha, I.O.; Maharani, A.; Arsan, M.F., (2025). The Influence of Well-being, Empowering Leadership, and Career Development on Work Engagement in Generation Z in Indonesia. *WSEAS Trans. Bus. Econ.*, 22: 32-47 **(12 pages)**.

- Eenink, L., (2022). Will empowering leadership make a career more sustainable? Applying a paradox perspective towards the conflicting mechanisms of self-efficacy and work-related stress. (Master Business Administration), Radboud University Nijmegen, Netherland.
- Eliyana, A.; Jalil, N.I.A.; Gunawan, D.R.; Pratama, A.S., (2025). Mediating role of engagement and commitment to bridge empowering leadership and task performance. *Kybernetes*, 54(3): 1447-1469 **(23 pages)**.
- Eva, N.; Newman, A.; Jiang, Z.; Brouwer, M., (2020). Career optimism: A systematic review and agenda for future research. *J. Vocational Behav.*, 116: 103287 **(x pages)**.
- Fikri, K.; Haryadi.; Edward.; Setiawati, R., (2023). The Influence Of Empowering Leadership And Professionalism On Lecturer Performance With Motivation As A Moderating Variables. *Qual. Access Success*, 24(196): 175-182 **(8 pages)**.
- Fornell, C.; Larcker, D.F., (1981). Structural Equation Models with Unobservable Variables and Measurement Error: Algebra and Statistics. *J. Mark. Res.*, 18(3): 382-388 **(7 pages)**.
- Garcia-Perez, A.; Cegarra-Navarro, J.G.; Bedford, D.; Thomas, M.; Wakabayashi, S., (2019). Revisiting Competence and Competencies Critical Capabilities and Competencies for Knowledge Organizations (pp. 115-136): Emerald Publishing Limited.
- Gohar, M.; Mehmood, A.; Nazir, S.; Abrar, A.; Iqbal, Y.M.J., (2023). Situationally Appropriate Leadership Styles and Team Performance: Is Trust Really Important. *FWU J. Social Sci.*, 17(3): 136-151 **(16 pages)**.
- Gunarto, M.; Cahyawati, D.; Yanti, P., (2025). The impact of self-efficacy on service quality in private universities: The mediating role of organizational citizenship behavior. *Int. J. Adv. Appl. Sci.*, 12(1): 19-29 **(11 pages)**.
- Guo, Y.; Peng, Y.; Zhu, Y., (2023). How does empowering leadership motivate employee innovative behavior: A job characteristics perspective. *Curr. Psychol.*, 42(21): 18280-18290 **(11 pages)**.
- Hair, J.F.; Hult, G.T.M.; Ringle, C.M.; Sarstedt, M., (2017). A primer on partial least squares structural equation modeling (PLS-SEM). United States of America: SAGE Publications.
- Hair, J.F.; Sarstedt, M.; Matthews, L.M.; Ringle, C.M., (2016). Identifying and treating unobserved heterogeneity with FIMIX-PLS: part I – method. *European Bus. Rev.*, 28(1): 63-76 **(14 pages)**.
- Haratsis, J.M.; Hood, M.; Creed, P.A., (2015). Career Goals in Young Adults: Personal Resources, Goal Appraisals, Attitudes, and Goal Management Strategies. *J. Career Dev.*, 42(5): 431-445 **(15 pages)**.
- Hassona, F.M.; Albaqawi, H.; Laput, V., (2021). Effect of Saudi nurses' perceived work-life quality on work engagement and organizational commitment. *Int. J. Adv. Appl. Sci.*, 8(6): 79-87 **(9 pages)**.
- Henseler, J.; Ringle, C.M.; Sarstedt, M., (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *J. Acad. Mark. Sci.*, 43(1): 115-135 **(21 pages)**.
- Joo, B.K.; Yoon, S.K.; Galbraith, D., (2023). The effects of organizational trust and empowering leadership on group conflict: psychological safety as a mediator. *Organ. Manage. J.*, 20(1): 4-16 **(13 pages)**.
- Khatoun, A.; Rehman, S.U.; Islam, T.; Ashraf, Y., (2024). Knowledge sharing through empowering leadership: the roles of psychological empowerment and learning goal orientation. *Global Knowledge Mem. Commun.*, 73(4/5): 682-697 (16 pages).
