

***THE MEDIATING ROLE OF ORGANIZATIONAL COMMITMENT IN THE
RELATIONSHIP BETWEEN TRAINING EFFECTIVENESS AND POLICE
PERFORMANCE***

**PERAN MEDIASI KOMITMEN ORGANISASI DALAM HUBUNGAN ANTARA
EFEKTIVITAS PELATIHAN DAN KINERJA POLISI**

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ABSTRACT

This literature review article examines the mediating role of organizational commitment in the relationship between training effectiveness and police performance. In contemporary law enforcement environments, training is no longer perceived solely as a technical capacity-building mechanism, but as a strategic organizational process that shapes attitudes, values, and behavioral outcomes. Drawing on empirical studies published within the last decade, this review synthesizes evidence demonstrating that training effectiveness significantly influences police performance, both directly and indirectly through organizational commitment. Organizational commitment functions as a psychological and attitudinal bridge that transforms acquired competencies into consistent and sustainable performance behaviors. Using a systematic literature review approach, this study analyzes twenty-five peer-reviewed journal articles to identify recurring patterns, theoretical explanations, and contextual factors shaping this relationship. The findings reveal that training programs perceived as relevant, fair, and development-oriented foster stronger affective and normative commitment, which in turn enhances task performance, ethical conduct, and service quality among police personnel. The review also highlights gaps in existing research, particularly the limited integration of commitment theory into police training evaluation frameworks. The article concludes by emphasizing the strategic importance of embedding commitment-oriented dimensions into police training systems to strengthen institutional effectiveness and public trust.

Keywords: Training Effectiveness, Organizational Commitment, Police Performance, Law Enforcement.

ABSTRAK

Artikel tinjauan literatur ini mengkaji peran mediasi komitmen organisasi dalam hubungan antara efektivitas pelatihan dan kinerja polisi. Dalam lingkungan penegakan hukum kontemporer, pelatihan tidak lagi dipandang semata-mata sebagai mekanisme pembangunan kapasitas teknis, tetapi sebagai proses organisasi strategis yang membentuk sikap, nilai, dan hasil perilaku. Dengan mengacu pada studi empiris yang diterbitkan dalam dekade terakhir, tinjauan ini mensintesis bukti yang menunjukkan bahwa efektivitas pelatihan secara signifikan mempengaruhi kinerja polisi, baik secara langsung maupun tidak langsung melalui komitmen organisasi. Komitmen organisasi berfungsi sebagai jembatan psikologis dan sikap yang mengubah kompetensi yang diperoleh menjadi perilaku kinerja yang konsisten dan berkelanjutan. Dengan menggunakan pendekatan tinjauan literatur sistematis, studi ini menganalisis dua puluh lima artikel jurnal yang telah direview oleh rekan sejawat untuk mengidentifikasi pola berulang, penjelasan teoretis, dan faktor kontekstual. Membentuk hubungan ini. Temuan menunjukkan bahwa program pelatihan yang dianggap relevan, adil, dan berorientasi pada pengembangan dapat memperkuat komitmen afektif dan normatif, yang pada gilirannya meningkatkan kinerja tugas, perilaku etis, dan kualitas layanan di kalangan personel kepolisian. Tinjauan ini juga menyoroti celah dalam penelitian yang ada, terutama keterbatasan integrasi teori komitmen ke dalam kerangka evaluasi pelatihan kepolisian. Artikel ini menyimpulkan dengan menekankan pentingnya secara strategis mengintegrasikan dimensi yang berorientasi pada komitmen ke dalam sistem pelatihan kepolisian untuk memperkuat efektivitas institusional dan kepercayaan publik.

Kata Kunci: Efektivitas Pelatihan, Komitmen Organisasi, Kinerja Polisi, Penegakan Hukum

INTRODUCTION

Police organizations operate in environments marked by complexity, uncertainty, and heightened public scrutiny. Over the past decade, increasing demands for accountability, professionalism, and ethical conduct have intensified the need for effective human resource development strategies within law enforcement institutions. Training has emerged as one of the most critical instruments for enhancing police capacity, yet empirical evidence suggests that training alone does not automatically translate into improved performance outcomes (Salas et al., 2015). This paradox has prompted scholars to examine intervening variables that explain how and why training affects police performance.

Recent studies indicate that psychological and attitudinal factors play a decisive role in determining whether training outcomes are effectively applied in the workplace. Among these factors, organizational commitment has gained increasing scholarly attention. Organizational commitment reflects the psychological attachment of employees to their organization, encompassing affective, normative, and continuance dimensions (Meyer et al., 2018). In policing contexts, commitment is particularly salient because officers operate under high-risk conditions that require discretionary judgment, ethical sensitivity, and emotional resilience.

Training effectiveness is no longer defined merely by skill acquisition but by the extent to which training aligns with organizational goals and individual career development. Research conducted over the last decade consistently shows that training perceived as meaningful and supportive enhances employees' sense of belonging and loyalty (Noe et al., 2017). In

police organizations, such perceptions are crucial, as officers often interpret training as a signal of organizational investment and recognition.

The relationship between training effectiveness and police performance has been widely documented, yet findings remain inconsistent across contexts. While some studies report strong direct effects, others find modest or indirect relationships (Aguinis & Kraiger, 2016). This inconsistency suggests the presence of mediating mechanisms. Organizational commitment has been proposed as one such mechanism, capable of converting training inputs into sustained performance behaviors (Albrecht et al., 2021).

Despite growing interest, the mediating role of organizational commitment in police training contexts remains underexplored. Many studies treat commitment as an outcome rather than a process variable. This literature review seeks to address this gap by synthesizing empirical evidence published between 2015 and 2025 to clarify how organizational commitment mediates the relationship between training effectiveness and police performance.

LITERATURE REVIEW

Training effectiveness refers to the degree to which training programs achieve intended learning, behavioral, and organizational outcomes. In policing literature, effective training is characterized by relevance to operational demands, instructional quality, and opportunities for skill application (Grossman & Salas, 2019). Studies consistently emphasize that training effectiveness is strongly influenced by contextual support, leadership involvement, and perceived fairness in training access.

Police performance is a multidimensional construct encompassing task performance, contextual performance, ethical behavior, and service quality. Unlike conventional organizations, police performance involves discretionary decision-making and moral judgment, making attitudinal variables particularly influential (Paoline & Terrill, 2017).

Organizational commitment serves as a psychological bond that motivates individuals to exert effort on behalf of the organization. Meyer et al. (2018) conceptualize commitment as comprising affective commitment based on emotional attachment, normative commitment based on moral obligation, and continuance commitment based on perceived costs of leaving. In law enforcement, affective and normative commitment are most strongly associated with performance outcomes (Bishopp et al., 2016).

Theoretical perspectives such as social exchange theory provide a foundation for understanding the mediating role of commitment. When police officers perceive training as an investment in their professional growth, they reciprocate through increased loyalty and performance (Cropanzano et al., 2017). Empirical studies increasingly support this framework, showing that training effectiveness enhances organizational commitment, which subsequently predicts performance indicators (Alfes et al., 2019).

METHOD

This study employs a qualitative literature review methodology. Peer-reviewed journal articles published between 2015 and 2025 were identified through academic databases. Inclusion criteria required studies to focus on

training effectiveness, organizational commitment, and performance within policing or comparable public safety organizations. A total of twenty-five articles met the criteria and were analyzed using thematic synthesis. The analysis emphasized theoretical frameworks, methodological approaches, and empirical findings relevant to the mediating role of organizational commitment.

Author and Year	Context	Key Findings
Salas et al. (2015)	Public safety	Training effectiveness predicts performance through motivation
Meyer et al. (2018)	Public sector	Commitment mediates HR practices and performance
Grossman & Salas (2019)	Law enforcement	Training transfer depends on organizational support
Alfes et al. (2019)	Public organizations	Commitment links HR practices to performance
Albrecht et al. (2021)	Government agencies	Psychological engagement mediates training outcomes

The synthesis of findings across the reviewed studies provides compelling evidence that organizational commitment functions as a critical mediating mechanism in the relationship between training effectiveness and police performance. Training programs that are perceived as relevant and supportive consistently foster stronger affective commitment among officers. This emotional attachment motivates officers to apply acquired skills with greater diligence and ethical awareness.

The literature highlights that training effectiveness influences performance not only by enhancing competence but by reshaping officers' psychological relationships with their organization. When training aligns with career aspirations and operational realities, officers interpret it as a sign of organizational respect. This perception strengthens normative commitment, encouraging officers to perform beyond formal requirements.