- Kim, J.; Cho, J.; Lee, S., (2020). The Influence of Entrepreneurial Competences on Corporate Performance of Technology-based Start-ups. *J. Soc. Korea Ind. Syst. Eng.*, 43(1): 132-142 **(11 pages)**.
- Kim, M.; Beehr, T.A., (2018). Can Empowering Leaders Affect Subordinates' Well-Being and Careers Because They Encourage Subordinates' Job Crafting Behaviors? *J. Leadersh. Organ. Stud.*, 25(2): 184-196 **(13 pages)**.
- Kim, M.; Beehr, T.A., (2023). Empowering leadership improves employees' positive psychological states to result in more favorable behaviors. *Int. J. Hum. Resour. Manage.*, 34(10): 2002-2038 **(38 pages)**.
- Kock, N., (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *Int. J. e-Collab.*, 11(4): 1-10 **(10 pages)**.
- Kundi, Y.M.; Hollet-Haudebert, S.; Peterson, J., (2021). Linking Protean and Boundaryless Career Attitudes to Subjective Career Success: A Serial Mediation Model. *J. Career Assess.*, 29(2): 263-282 **(20 pages)**.
- Lee, J.; Lee, H.; Park, J.G., (2014). Exploring the impact of empowering leadership on knowledge sharing, absorptive capacity and team performance in IT service. *Inf. Technol. People*, 27(3): 366-386 **(21 pages)**.
- Lei, C.; Hossain, M.S.; Mostafiz, M.I.; Khalifa, G.S.A., (2021). Factors determining employee career success in the Chinese hotel industry: A perspective of Job-Demand Resources theory. *J. Hospitality Tourism Manage.*, 48: 301-311 **(11 pages)**.
- Lin, M.; Zhang, X.; Ng, B.C.S.; Zhong, L., (2020). To Empower or Not to Empower? Multilevel Effects of Empowering Leadership on Knowledge Hiding. *Int. J. Hospitality Manage.*, 89: 102540 **(x pages)**.
- Liu, S.; Han, X.; Du, L.; Zhu, H.; Shi, R.; Lan, J., (2024). How Does Empowering Leadership Relate to Work Engagement? The Roles of Organisational Identification and Workplace Well-Being. *Psychol. Rep.*, 1-26 **(26 pages)**.
- Martono, S.; Khoiruddin, M.; Wijayanto, A.; Ridloah, S.; Wulansari, N.A.; Udin, U., (2020). Increasing teamwork, organizational commitment and effectiveness through the implementation of collaborative resolution. *J. Asian Finance, Econ. Bus.*, 7(6): 427-437 **(11 pages)**.
- Memon, M.A.; Ting, H.; Ramayah, T.; Chuah, F.; Cheah, J.H., (2017). A review of the methodological misconceptions and guidelines related to the application of structural equation modelling: a Malaysian scenario. *J. Appl. Struct. Equation Model.*, 1(1): 1-13 **(13 pages)**.
- Morandi, F.; Leonelli, S.; Di Vincenzo, F., (2022). Exploration of the mediating role of physicians' managerial attitude in the relationship between their self-efficacy and workplace performance. *J. Health Organ. Manage.*, 36(7): 950-964 **(15 pages)**.
- Mutonyi, B.R.; Slåtten, T.; Lien, G., (2020). Empowering leadership, work group cohesiveness, individual learning orientation and individual innovative behaviour in the public sector: empirical evidence from Norway. *Int. J. Public Leadersh.*, 16(2): 175-197 **(23 pages)**.
- Novelya, S.; Karuehni, I., (2023). The Effect of Competence and Work Experience on Career Development Through Work Achievement as an Intervening Variable. *J. Manage. Sci. Organ.*, 4(2): 155-165 **(11 pages)**.
- Peng, M.Y.P.; Liang, Z.; Fatima, I.; Wang, Q.; Rasheed, M.I., (2024). The nexus between empowering leadership, job engagement and employee creativity: role of creative self-efficacy in the hospitality industry. *Kybernetes*, 53(10): 3189-3210 **(22 pages)**.
- Penn, L.T.; Lent, R.W., (2018). The Joint Roles of Career Decision Self-Efficacy and Personality Traits in the Prediction of Career Decidedness and Decisional Difficulty. *J. Career Assess.*, 27(3): 457-470 **(14 pages)**.
- Peralta, A.; Carrillo-Hermosilla, J.; Crecente, F., (2019). Sustainable