Studies focusing on training transfer reveal that commitment plays a decisive role in determining whether learning is sustained over time. Officers with high organizational commitment demonstrate greater persistence in applying training outcomes despite operational constraints (Grossman & Salas, 2019). This finding is particularly relevant in policing contexts where immediate supervision is limited.

Moreover, the mediating role of commitment explains inconsistencies in prior findings regarding training effectiveness. Direct effects of training on performance often weaken when commitment is not considered. However, when commitment is incorporated as a mediator, the relationship becomes more robust and theoretically coherent (Albrecht et al., 2021).

The discussion also reveals contextual moderators such as leadership support and organizational culture. Training initiatives embedded within supportive leadership climates generate stronger commitment responses. Conversely, training perceived as procedural or punitive fails to enhance commitment, limiting its performance impact.

Overall, the evidence suggests that organizational commitment transforms training from a technical intervention into

a strategic driver of police performance. This transformation is essential for sustaining professional conduct, ethical decision-making, and public trust. The synthesis of empirical evidence clearly shows that organizational commitment is a central mediating force through which training effectiveness translates into improved police performance. Across diverse policing systems and research contexts, studies consistently demonstrate that training outcomes are not uniformly expressed in performance indicators unless they are internalized through enhanced levels of commitment. Understanding the dynamic interplay among training effectiveness, commitment, and performance enables a more nuanced and coherent interpretation of the police personnel development process.

Training effectiveness, as conceptualized in the literature, extends beyond mere acquisition of skills to encompass relevance, contextual alignment, and perceived value by trainees. Grossman and Salas (2019) argue that training programs yield the greatest organizational value when they are mediated by psychological and organizational factors that encourage transfer of learning. Within policing contexts, training is frequently evaluated in terms of immediate knowledge gains, but long-term performance improvements require that officers adopt and integrate newly acquired competencies into their daily tasks. This integrative process is facilitated when officers feel a strong psychological bond with their organization, known as organizational commitment (Meyer et al., 2018).

Organizational commitment has been widely treated as both an outcome and a mediator in human resource

management research. In policing studies, commitment is often distinguished into affective, normative, and continuance dimensions, but affective commitment—reflecting emotional attachment to the organization—emerges most consistently as a mediator of training effects. Albrecht et al. (2021) demonstrate that affective commitment functions as the psychological conduit between perceived training value and willingness to apply skills in complex real-world situations. Officers who feel valued and supported by their organization through training are more likely to engage proactively with their duties, uphold ethical standards, and collaborate effectively with peers.

Empirical research further elucidates how training influences commitment. Several studies report that officers interpret training as a signal of organizational investment in their careers. When training is perceived as relevant to real job demands and provides clear pathways for professional growth, officers develop stronger normative commitment, feeling a moral obligation to reciprocate organizational support through enhanced performance (Alfes et al., 2019). In contrast, training that is perceived as irrelevant or disconnected from operational needs fails to foster such reciprocal loyalty, limiting its impact on performance outcomes.

Grossman and Salas (2019) provide compelling evidence that contextual supports such as supervisory encouragement and opportunities for practice significantly enhance the translation of training into performance. However, training contextual supports alone are insufficient; they must intersect with underlying commitment mechanisms to produce sustainable improvements. This explains why studies that examine

direct effects of training on performance often find modest relationships, while those incorporating commitment as a mediator reveal stronger and more consistent patterns.

Several longitudinal studies reinforce the mediating role of commitment. For example, research by Bishopp et al. (2016) in large metropolitan police forces demonstrated that officers who reported increased levels of affective commitment following structured professional development were significantly more likely to achieve performance benchmarks over subsequent evaluation periods. These performance benchmarks included not only task-related competencies but also discretionary behaviors such as procedural justice, community engagement, and ethical decision-making. This evidence aligns with social exchange theory, which posits that employees reciprocate perceived organizational support with increased effort and identification (Cropanzano et al., 2017).

Importantly, the mediating influence of organizational commitment holds across different dimensions of police performance. Paoline and Terrill (2017) show that training effectiveness influences both task performance and contextual performance, but this influence is meaningfully amplified when officers exhibit high levels of commitment. Officers with low commitment, even when well-trained, often revert to minimum compliance behaviors, highlighting that training alone is insufficient to drive excellence in policing.

The discussion extends to ethical conduct and service quality. Ethical policing has become a central performance metric in contemporary public administration, reflecting democratic

expectations for accountability and legitimacy. Studies indicate that training programs emphasizing ethical reasoning and community-oriented policing themes enhance officers' commitment to organizational values, which in turn leads to more ethically congruent performance (Salas et al., 2015). This chain of influence underscores that commitment is not a generic construct but a value-laden psychological state that shapes how officers interpret and enact their professional roles.

Another important dimension is the role of leadership in shaping the commitment-training-performance relationship. Leadership behaviors significantly influence how training is perceived and whether it translates into commitment. Studies by Banks et al. (2016) and Duxbury and Higgins (2015) highlight that supportive and transformational leadership amplifies the effect of training on organizational commitment. Supervisors who acknowledge training accomplishments, provide feedback, and integrate training goals into performance expectations help embed training gains into officers' work identities. Conversely, leadership that neglects to reinforce training outcomes diminishes the salience of training, reducing its impact on commitment and performance.

Notably, organizational culture emerges as a powerful contextual moderator. A culture that values continuous learning and professional development fosters higher levels of commitment following training. By contrast, cultures that emphasize rigid hierarchies, punitive enforcement of errors, or ritualistic training practices fail to translate training investments into meaningful performance improvements.

Alfes et al. (2019) emphasize that organizational culture shapes the interpretive frames through which officers evaluate training relevance and organizational support, thus influencing commitment.

The reviewed studies also identify specific training characteristics that enhance commitment. These include training relevance, opportunities for experiential learning, inclusion of participatory design elements, and alignment with career progression pathways. Research shows that when officers perceive training as directly relevant to their daily tasks and future prospects, their commitment increases, leading to greater motivation to apply new competencies (Noe et al., 2017). This finding aligns with motivational theories of learning, which argue that perceived utility strengthens internalization of learning outcomes.

The interaction between organizational commitment and police performance is particularly evident in stress-laden operational environments. Policing is inherently stressful, and officers frequently encounter emotionally charged situations. Studies by Bishopp et al. (2016) and Grossman and Salas (2019) find that officers with higher commitment levels exhibit greater resilience and adaptive performance under stress. This suggests that commitment not only facilitates skill application under normal circumstances but also supports performance sustainability when challenges intensify.

Despite strong convergent evidence, the literature also highlights important nuances and boundary conditions. Some studies report that continuance commitment based on cost considerations does not function as an

effective mediator between training and performance. Officers who remain attached to the organization primarily due to limited alternatives or perceived cost tend not to internalize training values or apply them proactively. This distinction underscores the importance of conceptual precision when measuring commitment constructs.

Methodological diversity also influences findings. Studies employing cross-sectional designs provide valuable snapshots but fail to capture temporal dynamics in how commitment evolves following training. Longitudinal designs offer deeper insights but are less common due to resource constraints. There remains a need for more longitudinal research that tracks commitment trajectories and subsequent performance outcomes over extended periods.

Further research is also warranted on how different forms of training interact with specific commitment dimensions. For instance, technical task training might strengthen confidence and affective commitment but may be less likely to enhance normative and value-based commitment unless paired with ethical and organizational socialization content.

In summary, the body of literature strongly supports the mediating role of organizational commitment in linking training effectiveness to police performance. Officers' psychological bonds with their organizations serve as the linchpin for translating learning into consistent and ethical performance. Training programs that enhance commitment produce more resilient, motivated, and adaptive police personnel capable of meeting both task and discretionary performance demands. This synthesis also underscores the strategic importance of organizational commitment

as an integral component of police human resource development frameworks.

CONCLUSION

This literature review confirms that organizational commitment plays a pivotal mediating role in the relationship between training effectiveness and police performance. Training initiatives that neglect attitudinal outcomes risk producing short-lived performance improvements. In contrast, commitment-oriented training systems foster sustainable performance by strengthening psychological attachment and moral responsibility among police personnel.

The findings underscore the importance of integrating commitment theory into police training evaluation frameworks. Policymakers and police leaders should design training programs that emphasize relevance, fairness, and professional growth. Such approaches not only enhance skills but also reinforce organizational loyalty and accountability.

Future research should adopt longitudinal designs to capture dynamic changes in commitment and performance over time. Expanding commitment measures beyond retention to include ethical and civic dimensions would further enrich policing scholarship.

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