- business model innovation and acceptance of its practices among Spanish entrepreneurs. *Corporate Social Responsibility Environ. Manage.*, 26(5): 1119-1134 (16 pages).
- Porter, C.M.; Woo, S.E.; Alonso, N.; Snyder, G., (2023). Why do people network? Professional networking motives and their implications for networking behaviors and career success. *J. Vocational Behav.*, 142: 103856 (57 pages).
- Rai, A.; Kim, M., (2021). Empowering leadership and followers' good and bad behaviors: A dual mediation model. *Hum. Resour. Dev. Q.*, 32(4): 537-558 (22 pages).
- Rawashdeh, A.M.; Elayan, M.B.; Shamout, M.D.; Hamouche, S., (2022). Human resource development and turnover intention: organizational commitment's role as a mediating variable. *European J. Manage. Bus. Econ.*, 31(4): 469-484 (16 pages).
- Raziq, M.M.; Wazir, R.; Memon, M.A.; Rice, J.L.; Moazzam, M., (2025). Empowering leadership, employee organizational commitment and organizational citizenship behavior: the roles of leader authenticity and trust. *Int. J. Prod. Perform. Manage.*, 74(1): 81-106 (26 pages).
- Rowley, J., (2014). Designing and using research questionnaires. *Manage. Res. Rev.*, 37(3): 308-330 (23 pages).
- Santilli, S.; Marcionetti, J.; Rochat, S.; Rossier, J.; Nota, L., (2016). Career Adaptability, Hope, Optimism, and Life Satisfaction in Italian and Swiss Adolescents. *J. Career Dev.*, 44(1): 62-76 (15 pages).
- Sarstedt, M.; Bengart, P.; Shaltoni, A.M.; Lehmann, S., (2018). The use of sampling methods in advertising research: a gap between theory and practice. *Int. J. Advertising*, 37(4): 650-663 (14 pages).
- Semlali, Y.; Elayah, M., (2022). The Organizational Commitment of Public Administrative Leaders and Their Subjective Career Success: Case of the Saudi Irrigation Organization. *Adm. Sci.*, 12(4): 125 (9 pages).
- Shahab, M.A.; Sobari, A.; Udin, U., (2018). Empowering leadership and organizational citizenship behavior: The mediating roles of psychological empowerment and emotional intelligence in medical service industry. *Int. J. Econ. Bus. Adm.*, 6(3): 80-91 (12 pages).
- Spencer, L.M.; Spencer, P.S.M., (2008). *Competence at Work models for superior performance*, John Wiley & Sons.
- Syahrul, K., (2020). The effect of empowering leadership on intrinsic motivation: the role of psychological empowerment as a mediation. *J. Leadersh. Organ.*, 2(2): 108-120 (13 pages).
- Udin, U.; Dananjoyo, R., (2023). Prophetic Leadership: Lessons from the Greatest Leader of Prophet Muhammad. *FWU J. Social Sci.*, 17(4): 88-97 (10 pages).
- Udin, U.; Dananjoyo, R.; Shaikh, M.; Vio Linarta, D., (2022). Islamic Work Ethics, Affective Commitment, and Employee's Performance in Family Business: Testing Their Relationships. *SAGE Open*, 12(1): 21582440221085263 (12 pages).
- Udin, U.; Fitriani, K.; Dananjoyo, R., (2025). Linking empowering leadership and work environment with employee performance: The mediating role of job stress. *Work*: 10519815241311163 (10 pages).
- Udin, U.; Sukirno, R.L.S.; Dananjoyo, R., (2023). The Impact of Work-Life Balance on Employee Performance: Examining the Mediating-Moderating Role of Job Satisfaction and Affective Commitment. *FWU J. Social Sci.*, 17(3): 74-85 (12 pages).
- Weer, C.H.; Greenhaus, J.H., (2020). Managers' Assessments of Employees' Organizational Career Growth Opportunities: The Role of Extra-Role Performance, Work Engagement, and Perceived Organizational Commitment. *J. Career Dev.*, 47(3): 280-295 (16 pages).
- Widianto, S., (2021). Empowering leadership to performance excellence: The role of knowledge sharing and self-efficacy. *Int. J. Bus. Excellence*, 23(3): 297-311 (15 pages).
- Windayati, D.T.; Malik, N., (2023). Career Success Perception, Is that Important? *J. Career Entrepreneurship*, 2(1): 36-48 (13 pages).
- Wong, S.C., (2020). Competency definitions, development and assessment: A brief review. *Int. J. Acad. Res. Progressive Educ. Dev.*, 9(3): 95-114 (20 pages).
- Yulia, E.; Safaatillah, N., (2023). Empowering Leadership In Employee Career Establishment (Case Study in East Java Banking). *Al-fikrah: J. Manage. Educ.*, 11(1): 100-109 (10 pages).
- Zaenudin, P.; Widigdo, A.M.N., (2022). The Effect of Independence and Competence on Performance of Employees with Integrity as Moderation (Case Study on the Corruption Eradication Commission in Indonesia). *European J. Bus. Manage. Res.*, 7(2): 28-36 (9 pages).
- Zhang, L.; Jin, T., (2019). Linking empowering leadership and career calling: The mediating role of psychological need fulfillment. *J. Psychol. Africa*, 29(5): 429-434 (6 pages).
- Zhao, X.; Lynch, J.G.; Chen, Q., (2010). Reconsidering Baron and Kenny: Myths and Truths about Mediation Analysis. *J. Consum. Res.*, 37(2): 197-206 (10 pages).

COPYRIGHTS

©2026 The author(s). This is an open access article distributed under the terms of the Creative Commons Attribution (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, as long as the original authors and source are cited. No permission is required from the authors or the publishers.



HOW TO CITE THIS ARTICLE

Qamari, I.N.; Udin, U.; Azmi, I.B.A.G.; Wahyuningsih, S.H.; Sari, W.P.; Musoli, M., (2026). Exploring the pathways to career success: Analyzing the influence of empowering leadership, self-efficacy, and organizational commitment. *Int. J. Hum. Capital. Urban Manage.*, 11(1): 51-64.

DOI: 10.22034/IJHCUM.2026.01.04

URL: https://www.ijhcum.net/article_725746.html

